

CENTER FOR EDUCATIONAL PLURALISM

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CEP Hours:

Monday: 8am - 5pm

Tuesday: 8am - 2pm and 3pm - 5pm

Wednesday: 8am - 5pm

Thursday: 8am - 2pm and 3pm - 5pm

Friday: 10am - 4pm

Finals Week: TBA

* Hours are subject to change.

WHERE HAVE WE BEEN? WHERE ARE WE GOING?

BY LORRAINE KASPRISIN

I want to extend a special thank you to all. Without the input and enthusiasm of the faculty, the commitment and passion of our student staff, and the leadership of Dean Salzman, the CEP would not have been able to provide the programs and initiatives this past year that enhanced the educational and cultural experiences of our students. In addition to the events around our theme, *Brown at Fifty, Its Legacy, Promise and Continuing Struggles*, we have formed two teams of faculty across departments to work on special projects that will contribute to our knowledge base and our outreach efforts. We have also connected with numerous university and community groups including conversations and luncheons with members of the Native American Community. I would like to recognize the faculty involved in our projects: 1.

Lummi Nation Outreach: Angie Harwood, Karen Hoelscher, Kay Price and Violet Malone, along with Jan Super more recently, 2. Democracy Project: Bob Keiper, Bruce Larson, Victor Nolet, and Lauren McClanahan. And a special recognition also to Marty Chorbha who has worked with the Alumni Association in helping us to put together the reception and workshop on May 12th. In addition to working on events and outreach efforts, the CEP staff has served both the students who are increasingly visiting the Center and the faculty with special projects they are doing in their classes. They have been an extraordinary group of dedicated young people. Finally, watch for our new electronic journal that is scheduled to be published this fall.

Next year's theme will be *Does Democracy Mat-*

ter: Questions We Fail to Ask, a very timely topic in light of the recent survey by the John S. and James L. Knight Foundation on high school students' lack of understanding of the nation's fundamental principles. It also comes at a time when 200 public colleges and universities in partnership with the New York Times are engaging in a project called the American Democracy Project (ADP) to promote civic engagement among college students. The CEP is a partnering with Western's ADP as well as with the League of Small Democratic Schools, a pilot project sponsored by John Goodlad's Center for Educational Inquiry. In working with the League, our goals are to help our partner school, the Whatcom Day Academy, create a vision of the school as a laboratory for democratic practices that will serve as a model school for our stu-

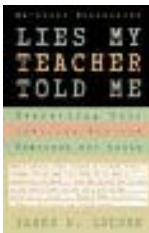
(Continued on page 2)

2nd Annual Awards Ceremony and Celebration May 24, 2005 at 12:00 p.m., Viking Union 462

Woodring students who have been nominated by faculty for outstanding multicultural/diversity projects will be honored at the reception and have an opportunity to present their projects. The CEP will host a celebration as a thank you to all of our supporters. Refreshments will be served. ALL ARE WELCOME!!

"We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color."

—Maya Angelo



WHERE HAVE WE BEEN? WHERE ARE WE GOING? (CONT)

dents showing what is possible. The Center will also publish the results of the pilot study so the profession and our prospective teachers have a model of best practices that align with democratic principles.

The events next year will look at the different types of questions that we need to ask if we are to educate students for participation in a more socially just and democratically inclusive community. Our distinguished speaker next year will be Jonathan Kozol whose new book, *The Shame of the Nation*, is scheduled to be published in the fall. A passionate and relentless voice appealing to the "conscience of a

nation," Kozol's questions will be the first in the series of inquiries we will raise. His event will be followed up in the spring with a book seminar to discuss his new book. Later in the year, Washington State Supreme Court Justice, Richard Sanders, will speak at Woodring. But we will also continue to pursue an aesthetic and artistic understanding of the cultural richness of our society with the special reception in the fall for John Paul Jones, of the Cherokee Nation and the primary architect of the Museum of the American Indian, a part of the Smithsonian in Washington, DC. We are hoping to provide an informal venue for our

faculty and students as well as members of our Native American community to converse. John Paul Jones will also deliver the university's public lecture.

