

Fullerton College
110 Anti-bias Perspective Seminar
Fall 2009

Section: #12560 with Chris Lamm; Section: #12561 with Adela Lopez. Room: 1418.

Instructors:

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***This website has class materials**

Office Hours:

Mondays: 8:30-9:00am; 3-4pm;

Tuesdays: 8:30-9:00am

Wednesdays: 5:00-6:30pm

Thursdays: 5:00-6:30pm

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Office Hours:

Mondays & Wednesdays: 10:30-12:30noon

Thursdays: 2:00-3:00pm, and by appt.

Interns:

Syllabus:

(required)

110 Anti-bias Perspective Seminar Syllabus [2007-2009 Edition].

Chris Lamm & Adela Lopez – Instructors. [Create a Notebook to hold the Syllabus Information and Additional Handouts].

Text:

Anti-bias Curriculum: Tools for Empowering Young Children.

Louise Derman-Sparks and the ABC Task Force, NAEYC, 1991.

[This book is also on reserve in the Library – You will have readings from this book].

Website for Class Material: <http://staffwww.fullcoll.edu/clamm>

COURSE REQUIREMENTS

Portfolio	100 pts.
Typed entries are required every two weeks throughout the semester.	
The Journey Board	100 pts.
Modeling Seminar Participation/Responsibilities	50 pts.
Double Entries on Readings every two weeks throughout the semester	
Pass It On!/Dia de los Muertos Assignment	50pts.
Total Points	300 pts.

Grade Scale

<u>50 points:</u>	A = 45-50	B = 40-44	C = 35-39	D = 30-34
<u>100 points:</u>	A = 90-100	B = 80-89	C = 70-79	D = 60-69
<u>300 points:</u>	A = 270-300	B = 240-269	C = 210-239	D = 180-209

***To gain full benefit of this course, it is important to:**

--engage in the process

--participate in the activities – be a critical thinker

--help build a respectful classroom community where students and instructors benefit from this interaction.

Student Responsibilities:

- Come to class prepared, on time and stay for the entire period
- Attendance is CRITICAL – you will be dropped after 3 full- class absences (Attending half a class will be adding to your absences). It is important to attend all class sessions.
- No cell phones or pagers or electronic devices are to be turned on in class
- Assignments must be proofread, typed, directions followed and turned in on the date due. [Take advantage of the Writing Center on campus].
- As an adult learner, you are responsible for:
 - being aware of the college policies
 - adhering to the FC Academic Honesty Policy
 - being aware of your status in the class[college policies are available in the Student Affairs Office]

Instructor Responsibilities:

- Treating student fairly and respectfully
- Returning projects back in a timely manner (including Academic Journals and Double-Entry Journals)
- Being available to answer questions and provide support

Emergencies will be handled on an individual basis.

Purpose of This Class:

1. To expose the student to different anti-bias topics.
2. To look at where they are (self assessment) on these issues.
3. To understand various points of view, different perspectives, on the issues.
4. To look at the issues from a historical perspective.
5. To develop critical thinking strategies to help the student move through their own “baggage” and “bias” to help others.
6. To see their role as an activist/change agent in their lives.
7. To create a classroom community where this dialogue can take place.
8. To develop a broader knowledge base.

Look at the Portfolio process & The Stages Assignment to provide a vehicle in this class for you to reach the above identified goals.

Brief Description of Assignments:

Detailed handouts will be given later for the major projects.

1. Modeling Seminar Participation/Responsibilities:

It will be your responsibility to come to class prepared to participate fully in the seminar process (see “A Seminar” handout). Become familiar with the seminar skills outlined in the handout and come prepared each class to engage in this process. Evaluation will be based on your demonstration of the seminar skills and the behavior characteristics to avoid as outlined in the handout. Your understanding and work on the stages of becoming an anti-bias educator and your double-entries on the readings will also be part of the evaluation process. Come to each class prepared to engage in critical thinking.

• **Double-Entries on Readings.** This exercise will be outlined during the first class session. It will support your understanding & critical thinking of the assigned readings.

2. Portfolio:

The importance of the portfolio process is to document your work and growth in the process of understanding the anti-bias perspective. This process will help you as an individual, as well as help you come to a deeper understanding of other cultures and family styles in a more open and accepting manner. **The Academic Journal**, which makes up the heart of your final Portfolio should reflect your awareness of the political dimensions of the relationship between the class subject matter and the issues that affect your personal and socioeconomic realities. **This course will focus on the Academic Journal in building your portfolio.** Think of the Academic Journals/Portfolio as “The Book of Understanding”. You will also have an opportunity to add additional information to your Portfolio in the Appendix. See Portfolio Assignment handout for more details.

3. **The Journey Board:** The purpose of this project is to take a risk and move out of your “comfort zone” and explore an area of bias that is covered in the anti-bias perspective in which you are perpetuating (You are not the victim in this exercise but rather an agent of the bias). The objective is to engage in critical thinking, to learn more about the ism, to look at various perspectives on the ism, to become aware of your bias regarding the ism; and, to move another step on your journey toward becoming an anti-bias educator. This will be a visual as well as written presentation. See The Journey Board Assignment handout for details.

4. Pass It On!/Dia De Los Muertos Assignment:

The purpose of this assignment is multifold.

* **Pass It On!:** The purpose of this assignment is to explore our rich family history and see the cultural complexities that make us who we are today. This exercise will serve as a first step in preparing for the Dia de los Muertos activity of honoring a family member.

* **Dia De Los Muertos:** The Anti-bias Perspective Seminar and the Ethnic Studies classes come together to share their findings, understandings, and experiences of the celebration of Dia de los Muertos with the larger campus community and the City of Fullerton. This event is a Celebration of Life and will be held this year on Thursday evening October 29th. This option assignment gives you an opportunity to (a) write an investigative research report and write-up an investigative sheet at the celebration or (b) design an ofrenda for the event and complete a reflection sheet regarding the event.

* **Both options require students to help in the set-up, hosting, and take down of the event.**