

University of Wisconsin-Madison
Department of Kinesiology

Kines 353 Health and Physical Education in a Multicultural Society (2 credits)

- Instructor:** Dan Timm, Ed.D., 1043 Gym-Nat, 262-7714, dtimm@education.wisc.edu
Office Hours: MW 3:00-4:00, TR 2:30-3:30, F 10:00-11:00
- Schedule:** One 100-minute lecture period per week (M 7:00-8:40 in 1190 Gymnasium-Natatorium) plus a minimum of 25 hours of field work during the semester for the Multicultural Field Experience.
- Learn@UW Address:** <https://uwmad.courses.wisconsin.edu/d2l/home/3351601>
- Required Readings:** Desmond, M. (2016). *Evicted: Poverty and profit in the American city*. New York, NY: Crown.
Students will receive a coupon for a free copy of this book.
- Other readings for the course are posted on Learn@UW. They are taken from but not limited to the following sources...
- Au, W. (2009). *Rethinking multicultural education: Teaching for racial and cultural justice*. Milwaukee, WI: Rethinking Schools.
- Branche, J., Mullennix, J., & Cohn, E. R. (Eds.). (2007). *Diversity across the curriculum: A guide for faculty in higher education*. Bolton, MA: Anker.
- Clements, R. L., & Rady, A. M. (2012). *Urban physical education: Instructional practices and cultural activities*. Champaign, IL: Human Kinetics.
- Gay, G. (2010). *Culturally responsive teaching: Theory, research, and practice* (2nd ed.). New York, NY: Teachers College Press.
- Grant, C. A., & Sleeter, C. E. (2007). *Doing multicultural education for achievement and equity*. New York, NY: Routledge.
- Irvine, J. J. (2003). *Educating teachers for diversity: Seeing with a cultural eye*. New York, NY: Teachers College Press.
- Landsman, J. (2001). *A White teacher talks about race*. Lanham, MD: Scarecrow Press.
- Wisconsin Department of Public Instruction. (2009). *American Indian Studies Information Packet*. (Available from the Wisconsin Department of Public Instruction, 125 South Webster Street, Madison, WI 53707-7841)
- Wisconsin Tribal Histories are available for viewing on Learn@UW at the links under Materials -> Content -> Wisconsin Tribal Histories.

Course Description: This course is intended to familiarize students with aspects and perspectives of diversity and culture, the concepts and importance of culturally responsive teaching, and the Act 31 requirement for teacher education students. Students will have opportunities to incorporate concepts from class into their Multicultural Field Experience

Course Objectives: At the conclusion of this course, students should...

- be familiar with their own cultural background
- understand their role in a culturally diverse world
- be familiar with the concept of culturally responsive teaching
- have practical experience working toward becoming a culturally responsive teacher
- understand the concept of multicultural education and the importance of multicultural assessment
- be able to discuss biases/prejudices of teachers and barriers to diversity
- be familiar with Act 31
- be able to integrate Act 31 content into their teaching
- be able to understand the perspective of a person from a different cultural background
- know how to teach English Language Learners
- know how to address health characteristics of students in their teaching

Student Expectations: Students are expected to be punctual in attending every class period, have prepared for each class, and fully participate in all class activities.

Accommodations: Your success in this course is important. If there are circumstances that may affect your performance in class, please let the instructor know so a plan can be developed for you to have opportunities to be successful. Students requiring special accommodations related to a learning need should contact the McBurney Disability Resource Center, 702 West Johnson Street, 263-2741, for information and assessment.

Academic Integrity: The University of Wisconsin is a highly respected institution of higher education. To help maintain the reputation of the university, and ultimately the credibility of your degree, you are expected to demonstrate academic integrity during this course. Please review the university's statement on academic integrity at <http://students.wisc.edu/doso/academicintegrity.html> and information regarding academic integrity for students at <http://students.wisc.edu/doso/students.html>
Examples of academic misconduct include:

- Seeking to claim credit for the work or efforts of another without authorization or citation
- Using unauthorized material or fabricating data in any academic exercise
- Forging or falsifying academic documents or records
- Intentionally impeding or damaging the academic work of others
- Engaging in conduct aimed at making false representation of a student's academic performance
- Assisting other students in any of these acts

Evaluation:	Autobiography	15%
	Cross-Cultural Event Paper	20%
	Infusing Act 31 into Health and Physical Education/ Professional Practice Paper	25%
	Integrating Culturally Responsive Teaching into the Multicultural Field Experience Paper	30%
	Field Supervisor's Evaluation	<u>10%</u> 100%

Assignments:

Weekly Multicultural Field Experience Postings

Each week, you will post a report on Learn@UW regarding what you did in your Multicultural Field Experience for the week. Postings can include information about individuals you worked with, what you did, how things went, and what you learned about the individuals you worked with and about yourself. The course instructor will respond to your post and ask questions to stimulate deeper thinking on your part about particular issues. You are encouraged to read and respond to the posts of classmates.