In the fall, I will be visiting the departments again to assure that our vision is formed collectively and that our efforts are supporting your teaching, the students learning and the college's mission. Again, thank you all for your support and please let us know ways we can assist you.

NEW RESOURCES!!

This is just a sample of some of the CEP's new resources. Refer to the CEP's website to view the complete list or drop by MH 250 and see for yourself!

THE CEP ALWAYS TAKES RECOMMENDATIONS FOR RESOURCES TO ORDER!!

New Videos:

- The Ebonics Controversy
- Zoot Suit Riots: The American Experience
- Communicating Between Cultures
- Human Rights: Youth Perspectives (4 video set)
- Coming of Age
- Everybody's Ethnic: Your Invisible Culture
- We Speak America

New Books (Adult and Youth):

- Asian Americans: Oral Histories of First to Fourth Generation

- Black Students - Middle Class Teachers
- Do You Remember the Color Blue: And Other Questions Kids Ask About Blindness
- Returning a Borrowed Tongue: An Anthology of Filipino American Poetry
- Issues in Latino Education: Race, School Culture, and the Politics of Academic Success

Help Build the CEP's Collection!

Due to our relatively small budget compared to the abundance of great resources out there, the CEP has compiled a wish list of resources that our supporters can view on our website and purchase for the CEP!
Thank you for your support!

- Lies My Teacher Told Me
- Literature and Lives: A Response-Based Cultural Studies Approach to Teaching English
- Bridging Cultures Between Home and School: A guide for teachers
- Hopeful Girls, Troubled Boys: Race and Gender Disparity in Urban Education
- Culturally Responsive Mathematics & Science Education for Native Students
- No More Lies, No More Shame (Curriculum)
- Ian's Walk
- The Upside Down Boy
- My Name was Hussein
- The Librarian of Basra
- The Voice that Challenged the Nation
- Farewell to Manzanar
- My Sisters' Voices: Teenage Girls of Color Speak Out

MEET THE STAFF



My name is **Malena Bartel** and I am the Coordinator at the CEP. I am an Art major and psychology minor, and am finishing up my elementary education endorsement. I will be doing my student teaching in Peru this summer and will be starting my Masters of School Social Work in the fall. I volunteer with the A.S. Diversity Task Force and the Whatcom Human Rights Task Force (WHRTF).

I delayed my student teaching in order to take the job as Coordinator at the CEP because I wanted to help prepare culturally responsive and thoughtful teachers, particularly by getting Woodring students more involved in the CEP and Ethnic Student Center. The experience I have gotten here is invaluable and assures me that I am headed in the right direction towards my future career.

My job at the CEP includes supervising a staff of three, planning events, connecting to campus and community groups, working with Woodring faculty to employ diversity issues in the classroom, representing the CEP and student voice on Woodring's Diversity Committee, and editing this newsletter, among many, many other responsibilities! With the various connections we made this year, the new events, and the shifting role of the Center, this is an exciting time for the CEP. Come talk with us and see how you can get involved!



My name is **Jill Burns**, and I am a graduate student in the Masters In Teaching Program with a Language Arts Secondary Education endorsement. I feel honored to have had the opportunity to work at the CEP this year, and have enjoyed collaborating with Woodring faculty, staff and students to make the Center an important part of the learning environment here.

As a Graduate Research Assistant, my job at the CEP entails researching, ordering, and tracking materials for our resource library, updating our online multicultural events calendar, assisting in the organization of special events, and helping to interview and hire new staff. I am committed to our vision of preparing individuals to teach for social justice and democracy in our pluralistic society, and work to make the CEP an open and welcoming place for everyone to come and learn more about diversity in education. I hope you'll swing by for a visit this spring!



