

I grew up in a very small southern town. I endured bullying, ridicule, and persecution in my town. I used my upbringing to establish what I did not want to be as an adult. I am going to try my best to complete this assignment, but my geographic region determines what I do not do more than what I do in my life.

I visit my hometown once or twice a year at Thanksgiving & Christmas. My hometown has mainly dairy and cattle farms. My sister buys fresh, organic meats from the Kelly family in town. I am happy to visit my family during the holidays, but the Kelly family members my age did not value education and spent most of their days drinking during school. My sister invites me to come with her on her daily deals with the Kelly family and many other individuals I attended school with during my childhood. I always turn her down, and I talk to her about how much I do not like our hometown. My family will not understand, but I cannot visit them more than twice a year in their home. Gollnick and Chinn (2013) state, "It was illegal to teach slaves and their children" (p. 285). I felt unwanted in my school, and my black and white peers did not welcome me. I should have been able to find comfort with my black peers, but I did not have a deep southern accent due to my father's family insisting on proper English. I was too white for my black peers and too black for my white peers.

I love my city and living in the city. My disdain for my hometown increased my love for the city. I have lived in London, Osaka, Kyoto, Wakayama, and Atlanta after graduating university. My family has come to visit each city I have chosen, and they have experienced many things different from our southern upbringing. My family clings to our southern town, while I have more characteristics of the life I lived outside of childhood and university. I would prefer that people not wear shoes on my floors. I eat Asian food daily, and I have a Japanese

approach in my classroom. Ganbattemasu or do your best still rings in my head each time I have to work harder to teach a concept. In Japan, everyone uses ganbattemasu to overcome obstacles and work harder than before.

I believe in southern hospitality, and I love that part of living in the south. I am only southern because I was born here. I have international characteristics because of the life I chose to live instead of my first upbringing.

### Resources

Gollnick, D., & Chinn, P. (2013). *Multicultural education in a pluralistic society* (9th ed.). Upper Saddle River: Pearson Education.