

Module One

DISPROPORTIONATE MINORITY CONTACT IN A HISTORICAL CONTEXT

Module Description

This is an introductory session to lay the groundwork to present and discuss the instrument's purpose as it relates to individuals, as well as organizational policy and practice. This module will include historical information on the community's minority cultures and contributions, as well as a historical reflection of the DMC initiative and statistics over the last 20 years. A self-assessment reflecting cultural understanding and sensitivity is a part of the module. Two activities that are relevant to this module are also included.

Module 1 Competencies

- » Participants understand how history has lasting impact on cultures in Iowa and specific counties.
- » Participants understand the role of individuals' assumptions in cultural bias by individuals and organizations.
- » Participants are aware of stereotyping and its impacts on others and their community.



One Hour

Supplies for Module 1

- Laptop Computer
- LCD Projector
- Screen
- External Speakers
- Module 1 PowerPoint presentation
- Easel pad with markers and tape
- Blank piece of paper for each participant
- Handouts:
 - Copies of Self-Assessment
 - Copies of the historical quizzes for each participant (Iowa, Latino, Asian, and appropriate county)

Briefly summarize your background and work.

Always remind participants at the beginning of a session and throughout the module that any generalizations made are based on aggregate data and may not necessarily represent individual diversities within the participant.

I. Welcome to the School-to-Court: Local Strategies Session

A. I'm _____ representing _____ and will be the facilitator of today's discussion.



See the
Facilitator
Guidance
Section for a

list and description of
all the modules.



Keep
introductions
to less than
15 minutes.

B. School-to-Court: Local Strategies' core content is included in seven one-hour modules.

1. Our focus is on cultural understanding as it relates to the school-to-court process in our county.
2. Today, we are focusing on the following modules: (short titles of modules)

C. A bit of housekeeping:

1. The restrooms are (location) and we will be taking a short break at (time).
2. Lunch (or snacks) will be available at around (time)
3. We will be wrapping up the day's session at (time)

D. Please introduce yourself and give us your role in your organization or the community (judge, parent, vice principal, etc.)

E. Are there any questions or quick comments?

1. I want to note, as the facilitator, it is my job to move along and keep the discussion flowing, as well as stay on time.
2. Today's work is to address the issue of cultural understanding in our community, as well as look within our own behavior and the organizational behavior of the organizations in which you work.

Definitions of cultural competency and understanding may differ slightly.

We chose this definition because it reflects an approach to cultural understanding and competence at the organizational level.

II. First, I would like to make a quick clarification regarding DMC and cultural understanding.

- A. This is not diversity training.
- B. To differentiate – just a couple of comments on cultural understanding and cultural competency – let me read a definition.
- C. *“Cultural competency is defined as a set of congruent behaviors, attitudes, and policies that come together in a system, agency, or among professionals and enables that system, agency, or professionals to work effectively in cross-cultural situations.”* (Cross, Bazron, Dennis, & Ivory)

1. Cultural competence is not achieved through words alone, but through knowledge and the application of that knowledge.
2. The most important ingredient in cultural competence is self knowledge.
3. And another key ingredient in cultural competence is one’s experience.
 - a. One cannot learn about people or culture exclusively through books, movies, videos, Internet research, or classes or trainings.
 - b. The best teacher is firsthand experience with a culture.

Optional discussion topic:

You may have heard about “cultural immersion” as the best way to learn a culture. Living in Paris or Moscow would definitely help you understand why the French or Russians are what they are. Has anyone ever lived in another country? Comments?

4. For the focus we have on the school-to-court process, it’s important to add the agency or institution’s experience, knowledge, and behaviors as well.
 - a. Each of you is acting as part of a larger organization or system that has its own behaviors, attitudes, and policies.
 - b. This means you have the ability to influence the system, too.

5. And finally, cultural competence does not exist without demonstrated positive change in the real life environment.
 - a. That means in an individual’s behavior, as well.
 - b. And it also means in the way an organization or institution establishes its own environment and culture.

III. Again, the most important ingredient in cultural understanding is one’s experience as an individual or as part of your daily work in your agency/organization/district.

- A. To allow each of you to gauge your own scale of cultural understanding, I’m going to hand each of you a short self-assessment.



Handout
Self-
Assessment



Allow 7-8
minutes to
complete

Carefully probe into why, if people said it was difficult or a bit surprising.

1. We are NOT going to ask you to tell others how you answered; this is about you and for you to consider.
2. I would ask that you genuinely respond, understanding that most often your first instinct is most often the answer.
3. I am sure you are aware that self-reflection is essential as we work to address cultural understanding.