Hello! My name is **Tia White** and I am the newest member of the CEP team. I am a senior here at Western and majoring in African American Studies through Fairhaven College's interdisciplinary program. I have been an active member of the Ethnic Student Center (ESC) for almost two years and I helped co-found the Sisterhood Alliance that was developed to build stronger relationships amongst African American women here on campus. Once getting my Bachelors degree I will attend graduate school and hope to receive my teaching certificate in secondary education.

I am very excited to be working with other members of the CEP, as well as Woodring faculty and students, to embrace diversity and educate others on how it affects our daily lives. The CEP has been a great resource in understanding what exactly diversity is, providing a number of books, videos, film forums and events throughout the year that highlight our growth within Western's growing community. My future plans for next year, as Assistant-Coordinator of the CEP, is to build stronger ties with the organizations, departments and colleges here on campus. I would like to organize more events and forums that will focus specifically on issues that are concerning Western's students. The accomplishments of the CEP are constantly growing and being apart of this process is very exciting and enlightening. I hope to see all of you in the CEP!



My name is **Ashley Hilson**, and I am a freshman enjoying my first year studying here at Western. I am strongly considering a major in elementary education, with a possible minor in Spanish, although I am still figuring everything out! I am a General Staff personnel here at the CEP, and have greatly enjoyed my time spent working in the Center. I am

currently compiling a summary of our current resources, keeping track of checked out resources, and planning the CEP's film discussions. Working at the CEP this year has really allowed me to see more of what goes on at Western, and start to get involved in programs and learn more about campus. Additionally, the CEP has opened my eyes to the vast multitude of issues that our society is facing every day, and has helped to make me aware of how I can enact change and spread knowledge.

CEP PARTNERS WITH SCHOOL DEMOCRACY PILOT

BY SUSAN DONNELLY

Editors: The CEP has partnered with the League of Small Democratic Schools and the Whatcom Day Academy in a pilot project to create a school in Whatcom County that will be a model laboratory for democratic practices. Below is an article by Susan Donnelly, the Head of the Whatcom Day Academy, on the work of her faculty in concert with a team of five Woodring faculty from the CEP.

Our work with the League of Small Democratic Schools has helped us to assess how well we are doing preparing children to be citizens in a social and political democracy. We have begun work on a couple of goals that emerged from that assessment: 1) reviewing our social studies curriculum; and 2) expanding opportunities for students to have a voice.

We are re-conceptualizing the social studies curriculum in terms of how we can best prepare citizens to participate in a democratic society. We have identified a number of big ideas or overarching questions that relate to how children learn about themselves and others and how to work together in a community. From these big ideas or questions we want to develop strands or

themes that will extend across the grade levels and integrate with other parts of the curriculum as appropriate. The following list represents our thinking so far about these themes:

Identity Development – Who am I? (different learning styles, physical changes, health & fitness, individual strengths, contributing to a community)

Relationships with others – How do I get along with others? (social skills curriculum, process for handling conflicts, problem-solving, class meetings)

Differences and Similarities – How can I understand people who are different from me? (cultural studies, language studies, people with disabilities, geography, world religions)

Social Systems – What are the systems that have been developed, political and economic, for people to work together? What does it mean to be a citizen in a democracy? (civics and government, economics, geography, community service,

voting, first amendment rights and responsibilities)

Changes over Time – How did we get where we are? How does that help us understand our world today and prepare for the future? (history, world religions, geography, economics, affecting change)

Social Ecology – How do we interact with the physical environment? (industry, economics, population studies, sustainability)

With respect to our second goal about increasing opportunities for students to have a voice, some of our teachers have been exploring the use of class meetings to practice problem-solving, decision-making, and leadership skills. One class also learned about newspapers and reporting, and they worked in small groups to write their own newspapers. The teacher has plans for extending this activity next year.

Who has the CEP Worked

With This Year?

- American Democracy Project
- Associated Students Diversity Task Force
- Center for Service Learning
 - Community Leadership Advisory Council
- Hispano/a American Student Tutoring for Achievement
- League of Small Democratic Schools and Whatcom Day Academy
- Lesbian, Gay, Bisexual, Transgender Alliance
 - Native American Mentoring Program
- Northwest Center for Holocaust Education
 - Northwest Indian College
 - SWEA
 - Whatcom Film Association

JONATHAN KOZOL IS COMING TO WESTERN!