Autobiography (due October 3)

This assignment is intended to allow you to examine yourself as a person and how you are as a person influences who you are in your professional practice. After completing a cultural self-mapping, you need to examine how your cultural self influences how you respond and interact with experiences with diversity. Then, you need to consider how the manner in which you respond to diversity influences who you are as a teacher/practitioner. Your autobiography will be evaluated on your personal developmental factors, experiences with diversity, attitudes, and implications for education/professional practice.

Cross-Cultural Event Paper (due November 7)

Experiencing life through the eyes of another person can provide a new perspective. After attending a cross-cultural event, present your thoughts in written form. Cross-cultural events are defined as those that inform about a cultural or ethnic/racial group different from one's own group. The best experience is one that involves personal social interaction rather than observation from a distance. Choose your event carefully to get the most out of this experience. Your paper describing the experience will be evaluated on background details, your personal response to the experience, and implications for education/professional practice.

Infusing Act 31 into Health and Physical Education/Professional Practice
(due December 5)

Using presentations and discussions in class, information from the School Education (<http://www.education.wisc.edu/soe/about/resource-service-units/student-diversity-programs/american-indian-curriculum-services/external-resources>), other research you perform, and your own analysis and synthesis as a foundation, discuss (1) aspects of the history, culture, and tribal sovereignty of the federally recognized tribes and bands in Wisconsin you would include in your teaching of health or physical education or into your professional practice. Included in your paper, discuss (2) how you will infuse those aspects of the history, culture, and tribal sovereignty of the federally recognized tribes and bands

in Wisconsin into your teaching or practice. As frequent reinforcement of ideas is important, you should consider (a) an entire physical education program at either the elementary level or secondary level for the infusion of Act 31, rather than infusing Act 31 into only one unit of instruction or one lesson or (b) an entire work program rather than one aspect of one's employment. The paper will be evaluated on including *two aspects of history, two aspects of culture, and two aspects of tribal sovereignty* in your teaching/professional practice and how you will include those aspects in your teaching/professional practice. Each aspect of history and culture is to come from a different tribe or band.

Integrating Culturally Responsive Teaching into the Multicultural Field Experience (due December 21)

In the culminating paper for this course, you will discuss how you implemented concepts of culturally responsive teaching in your Multicultural Field Experience. Gay (2002) defined culturally responsive teaching as, "Using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for teaching them more effectively" (p. 106). Gay went on to state that when course content is connected with students' lives and frames of reference, subject matter becomes more meaningful, students have more interest, and academic achievement improves. Your paper will be evaluated on how you addressed the five areas of culturally responsive teaching: developing a cultural knowledge base, building a cultural learning community, cross-cultural communications, examining and responding to cultural curricula, and developing cultural connections, in your Multicultural Field Experience.

Field Supervisor's Evaluation (due December 23)

Your supervisor for the Multicultural Field Experience will evaluate you at the end of the experience. Comments will be requested from your supervisor regarding your dependability/attendance, learning about multicultural perspectives and creating an inclusive environment, your communication with youth and staff, and your initiative and/or creativity.

Grade Breakdown:	A = 93% - 100%	C = 70% - <79%
	AB = 89% - <93%	D = 60% - <70%
	B = 83% - <89%	F = 0% - <60%
	BC = 79% - <83%	

Class Schedule

September 12	Introduction to the Course Introduction to the Multicultural Field Experience Examining Diversity and Culture
September 19	Cultural-Self Mapping Discussion Understanding Ourselves Reading: Kugler, E. G., <i>Understanding our Diverse Students by Understanding Ourselves First</i>