B. Now that you have completed the self-assessment questionnaire, let's spend just a few minutes discussing your reaction.

1. Please quickly look over these questions and your responses again.
2. I am not asking for a report, but were there questions that were confusing, redundant, or perhaps seemed tricky to you?
3. Was this difficult to complete?
4. Were you surprised with how you rated yourself?
5. How does this assessment fit with what we're here for?
6. Do you have any other comments before we move on?

IV. As a state Iowa has historically been and continues to be welcoming of those with many cultures and races.



Supplemental Materials:

Discussion of Iowa's tradition of accepting people of many cultures can be supplemented by the handout titled "Selected Highlights of Immigration in Iowa History."

- A. Numbers African Americans moved to Iowa beginning in the 1840s, primarily seeking work in mines, on riverboats, and on the railroad.
- B. Iowa has many fourth and fifth generation Latino immigrants.
 - 1. Farm workers and railroad workers began coming to Iowa in the 1920s.
 - 2. In the 1970s Latino immigrants were also political refugees from Central America.
 - 3. Latino immigration in the last few decades has been motivated by people seeking jobs and ways to support and educate their families.
- C. Asian and Pacific Islander populations increased dramatically as Iowa's Governor Ray initiated the policy of accepting Southeast Asian refugees from the Vietnam War in the 1970s.
 - 1. This "Boat Lift" project brought Iowa's acceptance of other cultures to the national spotlight.
 - 2. As a result of this policy, Iowa is the only state in the nation with a part of state government dedicated to assistance of refugees: Iowa Department of Human Services Bureau of Refugee Services.
- D. It is important in working to understand cultures that there are often significant differences in the immigrant and refugee populations. Not only are circumstances very different, but legal status is as well.
- E. This big picture of Iowa's history in accepting immigrants and refugees impacts our cultural awareness and understanding as we deal with youth in school-to-court processes.

Use one or both of the exercises included in IV and V as time allows. Both encourage personal reflection.

Select and read at least three of these statements aloud. These are intended to be overstated to drive home some points and stimulate discussion.

V. Perhaps we have all heard comments from individuals in the dominant white culture that demonstrate cultural insensitivity or just plain ignorance.

- A. Listen as I read a few comments that may sound familiar to you.
- B. Remember your thoughts as you hear them so we can talk about them.
 - 1. *“I just don’t get how they think and can’t figure out where they are coming from.”*
 - 2. *“They are loud – especially when they get together.”*
 - 3. *“They always have to talk everything to death.*
 - 4. *“You know, Asians are really smart and before you know it, they will be taking over the world.”*
 - 5. *“I don’t understand the distinction, why do you have to refer to someone as an African American when we are all Americans?”*
 - 6. *“Sure, I have black friends, but sometimes those folks really don’t like us.”*
 - 7. *“I think most of them in that family are here legally.”*
 - 8. *“What we need is more Bill Cosby and less Richard Pryor.”*

To emphasize dominant culture insensitivity, allow participants to offer other examples of stereotypical comments.

For these examples, you may want to be selective or add cultures.

Have participants respond through word association, either verbally or by write down their responses and compare in a discussion.

VI. Minorities in this country have historically been stereotyped and misunderstood.

- A. For purposes of today's discussion, let's get more specific and take another look at cultural stereotypes over the years.
- B. There are assumptions inherent in any particular culture or group of people. As I say the following, think how they might be stereotyped by many. Fill in the blank as I make each statement:
1. Native Americans are typically_____
 2. Italian Americans are_____
 3. Irish Americans usually are_____
 4. Chinese people living in the United States are_____
 5. Women are_____
 6. Vietnamese are_____
 7. African Americans are_____
 8. Mexicans are_____
 9. Middle Easterners are_____
 10. White people are_____

- C. It is important to recognize that within every culture and every group of people there is diversity:
1. In language and dialect, cuisine, clothing, and thinking.
 2. There is diversity within diverse cultures.
 3. Any generalizations made about a specific culture should be based on objective information and should always recognize that there will be individuals who are exceptions to those generalizations.

D. Most of us understand that we make assumptions, and they are most often an accumulation of our observations, experience, the stories we have heard, comments from influential people in our lives, and the media.

1. While assumptions may be a matter of a person being uninformed or biased, that is not acceptable.
 - a. Assumptions may result in bias and cause a lack of cultural understanding.
 - b. It is critical for the organization's formal and informal leadership take responsibility to ensure cultural understanding.
2. As it relates to Iowa's school districts, law enforcement, and the juvenile court system, the expectation is that individuals and these organizations are well beyond basing their behavior on assumptions.