MR. KOZOL WILL BE TALKING ABOUT HIS NEW BOOK, *THE SHAME OF THE NATION: THE RESTORATION OF APARTHEID SCHOOLING IN AMERICA*, ON SEPTEMBER 29TH, 2005 AT 6:30 P.M. IN THE PERFORMING ARTS CENTER.

Check out the CEP's 'Current Events' page on our website for up-to-date info regarding CEP events, as well as local multicultural events.

NOTE FROM DEAN SALZMAN

BY STEPHANIE SALZMAN

When I joined Woodring College of Education as Dean in 2002, the students, faculty, and staff set diversity as a top goal. The Center for Educational Pluralism plays a central role in achieving our goal of creating and sustaining an inclusive College where diversity of backgrounds, culture, ability, and thought thrive. The CEP's focus on issues of social justice and educational pluralism are critically important in the current context of testing and accountability faced by educators and human service professionals as they seek to support the learning and well-being of children and families.

The initiatives and projects of the CEP put into action the "six principles of culturally-responsive professional practice" outlined by Cochran-Smith (1999).

These principles strive to (1) enable significant work within learning communities; (2) build on students' knowledge, interests, and cultural and linguistic resources, (3) teach skills and bridge gaps, (4) work with (not against) individuals, families, and communities; and (5) make activism, power, and inequality issues explicit parts of the curriculum for educators and human services professionals.

This issue of the CEP newsletter showcases examples of how our students and faculty are putting into action the principles of culturally-responsive practice. These examples extend from the profiles of the talented staff of the CEP to the School Democracy Pilot to the list of partners with whom the CEP has worked this year to the list of articles and books on diversity

authored by Woodring faculty to the story of a student teacher's experience in Africa.

Over the past year, the many symposia and special events sponsored by the CEP have provided us with opportunities to practice new skills and develop new habits in respect, empathy, equity, peace, and advocacy. These skills and habits are essential if we are to achieve our goal for a diverse and inclusive Woodring College of Education.

Cochran-Smith, M. (1999). Learning to teach for social justice. In GA. Griffin (Ed.), *The education of teachers: Ninety-eighth yearbook of the National Society for the Study of Education* (pp. 114-144). Chicago: The University of Chicago Press.

"Who dares to teach must never cease to learn."

- John Cotton Hana

Photos:

1. Brown bag lunch with Russ Whidbee (left) and Malcolm Oliver (right)
2. Dr. Geneva Gay, UW, (far right) talks with Woodring's Diversity Committee
3. Opening reception for Native Art Exhibit
4. Gary Howard Workshop
5. Native Student Panel
6. Rosalinda Guillèn

CEP EVENTS



GREETINGS FROM CAMEROON

BY MEGAN CLINE

Editors: One of the major goals of the CEP is to foster the involvement of Woodring students' in diversity issues. Megan is one of the many students who has utilized the CEP's resources this year and took her learning a step further by completing her student teaching in Africa.

By the time you get this, I will just be arriving back to the States after completing my student teaching in Cameroon Africa, in a town called Beua. I was able to do this through a program called Global Student Teaching that Woodring is adopting through the University of Minnesota, Morris. This program sends many students to over 60 countries to complete their student teaching. I would seriously recommend everyone to at least check it out, especially those looking for adventure and to expand their perspectives.

I was in Cameroon for three months and did my student teaching at a private school called Kingston Memorial Nursery and Primary Bilingual School. I ended up doing my student teaching in a Class 2, equivalent to our 2nd grade. Let me tell you, it has been a challenging, yet, rewarding experience. First of all, the school system here is so different. There are really no resources to work with, so the students copy the notes from the chalkboard and repeat what the teacher says. There is a lot of rote memorization here. Also, they still believe in corporal punishment, where they whip and beat kids for doing the littlest thing. They also publicly humiliate them by making fun of their learning abilities and their physical features. That has been, by far, the hardest thing for me to adjust to and I don't think I will ever adjust to it.

