

**Ecampus and College of Education
Oregon State University**

TCE 508 or TCE 808 Workshop: Sundown Towns in Oregon

1 Credit Hour

Day/Time: May 1, 2009 and follow-up online, see coursework list for detail on 30 hours

Location: Oregon NAME conference, Western Oregon University

Instructor: Jean Moule, Ph.D
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Description: This course will provide an opportunity for participants to explore, in-depth, Oregon's racist past through the exploration of Sundown Towns. It is anticipated that such an exploration will aid those who plan to work with students from historically underrepresented groups by strengthening their cultural competency knowledge for a culturally diverse population.

Application to the Knowledge Base: This course is designed to reflect the Critical/Social theoretical frameworks represented in the education programs at Oregon State University. Based on the belief that students' realities, experiences, values, diversities, and assumptions affect their interpretations and understandings of their own learning, this course will provide instruction through a variety of strategies, including small and large group lectures and discussions, where participants will be constructing their own knowledge as well as critically examining the content.

Instructional Goals: To assist teachers and preservice teachers in their to ability work effectively with culturally diverse students. To facilitate personal growth and understanding in the areas of equity and multicultural issues.

Instructional Objectives: People satisfactorily completing this course will be moving towards the following outcomes:

1. To better understand their own cultural knowledge and perspectives.
2. To synthesize multicultural perspectives into their own teaching.

Shared Responsibilities: All members of a learning community willingly share the responsibilities of gathering, synthesizing, and building meaning from information.

Instructors, as leaders, have specific responsibilities. I am committed to:

- Giving you as much control as possible over your own learning
- Encouraging you in your self-directed learning
- Helping you establish criteria for quality work

Your responsibility will be to fully engage in this course by:

- Taking control of your own learning
- Developing your skills as a self-directed, life-long learner

For this course we are a learning community made up of people who respect each other and who are committed to helping every member to learn.

Learning Resources (Required Reading):

Loewen, J. (2005). Sundown towns: A hidden dimension of American racism.

Moule, J. (January, 2009). Understanding unconscious bias and unintentional racism.

The Kappan,

Fennimore, B. S. (1994). Addressing prejudiced statements: A four-step method that works! *Childhood Education* 70(4), 202-204.

Website: <http://www.uvm.edu/~jloewen/content.php?file=sundowntowns-howto.html>

Coursework:

1. Attend James Loewen Keynote and related breakout sessions at the Oregon NAME conference (20 points): 6 hours face to face contact at conference.

2. Required reading (20 points): 6 hours estimated.

3. Research Sundown Town (50 points): You will select a town in Oregon and check its status on this link: <http://www.uvm.edu/~jloewen/sundowntownsshow.php?state=OR> (Towns to avoid because they are already very well confirmed as Sundown Towns: Ashland, Eugene, Grants Pass, Medford, Tillamook, and Toledo.) For the town you research you will find the following: Demographics for 1890, 1940, 2000 (10 points). You will contact the city hall/local paper and find out if records are available relating to town ordinances regarding sundown related issues (10 points whether or not you find anything). You will interview a town resident who may have personal knowledge of past sundown signs, whistles, legislation, current attitudes towards minorities (20 points). You will post the material on James Loewen's website (10 points) and also submit it to the course instructor: 18 hours estimated, including email exchanges with instructor.

4. Practice Fennimore (10 points): You will practice Fennimore's 4 steps sometime during the month of May and submit a paragraph on the outcome to the instructor. 1 hour estimated.

Course Evaluation: It is suggested that you make a schedule and submit materials in a manner that respects others and that works well for you in the context of your other work. A scoring guide with evaluation criteria for each course requirement is attached. The completed scoring guide, along with your research and the Fennimore paragraph, must be submitted by **Friday, May 29** in order to earn a grade in the spring quarter.

Grading scale TCE 508/808: 90 - 100 = A, 80 - 89 = B, 70 - 79 = C, less than 70 = incomplete