The expectation must be to:

- a. Accept and respect cultural differences.
- b. Recognize the dynamics of cultural differences.
- c. Expand their cultural knowledge and resources.
- d. Sustain individual and organizational cultural awareness behavior.
- e. Adopt culturally relevant service models and policies to better meet the needs of minority populations.



Cue Videos:

Franke
LaMere

Kim Cheks

- » Let the videos speak for themselves.
- » Allow a few moments of quiet after the video while participants process the comments they heard.



See
Supplemental
Materials
Section for a

summary of historical highlights of Iowa and the four counties.

Select four or five relevant historical incidents, decisions, or dates that represent a span of time. Read them aloud.

E. Let's take a look and a listen to our video guests today as they share their own reflections with you.

1. Frank LaMere (Native American)
2. Kim Cheeks (African American)

VII. Now, we are going to spend some time discussing how experience and history within a culture might be a part of shaping that culture over time.

A. In these pieces of history you heard some “real life” experiences of how decades – even centuries – of history continue to be reflected in today’s culture.

The group will see that many of the same kinds of cultural “incompetence” apparent in our history remain today.

Optional discussion:

Ask for current examples of incidents:

- » Lawsuit on the state’s unfair hiring practices
- » DMC first recommended a cultural competency training in 1991.



Hand out the quizzes. Both should take no more

than about three to four minutes.

Be prepared to share answers or provide an answer sheet to the questions.

1. Why do these incidents continue to occur?
2. Can one make a case that the long-past incidents were deep-seeded prejudices, while the more current ones were simply misstatements, mistakes, or bureaucracy?

B. To give each of you an opportunity to tap into your own historic recollections, we have a quiz about Iowa cultural history and one about this county’s cultural history. Quickly mark your answers.

1. Were most of you able to answer these questions?
2. Are there any questions or discussion points regarding the facts in these little questionnaires?

Summary points:
The laws are in place.
The laws and
administrative rules
are often interpreted
differently.



More
activities
related to
Module 1 are
in the Supplemental
Materials Section.

C. History shows progress in racial and cultural equality, but it is critical for individuals and organizations to move beyond issues of diversity and equality to cultural understanding. This will require individuals:

1. To be cognizant of attitudes, policies, and practices that are destructive to cultures and consequently to individuals within those cultures.
2. To address cultural incapacities that may be culturally destructive.
3. This may not be intentional, but the lack of capacity to help and support minorities in one's professional work or the community is indicative of lack of cultural understanding.

VIII. We must recognize that all cultures and people are not the same.

- A. If we want to provide unbiased services and relationships, gender, culture, or color can make no difference in how we behave.
- B. In review, it is essential to look at history, ourselves, and our organizations if we are to get beyond basic compliance and accepted practices.
- C. That means – and it is a core goal in this instrument, especially in our schools, courts, and law enforcement that we:
 1. Recognize our biases.
 2. Inform our misconceptions to better serve Iowa's young people with a greater assurance of equity.



Cue Video:
Marvin
Spencer

3. Work in a unified effort to achieve those goals.
4. Let's close with a video that summarizes this session.

HISTORY OF ASIANS IN IOWA QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

1. Which Iowa Governor welcomed thousands of Southeast Asian refugees who fled the aftermath of the Vietnam War to the state and leading to the formation of the Bureau of Refugee Services?
 - A. Culver
 - B. Ray**
 - C. Branstad
 - D. Fulton
2. How many Asian nations are represented in Iowa?
 - A. 89
 - B. 23
 - C. 43**
 - D. 6
3. CelebrAsian, the annual Asian Heritage festival is the signature event of what organization that promotes unification of the diverse Asian communities in Iowa?
 - A. Iowa Asian Alliance**
 - B. Chinese Association of Iowa
 - C. Asian Pacific American Awareness Coalition
 - D. Asian American Coalition
4. In what year did the Commission on the Status of Iowans of Asian and Pacific Islander Heritage form?
 - A. 1980
 - B. 1995
 - C. 2004**
 - D. 2009
5. Iowa is referred to as the “free capital of the world” by this group of Southeast Asians?
 - A. Vietnamese
 - B. Laotian
 - C. Bosnian
 - D. Tai Dam**

<http://acbsia.tripod.com/taicomunity/id32.html>- Tia Dam information

<http://www.spencerdailyreporter.com/story/1289642.html>- second source citing 90%