It has been a challenge, to say the least, to learn to adjust and to adapt to this system, but it has also been such a learning experience. I wanted to bring a new perspective to this school and show the children a different way of doing things. I have tried to make my lessons more creative and interesting for them, while still doing things they are used to doing. I am sure it has been hard for them to adjust to me, as well, so I didn't want to change everything they are used to. I have been trying to earn more of their respect of me as a teacher by incorporating different management/discipline strategies than they are used to. That has

“Expand your horizons, your point of view, and your way of life. Take the challenge to be submerged in a completely different culture and to be stretched beyond your comfort zone. Experience for yourself what I can only give you a tiny glimpse of.”

- Megan Cline, student teacher

been quite the process, but I see their respect more and more each day. I have learned countless things from working with these wonderful students and in this school system—too many to name. However, flexibility, patience, adaptation, and perseverance are some that instantly come to my mind of what I have learned.

Not only have I learned a ton from being in a completely different school system than the one I grew up in and have been taught to teach in, but I have also learned and experienced so

much from being in this diverse and rich Cameroonian culture. I have had amazing experiences here and have learned what hospitality looks like from the people here. It is such a different way of life here and I have learned to appreciate it so much. I have also gotten to go on some amazing and fun adventures: going to a rain forest/jungle, climbing Mt. Cameroon (the 3rd tallest mountain in Africa), going to numerous cultural events, and simply becoming a part of this culture.

I cannot even begin to document my experiences here and what I have learned. This is such a general account of what I have experienced. All I can say is that this has truly been the most rewarding, beneficial, challenging, and wonderful experience I have ever been through. I know that might sound "clicheish," but it is very true. The only way I can give you a better account is to seriously encourage you to go on such a journey. Expand your horizons, your point of view, and your way of life. Take the challenge to be submerged in a completely different culture and to be stretched beyond your comfort zone. Experience for yourself what I can only give you a tiny glimpse of.

Thank you for taking the time to read about some of my experiences and I really hope you consider student teaching abroad. As they say in Cameroon, Safe Travels.

From Cameroon,
Megan Cline

Would you like to student teach in another country?

Contact the Office of Field Experience: Visit Miller Hall 206 or call (360) 650-3310

<http://www.wce.wvu.edu/Resources/OFE/>

SELECTED ARTICLES AND BOOKS ON DIVERSITY BY WOODRING FACULTY

- Ashcraft, C. (in press) "Girl you better go get you a condom": Teen sexuality and popular culture as resources for critical multicultural curriculum. *Teachers College Record*.
- Howe, K. & Ashcraft, C. (in press) Deliberative democratic evaluation: Successes and limitations of an evaluation of school choice. *Teachers College Record*.
- Ashcraft, C. (2004). It's just semantics?: Investigating a school district's decision to *respect* or *value* diversity. *International Journal of Qualitative Studies in Education*, 17, 5, 685-706.
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- Caroll, David & Carney, Joanne, Personal Perspectives: Using Multimedia to Express Cultural Identity, Contemporary Issues in Technology and Teacher Education, Volume 4, Issue 4. URL: <http://www.citejournal.org/vol4/iss4/currentpractice/article2.cfm>
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- Demmert, William. (2002). "Who Am I? Issues of Language, Culture and Identity for Native Americans," *ESL Magazine*, pp. 26-28.
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- Kasprisin, Lorraine, The Education of Teachers for a Multicultural Society: Some Misconceptions, *Multicultural Education Journal*, (Canadian) Vol. 9 No. 2, November 1991; pp. 29-34. (Published under former last name, Simone, G.):
- Kozik-Rosabal, G. (2001). How do they learn to be whole? A strategy for helping preservice teachers develop dispositions. In B. Hocking, J. Haskell, & W. Linds (Eds.), *Unfolding bodymind: Exploring possibility through education* (pp. 100-116). Brandon, VT: The Foundation for Educational Renewal.
- Kozik-Rosabal, G., & MacGillivray, I. (2000). (Eds.). Sexual orientation and gender identity in America's urban schools. *Education and Urban Society*, 32 (3). Thousand Oaks, CA: Corwin Press.
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- McClanahan, Lauren, E-Pals: Using e-mail to connect pre-service teachers, writing, and rural Alaskan students. *Northwest Passages: Journal of the Northwest Association of Teacher Educators*. Spring 2005.
- McClanahan, Lauren, The ultimate hat trick: Using e-mail to connect writing, culture and students. *Current Issues in Middle Level Education*. Spring, 2005.
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HOW FACULTY USE THE CEP

