

CPSY 342: IDENTITY & PLURALISM

Fall 2011

Mundelein Center - Room 603, Tuesdays & Thursdays, 2:30PM-3:45PM

Instructor: Jason Hacker, M.A.

Office Hours: By appointment, jhacker1@luc.edu

COURSE DESCRIPTION

To live and work effectively in the emerging global community, one must be able to understand the diversity among human beings and relate effectively to members of various racial, ethnic, and cultural groups. U.S. society is becoming increasingly diverse and educators are called upon to provide an educational environment that values diversity and portrays it positively. This course, therefore, will examine the complex nature of pluralism and some of the important aspects of cultural identity. Ultimately, students will be able to translate this knowledge effectively into classrooms and schools by exploring the basic principles underlying multicultural education.

COURSE OBJECTIVES

From participation in this class, students will:

1. Increase personal self-awareness as a cultural being in a diverse society;
2. Increase valuing of diversity and understanding of the experiences of others;
3. Increase understanding of various socio-cultural contexts which influence the development of cultural identity;
4. Enhance ability to think critically about their personal and professional roles in promoting educational equity through multicultural education.

REQUIRED TEXT

Spradlin, L. K., & Parsons, R. D. (2011). *Diversity matters: Understanding diversity in the schools*. (2nd edition) Belmont, CA: Thompson. ISBN (1-111-34167-2)

Tatum, B. D. (1997). *Why are all the Black kids sitting together in the cafeteria? And other conversations about race*. NY: Basic Books. ISBN (0465083617)

SCHOOL OF EDUCATION'S CONCEPTUAL FRAMEWORK

Professionalism in the Service of Social Justice: As a future educator, you can be a vehicle for justice in whatever setting you work. Issues of oppression, privilege, access, opportunity, inclusion, exclusion, discrimination, and bias occur throughout our society. You will be in a unique position to apply the knowledge base of your profession and the skills that you will acquire in an ethical and reflective manner that promotes the self-development and self-determination of others. This class is designed to help you consider social justice as a critical aspect of your professional work.

Technology: In this course you will use technology to aid you in communicating and locating resources. You will be able to locate journal articles through the Library's PsychInfo or ERIC

search engines, access resources from Blackboard, and find additional information through website links.

Diversity: Your department and program are committed to issues of diversity including, but not limited to, race, gender, sexual orientation, social class, ethnicity, and ability status. This class is designed to facilitate your development as a multiculturally competent professional, able to work effectively with diverse students and communities.

UNIVERSITY POLICIES

Academic Honesty: Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. The School of Education's Policy on Academic Integrity can be found at:

http://www.luc.edu/education/academics_policies_integrity.shtml. For additional academic policies and procedures refer to:

http://www.luc.edu/education/academics_policies_main.shtml

Accessibility: Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: <http://www.luc.edu/sswd/>

Harassment (Bias Reporting): It is unacceptable and a violation of university policy to harass, discriminate against or abuse any person because of his or her race, color, national origin, gender, sexual orientation, disability, religion, age or any other characteristic protected by applicable law. Such behavior threatens to destroy the environment of tolerance and mutual respect that must prevail for this university to fulfill its educational and health care mission. For this reason, every incident of harassment, discrimination or abuse undermines the aspirations and attacks the ideals of our community. The university qualifies these incidents as incidents of bias.

In order to uphold our mission of being Chicago's Jesuit Catholic University-- a diverse community seeking God in all things and working to expand knowledge in the service of humanity through learning, justice and faith, any incident(s) of bias must be reported and appropriately addressed. Therefore, the Bias Response (BR) Team was created to assist members of the Loyola University Chicago community in bringing incidents of bias to the attention of the university. If you believe you are subject to such bias, you should notify the Bias Response Team at this link: <http://webapps.luc.edu/biasreporting/>

COURSE ASSIGNMENTS:

1. Class Participation. You are expected to participate actively in class discussions, small group discussions, and experiential exercises and activities. It is therefore required that all assigned readings should be completed in preparation for the class meeting for which they have been scheduled. Additionally, and unless unusual circumstances are present, students are expected to miss no **more than two classes throughout the semester**. Perfect or near-perfect attendance is strongly encouraged, as participation in the discussion of topics is a very important aspect of this class **(10% of grade)**. There will be a maximum of 20 points available for participation.