6. Most Asian cultures hold this group in the highest regard.
- A. Elderly
 - B. Infants
 - C. Women
 - D. Adolescent Boys
7. Swati Dandekar was the first person of Indian origin to win a seat in the Iowa House of Representatives in 2002 and the Senate in 2008, representing what District?
- A. 27
 - B. 18
 - C. 44
 - D. 10
8. Asian enrollment increased between the 1999-2000 and 2008-2009 school years by how much?
- A. 12%
 - B. 26%
 - C. 32%
 - D. 41%

*State Data Center of Iowa; CelebrAsian 2011 Annual Report

9. Typically in Southeast Asian communities, who is responsible for reaching out when a student is doing poorly, which can lead to miscommunication here in Iowa communities?
- A. Student
 - B. Parents
 - C. Teacher
 - D. Principal

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HISTORY OF BLACK HAWK COUNTY QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

1. In 1861, the strike at this major railroad company significantly increased the population of African Americans in Black Hawk County as they were brought in by the company to replace the workers on strike.

 - A. Union Pacific
 - B. Illinois Central Railroad**
 - C. Canadian Pacific
 - D. Iowa River Railroad
2. In 1955, what Waterloo District elementary school reported a 96 percent African American enrollment, while only 17 African American students in total attended five of the other 17 area elementary schools?

 - A. Grant**
 - B. Longfellow
 - C. Cunningham
 - D. Irving
3. What year did Martin Luther King Jr. speak at the University of Northern Iowa and Waterloo's West High?

 - A. 1950
 - B. 1952
 - C. 1955
 - D. 1959**
4. Dr. Ruth Anderson taught at the University of Northern Iowa for over 20 years, bringing what subject area up to departmental status?

 - A. Psychology
 - B. African American Studies
 - C. Social Work**
 - D. Anthropology
5. The burning of Shepard's Lumber Yard and demands made for black history courses caused racial tension in Black Hawk County to reach a peak, resulting in a call for the National Guard. What was the year?

 - A. 1963
 - B. 1965
 - C. 1967
 - D. 1968**

6. What was the name of the plan created in 1973 to encourage racial integration and improvement of several elementary schools in the county?
- A. Racial Integration
 - B. Plan A**
 - C. Racial Balance
 - D. Plan C
7. Betty Jean Ferguson was the first African American woman to serve on which two organizations in Waterloo?
- A. NAACP and the School Board
 - B. City Council and NAACP
 - C. Human Rights Commission and the School Board**
 - D. City Council and Human Rights Commission
8. What is the name of the first African American owned radio station not only in Black Hawk County, but in the state of Iowa?
- A. KBBG**
 - B. KWVI
 - C. KHKE
 - D. WOI
9. This controversial memorial was first proposed in 2009, with the city council recently voting against a Washington Park location.
- A. George Washington Carver
 - B. Martin Luther King Jr.**
 - C. Rosa Parks
 - D. Maya Angelou
10. Serving in Black Hawk County as the first African American probation officer in the state of Iowa, this woman was an influential member of the Waterloo community throughout the 80s and 90s.
- A. Anna Mae Weems
 - B. Willie Mae Wright
 - C. Ruthie O'Neal
 - D. Dorothy Sallis**

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HISTORY OF IOWA QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

- 1. What is the motto of the state of Iowa?**
 - A. Forward
 - B. State Sovereignty, Nation Union
 - C. Our liberties we prize, and our rights we will maintain**
 - D. Equality before the law
- 2. What was the decision made in the “Case of Ralph” in 1839, which was overturned by the Dred Scott decision in 1857?**
 - A. The former slave was allowed to keep his freedom.**
 - B. The runaway slave was forced to return to his master.
 - C. The slave was taken into a free state would still be considered a slave.
 - D. Both B and C
- 3. In 1804, members of what Native American tribe signed over land to the United States government that later became the state of Iowa?**
 - A. Sauk**
 - B. Mesquakie
 - C. Cherokee
 - D. Sioux
- 4. In 1851, the Iowa General Assembly removed the ban on this, something that the United States did not do until 1967.**
 - A. Slavery
 - B. Interracial marriage**
 - C. Native American tobacco sales
 - D. Prohibition
- 5. In 1868, Iowa became the first state outside of New England to do this?**
 - A. Create a civil rights commission
 - B. Allow women to vote
 - C. Integrate schools
 - D. Allow African American men to vote**