BY KAY PRICE

Editors: Woodring faculty are increasingly using the CEP to enhance and enrich their students' experiences in cultural understanding. In this article, Kay Price talks about the ways faculty in the Special Education Department have made the resources of the CEP a part of their curriculum planning.

The special education department highly values the CEP and both faculty and students make use of the available resources in a variety of ways. The following are some examples:

- The CEP is used by special education students during their first quarter in the program. Students enrolled in SPED 320, taught by Kay Price and Chuck Lambert, incorporate K-12 books in the CEP in their Diversity Theme Activity Plan assignment. Karna Nelson and Jenny Parker encourage students to use CEP resources when completing diversity assignments in the 394a practicum.
- Karna Nelson and Kay Price use a variety of materials from the CEP for their Power-Point presentation/workshop on diversity responsive teaching.
- Students in the SPED 468 course, Families and Professionals, utilize resources that address family diversity. Resources, such as videos and books, are used in preparation for the role play assignments in that course.
- Students in the Case Studies in Special Education course also use the CEP. Instructor and department chair, Kris Slentz, encourages students to gather resources to strengthen their instruction in their practicum settings. The resources that are commonly selected are those that address various holidays.
- Faculty use resources from the CEP to supplement their instruction, writing, and research.
- All faculty attend events (e.g., speakers) sponsored by the CEP. The faculty encourage their students to attend these events, often adjusting class schedules so that students can attend.

The special education faculty use the CEP in a variety of ways. They consider it a valuable resource for their students and themselves. They feel fortunate to have such a resource available to them.

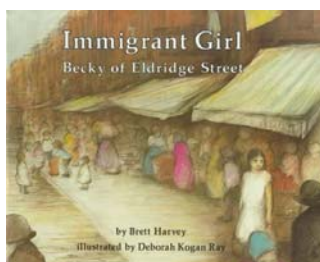
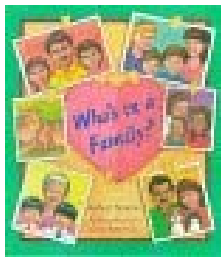
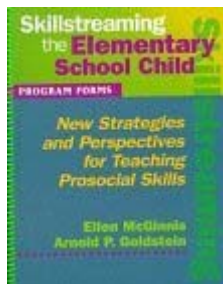
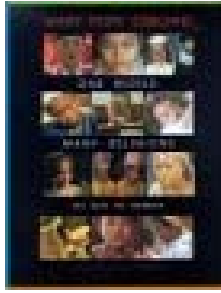
HOW STUDENTS USE THE CEP

BY ASHLEY ANDERSON

Editors: Students have increasingly dropped by the CEP this year to examine its resources. In this article, special education student, Ashley Anderson, describes two books that she found particularly helpful in her efforts to help children understand the experiences of immigrants and the phenomena of bullying. She included both in her lesson planning.

The understanding and acceptance of diversity is a goal for my classroom. Children's books provided by the Center of Educational Pluralism (CEP) provided me with resources to complete my assignments in SPED 320 and EIED 424. They also allow me to use this child friendly format to foster my understanding of diversity within the classroom.

