

**Fullerton College
110 Anti-bias Perspective Seminar**

The Journey Project Board

Purpose: The purpose of this project is to take a risk and move out of your “comfort zone” and explore an area of the anti-bias perspective in which you are having difficulty or are struggling with the issues. **[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 isms (issues);
- to look at various perspectives on isms (issues);
- to become aware of your bias regarding the “ism”: and,
- to move another step on your journey toward becoming “An Anti-bias Educator”.

Working Definition of Bias/Isim: An attitude, belief, or feeling that results in and helps justify unfair treatment of an individual because of his/her identity.

Working Definition of Prejudice: An attitude or belief, opinion, or feeling formed without adequate prior knowledge - “pre-judgment” (for or against something).

Working Definition of Stereotype: An oversimplification or generalization about a particular group which usually carries derogatory implications.

Isim from Syllabus Article #3: *Isms* are prejudice and stereotypes enforced by people with more power than others, by institutions, and by cultural attitudes and values. Prejudice + Power = Isms.

Total Points Possible: 100 points

Due Dates:

•**September 24:** **Introduction of the Journey Board**

•**October 15:** **Proposal: This must be typed.**

- a. Identify your “ism”.
- b. Discuss why you chose this ism (be sure it meets the criteria of perpetuating the isms not being a victim of the ism).
- c. Identify your first steps in addressing this ism.

•**November 12:** **Project Due:**

- a. Journey Board Presentations/Evaluation - Design your Presentation Board to:
 - a. Identify your ism & why it is your ism
 - b. What you learned about the ism (show your research - be sure to explore the other side of your position)
 - c. Steps you took to address the ism (looking at multiple perspectives)
 - d. Next steps.
- b. In-Class Peer Evaluation Process

Directions

Step One: **Identify Your “Isim” (Proposal)**

Look at all the “isms”(issues) that come under the heading: anti-bias”. Review “The Anti-bias Framework” (#2) [Issue: refers to a point in question, dispute, controversy, conflict]. The Teaching Tolerance website is a great resource (www.teachingtolerance.org). Take the Hidden Bias test and check out The Power of Words.

Select an “ism” identified on the Anti-bias framework (#2) that you feel is an area **YOU especially need to work on**. Which one of the “isms” do you have the most difficulty with –the most bias ? –**That’s the “ism” you should choose to address for this Project**. Challenge yourself to select an “ism” that will help you move forward on **YOUR JOURNEY** of becoming an anti-bias educator. Spend time exploring the “ism”. Do some introspective reflection. Remember it is an “ism” that you contribute to reinforcing or perpetuating.

Step Two: Gaining Knowledge (Researching the Your “ism”/”bias”)

Begin the process of gaining knowledge regarding **YOUR “ism”**. Use a variety of strategies to gain the needed information. You need to identify your sources: journals & magazine articles, newspapers, television, movies, conferences, interviews, museums, internet, etc.

Additional References: The Anti-bias Framework (Article #2), and the “Isms” (#3), Stages of Becoming An Anti-bias Educator (#4 & 5). Look on the internet to find web sites that focus on your “ism”.

- Look at the topic from multiple perspectives.

Step Three: Sharing Your Knowledge-Part II (Journey Board Presentation)

Design & develop a Presentation (Display) Board to show the new knowledge and insight YOU gained regarding YOUR “ism”. (Journey Board Presentation)

[The Presentation (Display) boards can be purchased at Staples, Office Depot, Michaels, Tall Mouse, etc. They are thick cardboard with a larger center section and two smaller side sections that fold over to protect your work—see presentation boards brought to class—needs to be that size, Sometimes they are called Science Presentation Boards. Should cost around \$5-10.]

• THE BOARD NEEDS TO SHOW YOUR JOURNEY

[Past/Present/Future]

- Future = strategies you are now going to implement.
- Be creative in sharing this insight.
- Make it interesting as well as informative.
- Need to provide evidence of your knowledge gained from your research as well as your stories on the Board. **NEED TO SEE YOUR JOURNEY ON ADDRESSING THIS ISM!**
- Need to show resources on your board.
- It needs to be neat and eye catching.
- Incorporate color, pictures, text, etc.

Step Four: Poster Session (Sharing & Evaluating Your Work)

- Bring in your Presentation (Display) Board.
- Display your Journey Project Board on the tables.
- You will be given time to explore each Journey Board and view/read the journeys of your classmates. There will be a peer evaluation component during this process.
- After reading & evaluating the Journey Boards, we will gather for a class reflection of the process.

Evaluation of the Written Proposal:

- a. Identify your “ism”.
- b. Discuss why you chose this ism (be sure it meets the criteria of perpetuating the isms not being a victim of the ism).
- c. Identify your first steps in addressing this ism.