- Sept. 19 (cont.) Culturally Responsive Teaching (CRT): Cross-Cultural Communication (Verbal)
Reading: Gay, G., p. 78-92
- September 26 CRT: Cross-Cultural Communication (Non-Verbal)
Reading: Clements, R. L. and Rady, A. M., p. 7-16
- CRT: Developing a Cultural Knowledge Base
Readings: Gay, G., *Preparing for Culturally Responsive Teaching*, p. 106-108
Grant, C. A., & Sleeter, C. E., p. 134-141
- October 3 CRT: Developing a Cultural Knowledge Base
- CRT: Developing Cultural Connections
Readings: Gay, G., p. 174-177, 197-202
Gay, G., *Preparing for Culturally Responsive Teaching*, p. 112-114
- Autobiography due*
- October 10 CRT: Developing Cultural Connections
- CRT: Building a Cultural Learning Community
Reading: Gay, G., p. 49-59
- October 17 CRT: Examining and Responding to Cultural Curricula
Reading: Gay, G., p. 130-134, 147-156
- Barriers to Diversity
Reading: Branche, J., Mullennix, J., & Cohn, E. R., chapter 2
Gay, G., p. 129-130
- October 24 Biases/Prejudices of Teachers
Readings: Landsman, J., p. 103-110, 112-119
Cardinal, B. J., Whitney, A. R., Narimatsu, M., Hubert, N.,
& Souza, B. J., *Obesity Bias in the Gym: An Under-recognized Social Justice, Diversity, and Inclusivity Issue*
Nelson, L., *Racism in the Classroom...*
- Multicultural Education in Schools
Readings: Au, W., *Decolonizing the Classroom: Lessons in Multicultural Education*
Miner, B., *Taking Multicultural, Anti-Racist Education Seriously: An Interview with Enid Lee*
- October 31 Multicultural Assessment
Reading: Irvine, J. J., chapter 6
- November 7 Cross-Cultural Event Discussion

- Nov. 7 (cont.) Background of Act 31
 Readings: *Historical Background to the Study of Wisconsin Indian History, Culture, and Tribal Sovereignty Wisconsin Indian Tribal Communities*
Cross-Cultural Event Paper due
- November 14 Tribal Sovereignty
 Reading: *Questions and Answers about American Indians in Wisconsin*
 Culture of Wisconsin Tribal Nations
 Readings: Metoxen, K. B., *The Pow-wow Trail BEGINS*
 Nahbenayash, G., *Aunt Marie's Visit*
 LaBarge, P. G., *Patience*
 Nahbenayash, G., *Overland Skiing*
 Metoxen, K. B., (no title)
- November 21 Infusing Act 31 into One's Teaching/Practice
 Reading: *Integrating Wisconsin American Indian History, Culture, and Tribal Sovereignty into the Curriculum*
 Gender Diversity
 Readings: Lahey, J., *Stop Penalizing Boys for Not Being Able to Sit Still at School*
 Kimmel, M., *Solving the 'Boy Crisis' in schools*
- November 28 Socioeconomic Diversity
 Readings: Thompson, D., *Poverty Rate Still High Among U.S. Children*
 Desmond, p. 154-155, 208, 211
 Uhlig, K., *Low-Income Students Lag in Attendance Rates*
 Teaching English Language Learners
 Reading: Echevarria, J., Frey, N., & Fisher, D., *What it Takes for English Learners to SUCCEED*
- December 5 Teaching English Language Learners
 Health Disparities
 Reading: Desmond, p. 256-258
Infusing Act 31 into Physical Education paper due
- December 12 Health Disparities
 Integrating Culturally Responsive Teaching into the Multicultural Field
 Experience Discussion

Wednesday, December 21, 7:25 p.m. *Integrating Culturally Responsive Teaching into the Multicultural Field Experience Paper due*

Friday, December 23 *Field Supervisor's Evaluation due*

University of Wisconsin School of Education Teacher Licensing Standards

Following are the University of Wisconsin School of Education conceptual areas and standards addressed through Physical Education in a Multicultural Society and how those standards will be assessed...

Conceptual Area 3 Engagement and Instruction

Standard 3.1 *Use a variety of teaching strategies, and evidence-based technologies and information resources to engage learners in meaningful learning activities that lead to content knowledge, critical thinking, creativity, innovation, self-evaluation, and self-directed learning.*

Assessment: Infusing Act 31 into Physical Education Paper

Standard 3.2 *Adapt teaching, using effective, linguistically and culturally responsive scaffolds and supports to capitalize on learners' strengths and meet learners' needs.*

Assessment: Integrating Culturally Responsive Teaching into the Multicultural Field Experience Paper

Conceptual Area 5 Professionalism and Ethics

Standard 5.4 *Use professional ethics, and school and district, state and federal policies and regulations to guide their practices, decisions, and relationships with others, including learners, colleagues, and families from different cultural and linguistic backgrounds.*

Assessment: Infusing Act 31 into Physical Education Paper

Standard 5.6 *Engage in ongoing professional learning.*

Assessment: Cross-Cultural Event Paper

Standard 5.7 *Demonstrate leadership.*

Assessment: Integrating Culturally Responsive Teaching into the Multicultural Field Experience Paper

Standard 5.8 *Reflect on and meaningfully justify decisions relating to professionalism and ethics and how professionalism and ethics inform their practices, decisions, and communication.*

Assessment: Autobiography

