

CPSY 342: IDENTITY & PLURALISM

Spring 2011

Mundelein Center - Room 508, Tuesdays & Thursdays, 10:00 - 11:15 am

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Office Hours: By appointment, ahewitt@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; and 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. (2008). *Diversity matters: Understanding diversity in the schools*. Belmont, CA: Thompson.

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

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/>

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.

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*). 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.

2. Roots Representation & Paper. In order to increase your self-awareness of 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 3-5 page typed paper describing your cultural roots and your reaction to the assignment. This paper must be in APA format. 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 particular beliefs or values represented by the item? Any particular feelings that arise associated with this item? What elements of your worldview does the item represent? What did you learn from this assignment? Anything surprised you? (*20% of grade*).

Grading Rubrics

FAIR/POOR = 1 - 9 points: Did not address each question, minimal self-reflection

GOOD = 10 - 14 points: Answered all questions adequately, self-reflection is somewhat superficial

EXCELLENT = 15 - 20 points: Shows superior insight and self-reflection ability, willingness to be open.

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. 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

FAIR/POOR = 1 - 13 points: Minimally addressed topic, little research on topic

GOOD = 14 - 20 points: Addressed topic sufficiently, moderate research

EXCELLENT = 21 – 25 points: Shows superior research and detail to topic

4. Reflection Papers. Students are required to write eight critical reflection papers for each topic assigned. The reflection papers are designed to enhance students' understanding of the concepts of the readings. Reflection papers will be "blind" graded. Please attach a 3rd page to your papers and include your name on that page. Do not include your name on the front of the paper. Two reflection papers will be based on learning excursions 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. Papers will be 2 pages in length and are expected in class on the due date given. 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 (*25% of grade*).

Grading Rubric

FAIR/POOR = 1 - 13 points: Did not address each question, minimal self-reflection

GOOD = 14 - 20 points: Answered all questions adequately, self-reflection is somewhat superficial

EXCELLENT = 21 – 25 points: Shows superior insight & self-reflection ability, willingness to be open.

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

EVALUATION CRITERIA: The grading scale for the course is as follows:

A = 93 - 100%

A-- = 90 - 92

B+ = 87 - 89

B = 83 - 86

B-- = 80 - 82

C = 70 - 79%

D = 60 - 69%

F = 60% and below

Topics for Reflection Papers:

1. Race & Oppression (*Due January 27th*): Visit www.understandingprejudice.org. Take the baseline test and the hidden bias test. Based on your scores, what 3 objectives do you have for yourself?

2. White Privilege (*Due February 3rd*): 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? Has this article changed the way you view yourself in the world?
3. Mid-semester Reflection (*Due March 3rd*): How do you feel about what you have learned in the class thus far? Have your goals changed? Use this reflection paper as an opportunity to pause and think about what you have learned, and where you are going.
4. Immigration and Acculturation (*Due March 24th*): Write a list of rules for recent immigrants to the United States of America. Include both implicit and explicit norms for behaviors, communication, and interpersonal relationships.
5. Gender (*Due April 5th*): Discuss stereotypical characteristics of men and women. Which of these stereotypes are true or based on reality?
6. Sexual Orientation (*Due April 12th*): Discuss your reactions to the film *Daddy and Papa*.

Learning Excursions and Reflection Papers

Choose two 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 February 10th and February 24th*)

- 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.
- b. African Americans:** Attend the DuSable 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.
- 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. The Chinatown Gate is just a few blocks to the left (east).) Based on the readings and your trip to Chinatown, discuss 5 important values/concepts from the Asian American culture.
- d. Latino/Hispanic Americans:** Visit Pilsen/Little Village area and tour the National Museum of Mexican Art. <http://www.nationalmuseumofmexicanart.org/visit.html> Based on the readings and your trip to Pilsen/Little Village, discuss 5 important values/concepts from the Latinos/Hispanic culture.
- e. Other Ethnic &/or Cultural Groups:** Please contact the instructor with the information regarding your excursion of interest. The more detailed the information provided, the more likely it will be approved for the assignment. After approved, it will be posted on Blackboard as an option for other students.

Group Presentations:

Group 1 - Social Class, March 15th _____

Group 2 - Immigration March 22nd: _____

Group 3 – Sexual Orientation, April 7th: _____

Tentative Course Schedule

			Reading	Assignments
1	Jan 18	Intro, Multicultural Education, & Social Justice		
	Jan 20	Race, Ethnicity, Culture, & Identity <i>Film: Race – The Difference Between Us, Skin Deep: Science of Race</i>	Spradlin 1, 4	
2	Jan 25	White Racial Identity	Tatum 1, 2	
	Jan 27	White Americans <i>Film: Skin Deep: College Student Discussion About Race</i>	Tatum 6, 7	<i>Reflection #1</i>
3	Feb 1	Native Americans	Spradlin 5	
	Feb 3	Native Americans <i>Film: In Whose Honor</i>	Tatum 8	<i>Reflection #2</i>
4	Feb 8	Asian Americans	Spradlin 6	
	Feb 10	Asian Americans <i>Film: The Slanted Screen</i>		<i>Excursion Paper #1</i>
5	Feb 15	Latino/a Americans	Spradlin 7	
	Feb 17	Latino/a Americans <i>Film: My American Girls and Real Women Have Curves</i>		
6	Feb 22	African Americans <i>Film: Race – The Story We Tell</i>	Spradlin 8	
	Feb 24	African Americans <i>Film: Color of Fear, Girl Like Me</i>	Tatum 3, 4	<i>Excursion Paper #2</i>
7	Mar 1	Multiracial Americans	Assigned Article	
	Mar 3	Religion	Assigned Article	<i>Reflection #3</i>
8	Mar 15	Social Class	Spradlin 9	<i>Group #1 Presentation</i>
	Mar 17	Social Class		
9	Mar 22	Immigration	Assigned Article	<i>Group #2 Presentation</i>
	Mar 24	Immigration		<i>Reflection #4</i>

Mar 29	Roots Presentations		<i>Roots Paper Due</i>
Mar 31	Gender	Spradlin 10	
Apr 5	Gender		<i>Reflection #5</i>
Apr 7	Sexual Orientation <i>Film: Daddy & Papa</i>	Spradlin 11	<i>Group #3 Presentation</i>
Apr 12	Sexual Orientation <i>Film: Its Elementary</i>		<i>Reflection #6</i>
Apr 14	Disabilities	Spradlin 12	
Apr 19	Advocacy	Spradlin 14, 15	
Apr 26	Wrap-Up/ Review		
Apr 28	Final Exam		