6. What coal mining town in Iowa was known for its fully integrated society?
- A. Sioux City
 - B. Dubuque
 - C. Buxton**
 - D. Mason City
7. Who was the famous African American who walked from Highland, Kansas to attend Simpson College in Indianola, Iowa and later the Iowa State College of Agricultural and Mechanical Arts in Ames, Iowa?
- A. Martin Luther King Jr.
 - B. George Washington Carver**
 - C. Booker T. Washington
 - D. Thurgood Marshall
8. Gertrude Rush was the first African American woman in Iowa to be admitted to this organization in 1918?
- A. Iowa Bar Association**
 - B. Iowa State Assembly
 - C. Iowa State Education Association
 - D. Iowa Association of School Boards
9. 1951 marked an Iowa racial controversy when this happened to Johnny Bright.
- A. He was not allowed to play basketball at Drake even though he previously played at the University of Iowa.
 - B. He was kicked off the team by new coach because of his race.
 - C. He was violently hit in the face by an A&M player, a play that was caught on film.**
 - D. He was arrested for playing football in a white neighborhood park.
10. What two occupations were held by a large majority of African American men in the 1920s?
- A. Miners and railroad workers
 - B. Meat packing and railroad workers**
 - C. Farmers and miners
 - D. Railroad workers and miners
11. In 1924, what minority group was given the right to vote?
- A. African Americans
 - B. Women
 - C. Latinos
 - D. Native Americans**

12. Iowa Civil Rights Act enforces laws against discrimination. The first Iowa Civil Rights Act was passed in 1884, but the laws were largely ignored and many were not enforced. In what year was the second, more successful, Civil Rights Act passed?
- A. 1965
 - B. 1905
 - C. 1970
 - D. 1925
13. What eastern Iowa town made history in 1996 by electing the first African American female mayor?
- A. Davenport
 - B. Dubuque
 - C. **Clinton**
 - D. Burlington
14. In what year was the Iowa Indian Child Welfare Act signed into law, protecting Native American children's rights and tribal connections?
- A. 1990
 - B. **2003**
 - C. 1973
 - D. 1986

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HISTORY OF JOHNSON COUNTY QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

- 1. Which Muscatine man became the first African American to be admitted to the University of Iowa College of Law in 1879, with his father following five years later?**
 - A. S. Joe Brown
 - B. Dr. Edward Carter
 - C. Alexander Clark Jr.**
 - D. Carleton Holbrook

- 2. Which influential African American in the state of Iowa was also the first to receive a liberal arts degree from the University of Iowa and became the first African American west of the Mississippi to be inducted into Phi Beta Kappa, later going on to higher fame as the leader of the NAACP in Iowa?**
 - A. S. Joe Brown**
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 - C. Alexander Clark Jr.
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- 3. Why was the Floyd of Rosedale football tradition between the University of Iowa and Minnesota created?**
 - A. It was a celebration of the first football game played after President Roosevelt called it off because the heated rivalry had reached dangerous heights.
 - B. It commemorated 100 football games played.
 - C. It was a way to diffuse racial tensions between the University of Iowa and Minnesota that arose from rough play in the previous years game.**
 - D. It was a prize for the team who broke the tie of football games won between the two teams.

- 4. This influential African American woman was named the first Iowa City Woman of the Year and several years later had an elementary school named in her honor.**
 - A. Millie London
 - B. Helen Lemme**
 - C. Lulu Merle Johnson
 - D. Elisabeth Catlett

- 5. In 1964, a highly debated fairness ordinance for this was passed.**
 - A. Equal treatment in restaurants
 - B. Full integration of schools
 - C. Fair housing**
 - D. Equal employment opportunities

6. In 1979, a branch of this national organization was formed in Johnson County.
- A. American Civil Liberties Union
 - B. Immigration Equality
 - C. Legal Aid
 - D. **National Association for the Advancement of Colored People (NAACP)**
7. In what year did a review of the Iowa City School District show a disproportionate number of African American students placed in special needs classes?
- A. 1940
 - B. 1967
 - C. 2000
 - D. **2008**

HISTORY OF JOHNSON COUNTY QUIZ

Test Your Knowledge

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

- 1. Which Muscatine man became the first African American to be admitted to the University of Iowa College of Law in 1879, with his father following five years later?**
 - A. S. Joe Brown
 - B. Dr. Edward Carter
 - C. Alexander Clark Jr.
 - D. Carleton Holbrook

- 2. Which influential African American in the state of Iowa was also the first to receive a liberal arts degree from the University of Iowa and became the first African American west of the Mississippi to be inducted into Phi Beta Kappa, later going on to higher fame as the leader of the NAACP in Iowa?**
 - A. S. Joe Brown
 - B. Dr. Edward Carter
 - C. Alexander Clark Jr.
 - D. Carleton Holbrook

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HISTORY OF LATINOS IN IOWA QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