*****All papers must be written according to the American Psychological Association's (APA) Publication Manual (6th edition). As students are preparing for careers as professional educators, papers must be grammatically correct and reflective of this level of education. Papers will only be accepted if stapled or clipped in the left hand corner. Please do not place papers in folders or binders. Electronic copies will not be accepted for any assignment unless there is a compelling reason for an exception.**

*****Late assignments will receive a lower grade (5% reduction per day) and will not be accepted one week after the due date of the assignment. Incompletes and make-up exams will be given only under unusual circumstances, and will require that absences be appropriately documented.**

2. "Roots Representation" & Paper. In order to increase self-awareness regarding your own cultural background, you will design a "Roots Representation". This is an opportunity to explore your own cultural identity by investigating your family's unique history. By looking at your own roots, you may gain insight into your own worldview. Creatively represent your roots with words, pictures, personal items, poetry, drawings, art, etc. You will display your roots representation and describe it to your peers in a **5-7 minute presentation**. You will also turn in a **4-5 page typed paper** describing your cultural roots and your reaction to the assignment. The following questions should be addressed as part of your written discussion: What is the item/object? Where did it come from? How does the item represent your cultural roots? What is your cultural background? If you don't know your cultural background - how did this happen in your family and what is your reaction to not knowing? Are there particular beliefs or values represented by the item? Any particular feelings that arise in association with this item? What elements of your worldview does the item represent? What did you learn from this assignment? Anything you discovered or that surprised you in completing the assignment? **(20% of grade).**

Grading Rubric

- POOR = 1 – 25: Did not answer each question; multiple major formatting, grammatical, or spelling errors; little to no self-reflection
- FAIR = 25 – 29: Superficial Responses to all questions; limited depth regarding cultural issues; some minor formatting, grammatical, or spelling errors; minimal self-reflection
- GOOD = 30 – 34: Answered all questions adequately; displays depth regarding cultural

- issues; few minor formatting, grammatical, or spelling errors; adequate self-reflection
- EXCELLENT = 35 – 40: Shows superior insight and depth regarding cultural issues in response to all questions; Minimal formatting, grammatical, or spelling errors; displays openness in self-reflection.

3. Group Project: This assignment is designed to integrate multicultural concepts and pedagogical issues from the assigned readings, videos, and class discussions. Each student is required to participate in a small group (three/four students per group) to plan and participate in a peer teaching presentation that focuses on concepts discussed over the course of the semester. Additional information and guidelines including possible topics will be discussed in class. Group participants are encouraged to use **existing/relevant research (from scientific journals), videos, audios, web sites, and applicable equipment/components**. The overall presentation should be well integrated in that the resulting product reflects a group effort, instead of merely a set of related individual presentations by members of the group. Students are expected to arrange sufficient time outside of class to work on group projects with their group members. Presentations will be given when the topic is covered in class and should be **20 - 30 minutes long**. Each group will provide a **single reference list** of any articles used and/or resources they have identified. **Please bring enough copies of your reference list to provide one to each member of the class.** You will have an opportunity to sign up for a presentation topic and group during the second week of class **(25% of grade)**.

Grading Rubric

- POOR = 1 – 30: Topic not addressed in a professional manner; little to no research presented; little to no use of multimedia in presentation
- FAIR = 30 – 36: Minimally addressed the topic; minimally sufficient inclusion of research; little use of multimedia in presentation
- GOOD = 37 – 43: Addressed topic sufficiently; moderate inclusion of research; some use of multimedia in presentation
- EXCELLENT = 44 – 50: Shows superior insight on the topic; inclusion of research is strong and detailed; utilizes multimedia effectively.

4. Reflection Paper: Students are required to write six critical reflection papers on selected topics related to the course. Five of the reflection papers are designed to enhance students' understanding of the concepts of the readings **(20 % of grade)**. One reflection paper will be based on a learning excursion that will allow students to step outside their comfort zone and increase their understanding of the experiences of a cultural group different from their own **(5% of grade)**. Papers will be 2 pages in length and are expected in class on the due date given.