Prior to completing my SPED 320 lesson plan assignment on understanding and accepting diversity, I borrowed Immigrant Girl: Becky of Eldridge Street by Steve Harvey from the CEP. Immigrant Girl depicted the life of a girl after moving to the United States



and the struggles she endured (1987). Harvey, through this story, helped me understand the issues surrounding those who immigrate. After reading the book and a class discussion, we discussed the issues Becky faced as an immigrant. We also discussed the feelings one has when one moves to a new place. Stories about those who helped make the move easier were shared. Finally, we listed ways, as a classroom community, we could help someone feel more welcome and accepted.

After success with *Immigrant Girl*, I returned to the CEP to borrow another resource for an assignment in EIED 424. I discovered *Don't Laugh at Me* by Steve Seskin and Allen Shamblin. *Don't Laugh at Me* acknowledged the hurt and pain of bullying victims. Seskin and Shamblin addressed the importance of acceptance and understanding of differences (2002). After reading the story in class, we discussed the reasons people would tease or bully. We talked about the feelings a person can have after being teased. Finally, we discussed what we can do to stop bullying and accept the differences between us in our classroom community.

The CEP provided the resources to work with students to promote diversity, acceptance, and understanding in the classroom. Thank you.

THE NEW 310

BY CATHERINE ASHCRAFT

Editors: With cultural issues now infused in all courses and the CEP serving to enhance students' experiences, the newly revised EDF 310 now serves as an introductory grounding that other courses and the CEP can build upon. In this article, Catherine Ashcraft explains what faculty can expect from students who have taken the course.

For the past year, the foundations faculty have been hard at work revising the curriculum for EDF 310, The Teacher and the Social Order. The revised course now aims to provide students with a complex understanding of the relationship between diversity, democracy, and critical multicultural education. In so doing, the curriculum is designed to address three central questions:

- *Setting the context:* What is the purpose of schooling in a democratic society?
- *Exploring the NEED for democratic and multicultural education:* How do schools and other social institutions reproduce social inequities?
- *Exploring the POSSIBILITIES for democratic and multicultural education:* What are teachers and schools currently doing to foster social justice?

As students look at these questions, they are encouraged to move beyond simply “celebrating” difference and to ask tough questions about the *difference* difference makes – particularly in terms of students’ differing social circumstances and life experiences. In addition, an emphasis is now placed on building a stronger connection between theory and practice, so that students move beyond a purely intellectual understanding of racism, sexism, ableism, heterosexism etc. to a more empathic and heartfelt understanding of what these dynamics actually look like in real-life contexts. Finally, the course offers a renewed focus on exploring the *possibilities* for schools and teachers to transform existing inequalities and foster achievement for all students. Allowing students in the course to see examples of “real” teachers and schools addressing these inequities is important so that students do not leave the course feeling depressed, powerless and unable to effect change. This will also better prepare them for their future methods classes by preparing them to explore ways they might learn from these examples and develop similar practices themselves.

If you have any questions about the revisions or would like to see the syllabus and guiding framework, please feel free to request a copy from one of the foundations faculty. I would also like to thank the foundations faculty for working so diligently on this revision process.

“The CEP provided the resources to work with students to promote diversity, acceptance, and understanding in the classroom.”

*- Ashley Anderson,
Woodring Student*

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NEW JOURNAL COMING THIS FALL!

The inaugural issue of the CEP's new electronic journal is scheduled to be published this fall. The journal, *Teaching and Learning in a Pluralistic Society: Dilemmas, Perplexities and Tensions*, will provide a national forum for a dialogue on the tensions among conflicting values on the purposes of public schools in a pluralistic democratic society.

SELECTED FORTHCOMING ARTICLES

Helping Students to Think

Nel Noddings, Stanford University

On Educational Sensemaking in the Marketplace: Liberty and Equality

Karen Paiva, West Chester University

Saxe as Erosion of Individual Protections

Marc Claude-Charles Golitti, Michigan State University

*A Constitutional Scholar and Civil Liberties Activist Looks at the National and International Status of
Students' Rights*

Nadine Strossen, President, American Civil Liberties Union

The Dilemma of School Anti-Harassment Policies and the First Amendment