

**CPSY 435- Seminar in Multiculturalism and Social Justice**  
**Fall 2017**  
**Loyola University Chicago**

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**Class Time and Location:** Thursdays, 1-3:30PM, Corboy 204

**Course Description:** Ample research supports the important role diversity and multiculturalism play both in shaping educational outcomes as well as enhancing society. This course provides an introduction to theory and research related to multiculturalism and social justice. Learning is targeted at increasing students' multicultural awareness, knowledge, and skills in the context of professional counseling psychology practice. Specific attention is paid to: 1) understanding social systems and structures that reinforce power differentials, privilege and oppression; 2) exploring the unique experiences of traditionally marginalized social groups; and 3) examining critical dimensions to the design and delivery of multicultural education programs. The course addresses each topic across three levels: important philosophical and/or historic considerations, contemporary interpretations, and considerations in the context of counseling psychology practice. The pedagogy employed in this course draws heavily on critical self-reflection to explore how students' personal identities shape experiences related to multiculturalism and social justice. This provides an essential foundation for the consideration of these issues in future course work and applied experiences.

**Course Objectives:** Upon completion of this course, the intent is for students to leave with enhanced:

1. Understanding of the conceptual foundations associated with social justice.
2. Understanding of various ways in which oppression influences individuals, institutions, and the broader society.
3. Ability to articulate deeper levels of personal awareness regarding the ways in which one's positionality shapes how one experiences social interactions.
4. Ability to facilitate learning experiences to develop others as agents of social justice
5. Ability to bring social justice principles into practice

**Course Outline and Structure:** This course is divided into three primary sections. The first section, spanning approximately the first three class meetings, focuses on conceptual foundations vis-à-vis social justice as relates to theory, teaching, and practice. Your first assignment (photoelicitation and personal biography, see description in this syllabus) serves as the primary assessment linked with this section of the course. The second

section of this course, which spans from approximately the fourth class meeting to the eleventh class meeting, focuses on expanding this foundational knowledge through the prism of various elements of diversity. While each topic will be viewed as an important element of diversity in its own right, it is understood that in reality individuals experience an intersection of elements, making one's personal perspective and story unique. For example, one's gender identity typically is not developed or experienced completely separately from one's religious, racial/ethnic, and/or socio-economic identity. You will also be working on your teaching plan (see assignment description) during this time.

While the bulk of the weekly readings and planned classroom activities contain sections related to bringing social justice ideas into practice, the third course section (approximately the final two class meetings) focuses on synthesizing lessons learned in the course towards this purpose. First, we will examine lessons learned through the prism of counseling psychology practice, and then we shift to a more personal examination of lessons learned and next steps, including your final personal reflection essay and your revised photoelicitation assignment (see assignment descriptions).

**Conceptual Framework and Conceptual Framework Standards:** The Conceptual Framework of the School of Education at Loyola University is “Social Action Through Education”. For your reference: our conceptual framework is described here - [www.luc.edu/education/mission/](http://www.luc.edu/education/mission/)

Within this framework are four standards. These are:

- CFS1: Candidates critically evaluate current bodies of knowledge in their field.
- CFS2: Candidates apply culturally responsive practices that engage diverse communities.
- CFS3: Candidates demonstrate knowledge of ethics and social justice.
- CFS4: Candidates engage with local and/or global communities in ethical and socially just practices.

This course is designed to reflect all four standards. The overarching objective is for students to emerge with a clearer sense of social justice both conceptually and in practice. The conceptual foundations will come primarily through readings and in class activities. The applied learning will come primarily through students engaging in three projects—two centered around self-reflection as relates to social justice the other focused on supporting a community site through leadership of a training. Through this work and related work in other courses, it is hoped that social justice will become a lens through which future courses and applied experiences (the current enrollment in this section of this course consists of students in their first and second year of doctoral studies in counseling psychology at Loyola) will be filtered as you develop your professional identity as a doctoral-level counseling psychologist.

**IDEA Objectives:** As part of the course evaluation process, utilizing a system labeled “IDEA” all courses within the School of Education are evaluated based on a selection of the twelve learning objectives listed below. The learning objectives that are essential or

important to this course are bolded. All non-bolded learning objectives are considered of minor importance as relates to this particular course.