Grading Rubric (5 Reflection Papers)

- POOR = 1 – 5: Did not address each question, little to no self-reflection
 - FAIR = 5 – 6: Minimally addressed each question, minimal self-reflection
 - GOOD = 6 – 7: Answered all questions adequately, adequate self-reflection
 - EXCELLENT = 7 – 8: Shows superior insight & self-reflection ability, willingness to be open
- ***Note Excursion paper will use same criteria but scores will be POOR (1-6), FAIR (6.5 – 7.5),**

Good (7.5 – 8.5), and Excellent (8.5 – 10)

5. Final Exam: The final exam will test your mastery and practical application of concepts covered in the course. Specific format and material covered on the final will be discussed in greater detail in class. Make-up exams will be given only under unusual circumstances, and will require that the absence be appropriately documented (**20% of grade**).

EVALUATION CRITERIA:

<u>Assignment</u>	<u>Available Points</u>	<u>Percentage of Total</u>
Class Participation	20	10%
“Roots Representation” Paper	40	20%
Group Project	50	25%
5 Reflection Papers	40	20%
1 Excursion Paper	10	5%
Final Exam	40	20%
Total	200	100%

Grades:

- A = 186 to 200pts
- A-- = 180 to 185
- B+ = 174 to 184
- B = 166 to 173
- B- = 160 to 165
- C+ = 154 to 159
- C = 146 to 153
- C- = 140 to 145
- D+ = 134 to 139
- D = 126 to 133
- D- = 121 to 125
- F = 120 or less

TOPICS FOR REFLECTION PAPERS:

1. Oppression (***Due September 6th***): Visit www.understandingprejudice.org. Take the baseline test and the hidden bias test. Based on your scores, what 3 objectives will you set for yourself in this course? Do you feel your results are accurate? What do you think your scores really mean?
2. White Privilege (***Due September 13th***): Write about your reactions to the article you read on white privilege. How did it feel to read this article? Did you identify with any aspects of this article? What critiques do you have the author’s stance? Has this article changed the way you view yourself in the world?
3. Immigration and Acculturation (***Due September 29th***): **Write a list of “rules” for recent immigrants to the United States of America.** Examples of ‘rules’ may include that a person “must follow American laws, or children must attend school.” These would be more explicit rules. Another example may be that “immigrants should be aware of American pop culture.” This would be an implicit ‘rule’ placed on immigrants urging them to fit in with American culture. You do not have to personally believe in the ‘rules’ you include. Please include some written reaction regarding each of the ‘rules’ you list.

4. Gender (**Due November 17th**): Discuss stereotypical characteristics of men and women. Which of these stereotypes are true or based on reality? How do these stereotypes impact men and women?

5. Sexual Orientation (**Due November 22nd**): Describe gender role expectations (behavioral, emotional, physical characteristics) for men and women. Discuss how these gender role expectations influence your/others perceptions of sexual orientation. Why are our beliefs about gender and sexual orientation interconnected?

Learning Excursion:

Choose one of the following excursions to attend. You must choose a group that is different from your own. Reflection papers based on learning excursions should include discussions/responses to the following questions: What were your preconceptions? Were you in the minority? If so how did that feel? What did you learn about others? What did you learn about yourself? (**Due October 6th**)

Reflection Papers:

a. Native Americans: Attend the Mitchell Museum of the American Indian, located 2600 Central Park Avenue, corner of Central Street and Central Park Avenue in Evanston, Illinois. Based on the readings and your museum experience, **discuss 5 important values/concepts** from the Native American culture. What was the most interesting or informative display?

b. African Americans: Attend the DuSable Museum of African American History. Located at 740 E. 56th Place (Washington Park). Based on the readings, and your museum experience, **discuss 5 important values/concepts** from African American culture. What was the most interesting or informative display?

c. Asian Americans: Visit Chinatown (Take the Kennedy Expressway (I-90/94) and exit at 18th Street. Turn left (east) to Canal Street, then right (south) to Cermak Road. Take the CTA Red Line to the Cermak-Chinatown stop right (west) out of the station. **View the Chinatown Gate and the 9-Dragon Wall** (Cermak & Wentworth). **Visit Chinatown Square** (2100 S. Wentworth Ave., center of buildings with Citibank on the corner of Wentworth & Archer) and view the bronze Zodiac figures at the center, the “Chinese in America” mural, and the four bronze gates (what does each represent?). Stop by the Enlightenment Buddhist Temple (2249 S. Wentworth Avenue), you may be able to get a quick tour if there is not a service going on. Visit the shopping and dining opportunities as well.