- 1. In what year did a law passed by the state legislature go into effect mandating bilingual education?**
 - A. 1960
 - B. 1945
 - C. 1980**
 - D. 1990

 - 2. The 2010 Iowa Latino Heritage Festival celebrated cultures and traditions of how many Latin countries?**
 - A. 22**
 - B. 17
 - C. 30
 - D. 8

 - 3. Originally signed into law in 1968 and later amended in 1974 and 1978, this act was meant to establish equal educational opportunity for all children, establishing programs for bilingual students and providing financial assistance for certain purposes.**
 - A. Civil Rights Act
 - B. Bilingual Education Act**
 - C. No Child Left Behind
 - D. Equal Opportunities Education Act

 - 4. What is the first step in identifying an ELL/LEP student?**
 - A. Home Language Survey**
 - B. English Language Proficiency Assessment
 - C. Academic Skills Assessment
 - D. Preliminary Program Placement

 - 5. In 2002 the largest single site immigration raid in President Bush's presidency occurred at what meat packing plant in Postville, IA?**
 - A. Swift and Co
 - B. Agriprocessors**
 - C. Tyson
 - D. Amour-Eckrich

 - 6. What Iowa town is the first to have a majority Hispanic population?**
 - A. Marshalltown
 - B. Perry
 - C. West Liberty**
 - D. Muscatine
-

7. Which of the three regents is the only one to have a U.S. Latino/a Studies Program?
- A. University of Iowa
 - B. Iowa State University**
 - C. Drake
 - D. University of Northern Iowa
8. What is the largest Latino civil rights and advocacy group in the United States, with four locations in Iowa?
- A. League of Latin American Citizens**
 - B. National Association for the Advancement of Colored People
 - C. Caesar Chavez Foundation
 - D. National Council of La Raza
9. Sara Huddleston was Iowa's first elected Latino city council member in which Iowa town?
- A. Des Moines
 - B. Storm Lake**
 - C. Sioux City
 - D. Clinton
10. Eleven undocumented immigrants in 2002 were found dead in railroad car which Iowa town?
- A. Denison**
 - B. Waterloo
 - C. Davenport
 - D. Storm Lake

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HISTORY OF POLK COUNTY QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

- 1. The Des Moines Police Department hired its first African American police officer in what year?**
 - A. 1878
 - B. 1905
 - C. 1956
 - D. 1963

- 2. In 1903, Des Moines residents got an unexpected surprise when 127 soldiers of Companies C and I of the all African American 25th Infantry Regiment arrived at what area base?**
 - A. State Capitol Training Center
 - B. Fort Des Moines**
 - C. Camp Dodge
 - D. Morris Field

- 3. What area of Des Moines was known as the African American cultural heart of the city in the 1930s?**
 - A. Forest Ave
 - B. University Ave
 - C. Center Street**
 - D. Hubbell Ave

- 4. In 1939 charges were brought against what local drug store because of their refusal to serve three African American customers?**
 - A. Walgreen's
 - B. Katz Drug Store**
 - C. Hammer Pharmacy
 - D. Osco Drug

- 5. In 1946, Harriette Curley became the first African American woman hired in this profession.**
 - A. Teacher**
 - B. Realtor
 - C. Lawyer
 - D. Bus Driver

6. 1951 marked an Iowa racial controversy when this happened to Johnny Bright, a star football player for Drake.
- A. He was not allowed to play basketball at Drake even though he previously played at the University of Iowa.
 - B. He was kicked off the team by new coach because of his race.
 - C. He was violently hit in the face by an Oklahoma A&M player, a play that was caught on film.**
 - D. He was arrested for playing football in a white neighborhood park.
7. In 1964, a group of Des Moines residents marched around city hall and the statehouse protesting the lack of progress concerning this.
- A. Passing of the Civil Rights Act.**
 - B. Building of an African American cultural center.
 - C. Hiring of an African American administrator within the school district.
 - D. Allowing bars to stay open later in the Center Street area.
8. Nolden Gentry became the first African American to be elected to this in 1970, eventually serving ten years.
- A. Judicial board
 - B. Des Moines School Board**
 - C. Dean of the community college
 - D. President of the NAACP
9. Who was the first African American mayor of Des Moines, elected in 1997 and serving until 2004?
- A. Vincent Lewis
 - B. Floyd Shepard
 - C. Preston Daniels**
 - D. Richard Sanders
10. In 2006, several complaints concerning discrimination in hiring and promotion practices were raised against which government agency?
- A. Iowa Workforce Development**
 - B. Iowa Department of Education
 - C. Inspection and Appeals Department
 - D. Department of Natural Resources
11. A report released in what year by the Iowa Department of Education showed that African American students in Des Moines Schools were disproportionately suspended and disproportionately placed in special education?
- A. 1978
 - B. 1989
 - C. 2005
 - D. 2011**

HISTORY OF POLK COUNTY QUIZ

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HISTORY OF WOODBURY COUNTY QUIZ

Test Your Knowledge: Answers

Please take a few minutes to review your knowledge of history of the cultural heritage of your community.