1. Gaining factual knowledge (terminology, classifications, methods, trends)
2. Learning fundamental principles, generalizations, or theories
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
- 4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course**
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find and use resources for answering questions or solving problems
- 10. Developing a clearer understanding of, and commitment to, personal values**
- 11. Learning to analyze and critically evaluate ideas, arguments, and points of view**
12. Acquiring an interest in learning more by asking questions and seeking answers

**Dispositions:** Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of *professionalism*, *inquiry* and *social justice*. Reflecting the dispositions identified by the faculty in your department, the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText for this course. Since there are no field placements as part of this course, for this specific class you will be evaluated in all areas that do NOT involve field placements (interactions, multicultural issues, multicultural interactions, student development, student needs).

**Required Texts:**

Adams, M., Blumenfeld, W.J., Castañeda, C., Hackman, H.W., Peters, M.L., & Zúñiga, X. (2013). *Readings for diversity and social justice* (3<sup>rd</sup> ed.). New York: Routledge.

Adams, M., & Bell, L.A. (2016). *Teaching for diversity and social justice* (3<sup>rd</sup> ed.). New York: Routledge.

All other course readings are posted in Sakai in the “Course Documents” section.

**Core Assignments:**

***1) Class Participation- 10%***

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. However, it is important to note that *how* a student participates is often a function of their particular learning style. Therefore, participation is less about the frequency with which a student engages in class discussion and more about the quality of the contributions. For the purposes of this course, participation in which students build upon one another’s comments, provide meaningful connections to practice, share critical observations and insights on a topic, and generally increase the complexity and richness of the discussion is valued. Students are also encouraged to act as gatekeepers to the conversation and encourage the participation of others as well as pose questions to one another. To achieve this, a variety of pedagogical approaches are used to ensure that each individual’s preferred learning style is addressed over the course of the semester. Students will receive a mid-semester participation grade (non-binding, meant to be an indicator) as well as feedback to ensure time to adjust their participation levels prior to the end of the semester. The rubric for participation is listed below:

<b>EVALUATIVE DIMENSION</b>	<b>“A” GRADE</b>	<b>“B” GRADE</b>	<b>“C” GRADE</b>	<b>“D/F” GRADE</b>
<b>PROMPTNESS</b>	Routinely arrives on time for class and is prepared to begin at the designated time as well as following any breaks; student does not leave class early	Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early	Demonstrates a pattern of lateness or early departure that interferes with course objectives.	Consistently late to class, does not return from breaks in a timely manner, and/ or leaves class early
<b>QUALITY OF CONTRIBUTIONS</b>	Contributions are relevant and routinely integrate course reading and life experiences into the discussion; Arguments are evidenced-based and supported through course content and/or life experiences	Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based	Contributions are not relevant to the conversation and rarely incorporate course readings; Contributions betray a lack of preparation for class; Arguments are rarely evidence-based	No or minimal contributions or arguments are offered
<b>SIGNIFICANCE OF CONTRIBUTIONS</b>	Contributions add complexity to the conversation and support or build off of others’ contributions	Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared	Contributions repeat what others have shared and thus do not advance the conversation	No or minimal contributions are offered

<b>GENERAL ENGAGEMENT</b>	Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions	Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and/ or discussions	Minimal contributions are offered in either the small or large group; Appears disengaged from activities and/ or discussions; Addresses core issues in activities and/ or discussions quickly and shifts to personal conversations or off-topic material	No contributions are offered
<b>GATE-KEEPING</b>	Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students' thoughts	Student occasionally encourages the participation of others; recognizes the contributions of others	Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor	No or minimal contributions
<b>LISTENING/ ATTENDING SKILLS</b>	Is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; Actively listens to both peers and instructor; Actively supports peers' learning processes	Generally considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others; typically displays active listening; generally supports peers' learning processes	Is dismissive (verbally or nonverbally) of others' feelings and opinions; Display a lack of interest; Does not actively support peers' learning processes	Inconsiderate of others' feelings and opinions; Does not actively listen or support others' learning

Attendance

This course meets once a week, which makes attendance absolutely essential. You must be present to engage fully in the course content. I understand that sometimes life priorities can make this challenging. *However, the expectation is that you will be present for the full class session each week.* Should you miss a class, arrive late, or leave early, you are responsible for identifying and obtaining missed material from your peers and your classroom participation grade will be affected. **Please notify the instructor via email prior to the start of class should you need to be absent.**

Student Use of Technology in the Classroom

I understand that we are in a digital age in which many of us prefer to have lots of technological devices at our side during class. For example, personally, when I am attending lectures or seminars, I much prefer to take notes on my laptop than by hand. As such, I understand the desire among many of you to bring electronic devices to the classroom and in some ways I encourage this through by posting class powerpoints on Sakai ahead of each class meeting.