An additional option would be to visit the Chinese-American Museum of Chicago (238 W 23rd Street) in Chinatown

Based on your trip to Chinatown, **discuss 5 important values/concepts** within Asian American culture. What were your overall reactions to Chinatown? What are your thoughts about the ‘tourist’ nature of the neighborhood and the visitors you witnessed?

d. Latino/Hispanic Americans: Visit Pilsen/Little Village. Take the Kennedy Expressway (I90/94) and exit 52 Taylor Street make a first left (south) on Halsted and then right (west) on 18th street. Park on 18th, 19th close to Ashland. Take the Pink Line to 18th Street. Walk south down Ashland to Juarez High school and visit **Benito Juarez Park** and view the statues. Walk back up Ashland and turn left (west) and walk to the **National Museum of Mexican Art** (1852 W. 19th Street). Feel free to visit any of the local churches (St. Pius V is on S. Ashland). Check out the murals at (1645 W. 18th Street & 1900 S. Ashland Ave).

Based on your trip to Pilsen/Little Village, **discuss 5 important values/concepts** from the Latino American culture. Include a brief bio (3 to 4 sentences) of at least on the individuals depicted in Benito Juarez Park. What was the most interesting/informative display at the museum?

Information for your excursions and alternative options may be found at <http://www.explorechicago.org/city/en/neighborhoods.html>

Group Presentations:

Immigration, October 27th Group 1: _____

Social class, November 3rd Group 2: _____

Gender, November 15th Group 3: _____

Sexual Orientation, November 29th Group 4: _____

Disabilities, November 24th Group 5: _____

Tentative Course Schedule

	DATE	TOPIC	READINGS	ASSIGNMENT DUE
1	August 30	Introduction		
	September 1	Introduction	Spradlin 1	
2	September 6	Multicultural Education	Spradlin 4	<i>Reflection #1</i>
	September 8	Race, Whites	Tatum 1 - 2	
3	September 13	Race, Whites	Tatum 6 - 7	<i>Reflection #2</i>
	September 15	Native Americans	Spradlin 5	
4	September 20	Native Americans	Tatum 8	
	September 22	African Americans	Spradlin 8	

5	September 27	African Americans	Tatum 3 - 4	
	September 29	Latinos/a Americans	Spradlin 7	<i>Reflection #3</i>
6	October 4	Latinos/a Americans	Tatum 8	
	October 6	Asian Americans	Spradlin 6	Excursion Paper Due
7	October 11	Fall Break	No Class	
	October 13	Asian Americans		
8	October 18	Roots Presentations		<i>Roots Paper</i>
	October 20	Roots Presentations		<i>Roots Paper</i>
9	October 25	Mid Year Catch-up		
	October 27	Immigration		<i>Group 1 Presentation</i>
10	November 1	Multiracial Americans	Handouts	
	November 3	Social Class	Spradlin 9	<i>Group 2 Presentation</i>
11	November 8	Social Class		
	November 10	Religion	Handouts	
12	November 15	Gender	Spradlin 10	<i>Group 3 Presentation</i>
	November 17	Gender		<i>Reflection # 4</i>
13	November 22	Sexual Orientation	Spradlin 11	<i>Reflection # 5</i>
	November 24	Thanksgiving Break	No Class	
14	November 29	Sexual Orientation		<i>Group 4 Presentation</i>
	December 1	Disabilities	Spradlin 12	<i>Group 5 Presentation</i>
15	December 6	Advocacy	Spradlin 14-15 Tatum 10	
	December 8	Wrapup/Review		
	December 15 (Thursday)	Final	9:00 a.m. to 11:00 a.m.	