- 1. In 1861 the Frontier Guard was formed as a way to protect settlers against what?**
 - A. Unwanted immigrants moving into the area
 - B. Animal attacks
 - C. Buyers from the railroad
 - D. Native American raids**

- 2. A 1904 strike at which two meatpacking plants caused an influx of African American residents in to Sioux City?**
 - A. Swifts and Armour
 - B. Cudahy and Armour**
 - C. Morell John and Co and Cudahy
 - D. Midland and Swifts

- 3. In 1933, this center, formerly known as the Booker T. Washington Center, was opened.**
 - A. Girls Inc
 - B. Sanford Center**
 - C. Community House
 - D. Crittenton Center

- 4. Evelyn Walker Freeman became the first African American in Sioux City to be hired to this position.**
 - A. Teacher**
 - B. Mayor
 - C. Judge
 - D. Business Owner

- 5. The Recover our Children marches began in 2005 to raise awareness of the issues facing Native American children in Sioux City and surrounding communities. The marches are sponsored by what organization?**
 - A. Sanford Community Center
 - B. Crittenton Center
 - C. Sioux City Community Center
 - D. Four Directions Community Center**

6. In what year did Governor Culver sign into legislation the Iowa Commission on Native American Affairs?
- A. 2006
 - B. 2007
 - C. 2008**
 - D. 2009
7. Which Sioux City elementary school started the Intertribal Youth Group?
- A. Irving Elementary**
 - B. Hunt Elementary
 - C. Smith Elementary
 - D. Bryant Elementary
8. In 1924, some white Sioux City officials proposed the creation of an African American-only location for this, but due to widespread protests throughout the community, the plan did not come through.
- A. School
 - B. Cemetery**
 - C. Bus system
 - D. Grocery store
9. Sioux City faced a national outcry in 1951 when Memorial Cemetery refused to bury this fallen soldier.
- A. Arthell Shelton
 - B. War Eagle
 - C. Arthur Sanford
 - D. John Rice**
10. George Boykin of Sioux City was the first African American to be elected to this position.
- A. School Board president
 - B. Mayor
 - C. County Supervisor**
 - D. Police Chief

HISTORY OF WOODBURY COUNTY QUIZ

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 - C. County Supervisor
 - D. Police Chief

CULTURAL UNDERSTANDING AND SENSITIVITY SELF-ASSESSMENT

This self-assessment provides the opportunity for each participant to reflect upon one's own cultural thinking and context, whether personal or as a member of an organization. This is not an assessment to be shared or rated, but a tool of self awareness.

COMPETENCY

PERSONAL RATING

1 = I do not do or know this well

2 = I am sufficient in this knowledge, skill or attitude

3 = I consider myself competent in this area

4 = I do or know this very well

KNOWLEDGE

K-1	I have knowledge of my own cultural heritage and its personal and professional effects on my definitions of behavioral normality/abnormality.	1	2	3	4
K-2	I know about and understand the cultural change process.	1	2	3	4
K-3	I know about and understand how oppression, racism, discrimination, and stereotyping have affected me, minorities, and other special populations.	1	2	3	4
K-4	I understand and anticipate the social impact of my decisions and behaviors on others, especially communication style differences and how they may inhibit the process of serving youth.	1	2	3	4
K-5	I understand power and privilege dynamics between majority and minority populations.	1	2	3	4
K-6	I have specific knowledge and information about the particular populations I serve.	1	2	3	4
K-7	I understand different family structures, hierarchies, values, and beliefs.	1	2	3	4

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K-8	I understand that people experience their unique culture differently based on their gender				
K-9	I understand how culture may affect personality formation, relationships with peers and adults, and reactions to highly stressful situations.	1	2	3	4
K-10	I am aware of institutional barriers that prevent minority and other special populations from accessing services and seeking help.	1	2	3	4
K-11	I am aware of my community characteristics, history, and resources.	1	2	3	4
K-12	I am aware of institutional practices and procedures that impact minorities and special populations.	1	2	3	4

SKILLS

S-1	My institution utilizes educational, consultative, training experiences, and hiring practices to improve understanding of minority cultures.	1	2	3	4
S-2	I constantly seek to understand myself as a racial and cultural being and actively seek an open and accepting identity.	1	2	3	4
S-3	I try to be actively involved with individuals from populations different from my own outside of the professional arena so that my perspective of culture extends beyond work.	1	2	3	4
S-4	I am able to send and receive verbal and nonverbal messages accurately and appropriately.	1	2	3	4
S-5	I use culturally relevant metaphors, stories, and examples whenever possible to enforce the intended message.	1	2	3	4
S-6	I acknowledge the credibility of the youth's perspective.	1	2	3	4

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S-7	I see differences as opportunities to create a richer environment.	1	2	3	4
S-8	I invite youth and other stakeholders (parents, etc.) to challenge concepts or strategies which don't make sense to them or are an affront to their values and beliefs.	1	2	3	4
S-9	I ask youth and other stakeholders to offer solutions and strategies which fit their culture.	1	2	3	4
S-10	I am communicatively versatile.	1	2	3	4
S-11	I am able to exercise intervention skills on behalf of youth when barriers to assistance stem from racism or bias.	1	2	3	4
S-12	I seek consultation with and assistance from cultural and community ambassadors whenever possible.	1	2	3	4
S-13	I communicate with youth and families in their primary language either directly or through a culturally knowledgeable translator.	1	2	3	4

ATTITUDES

A-1	I am comfortable with cultural differences between myself and others because I recognize the value in and respect different cultures.	1	2	3	4
A-2	I am able to contrast my own beliefs and attitudes with those of minority and special population youth and families in a nonjudgmental way.	1	2	3	4
A-3	I respect minority culture helping practices and networks.	1	2	3	4
A-4	I value bilingualism as a strength rather than an impediment.	1	2	3	4

COMPETENCY**PERSONAL RATING**

1 = I do not do or know this well

2 = I am sufficient in this knowledge, skill or attitude

3 = I consider myself competent in this area

4 = I do or know this very well

A-5	I value multiculturalism in my community.	1	2	3	4
A-6	I work toward recognizing and eliminating stereotyping based upon race and culture.	1	2	3	4

MODULE 1 SUPPLEMENTAL ACTIVITY ONE

The following activity may be used to provide additional focus to the significance and value of recognizing the history and experiences of minority cultures.

Guidance for the Facilitator:

Activity: Facilitated discussion of issues regarding how history and experiences impact minority persons and minorities in Iowa and in Iowa communities.



Time required:

30 – 60 minutes, depending upon depth of conversation and time available.

- » Cue the video shown at the conclusion of the core Module 1 session.
- » Marvin Spencer of Waterloo in Black Hawk County talks about the impact of the racial tension in 1968 brought on as a result of demands for black history courses in the schools and the burning of Shepard's Lumber Yard – which resulted in a call for the National Guard
- » Play the video – approximately 3½ minutes.
- » Allow a few moments of quiet for participants to think about Mr. Spencer's comments.
- » Ask one or more of the following questions, encouraging participants to speak from their perspective, in agreement or disagreement, in a healthy exchange of ideas.

1. Why would the African American community still view this incident as one that should be remembered by the members of the Waterloo community?

2. How would it be possible that incidents that occurred more than 40 years ago still impact African Americans' feelings and perceptions in Waterloo?

3. Why would white members of the community dismiss such feelings that happened in another generation?

4. Is there anything that may be done now to ensure a clearer understanding of the incidents and put to rest – to what level is possible – the feelings expressed felt by the community as described by Marvin Spencer?

MODULE 1 SUPPLEMENTAL ACTIVITY TWO

The following activity may be used to provide additional focus to the significance and value of recognizing the history and experiences of minority cultures.

Guidance for the Facilitator:

Activity: Facilitated discussion of issues related to the participants' self assessment.



Time required:

30 – 60 minutes, depending upon depth of conversation and time available.

- » Ask each participant to carefully review the self assessment completed in the first part of Module 1.
- » Give them 3-4 minutes, allowing for quiet time as they review the assessment.
- » Ask the participants one or more from the following series of questions or comments.
- » This may take a bit of encouragement. Start the discussion by giving your own comments regarding any of the following questions.
- » There is no reason for participants to specifically share their assessment responses in this discussion.

1. Was there a question or query in the assessment that confused you or seemed difficult to answer? Why do you think that?

2. Did this assessment allow you to genuinely reflect on your own bias or view of minority cultures?

3. For those of you who are non-white, is this kind of assessment relevant to you? Why or Why not?

4. Would you have responded similarly five years ago? Why or why not?

5. Can training or sessions in cultural competency and understanding change how you behave?