However, with this privilege comes responsibility, particularly given that all students in this course are preparing to be doctoral-level psychologists. As such, while you are permitted to bring whatever technology you wish with you to class, it is understood that these devices are ONLY to be used for legitimate classroom purposes. I view this as a matter of respect and professionalism. I do not wish to go around the classroom monitoring whether you are really taking class notes or just hanging around on Twitter, Instragram, etc. when you have your computer screens up and/or cell

phones/PDAs open, and I would appreciate not being put in the position of being a classroom monitor. I will start off with the assumption that all of you will act professionally in this regard, but I reserve the right to make changes to my policies regarding student use of technology in the classroom—and to your course grade—should this trust be broken.

### Civil Discourse

As future counseling psychologists, it is my expectation that you will be able to engage in respectful and confidential dialogue not only in the field, but also in class. There may well be times in this course where you feel pushed out of your comfort zone, say something that later on you wish you would have rephrased, and/or observe or hear things that do not fit with your personal values and worldview. Although deep and meaningful learning often comes as a result of cognitive and emotional dissonance, I firmly believe that transformative learning is the result of compassionate learning communities in which individuals feel both challenged and supported. The underlying expectation of this course is that participants will approach one another with the same ethic of care and developmental concern with which they deal with clients, families, and community partners. This approach requires a willingness to engage in critical and controversial, but ultimately civil discourse aimed at advancing our individual and collective knowledge. Students are expected to engage in social perspective-taking, a skill that requires both empathy and the ability to acknowledge multiple points of view.

### ***2) Photoelicitation and Personal Biography Project- 60%***

This assignment is comprised of two components—a photoelicitation project and a written personal biography.

#### *Photoelicitation Project*

For the first phase of this assignment, which is due on September 21<sup>st</sup>, you are to take photographs representing major conceptual foundations related to the course and document (via a written summary) why these pictures are reflective of the concepts. Specifically, you should turn in (via Sakai, please turn in using a format where I can provide track changes and comments in as feedback (e.g., MS Word or PowerPoint) a set of photos with at least a 1-2 paragraph description of each photo and its particular significance, along with a summary narrative describing how the photos fit together as an integrated whole. It is crucial that these photographs are tied in a clear way to your personal experiences and viewpoints. All pictures must be taken sometime between the first class meeting and the assignment due date. You can include older pictures to elaborate your points, but these will be considered “extras” and not a replacement for the new pictures that you must take for this assignment. It is the new pictures and your analysis of these pictures that will be graded.

For the second phase of this assignment, due at the last class meeting (December 7<sup>th</sup>) and to be submitted via Sakai, you will submit an updated version of this assignment. Specifically, you are required to review your original photographs and describe if and how your view of these photos and their selection has changed since the original submission. You are also required to submit new photos that reflect your take on the

conceptual foundations of the course as the course comes to a close. As before, for your new photos—you can comment on the photos you turned in at the start of the semester in summary form—please provide a 1-2 paragraph description of each photo and its particular significance, along with a summary narrative describing how the photos fit together as an integrated whole.

*Personal Biography*

On September 14<sup>th</sup> students will be required to turn in (via Sakai) a personal biography reflecting the conceptual foundations of this course. This biography is intended as a reflective piece vis-à-vis your personal understanding and experiences regarding these topics. Since each of us (including myself!) are at different places regarding our personal journeys, this assignment will not be graded based on participants achieving a personal “level” of awareness and experience. Nor is this assignment a referendum on whether you agree with the ideas laid out in your course readings or by the course instructor. Rather, as seen in the evaluative criteria below, the goal of this assignment is for you to think critically about your personal stance and experiences related to course topics, and where you would like to head moving forward.

Learning Outcomes and Evaluation Criteria

Learning outcomes for **both** the photoelicitation and personal biography assignments include:

- ✓ An increased understanding of conceptual foundations associated with social justice;
- ✓ An enhanced understanding of how one’s personal worldview informs their understanding of privilege, power, oppression and social justice;
- ✓ The ability to activate a personal philosophy that integrates personal experiences and academic knowledge

Each project component will be graded on a letter grade and each will be worth 15% of your total grade. Each assignment will be graded based on the criteria below.

EVALUATIVE DIMENSION	“A” GRADE	“B” GRADE	“C” GRADE	“D/F” GRADE
<b>Achievement of Specified Learning Outcomes</b>	The assignment demonstrates strong achievement across designated learning outcomes	The assignment demonstrates evidence of meeting the designated learning outcomes	The assignment meets the majority, but not all of the designated learning outcomes	The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes
<b>Complexity of Thought &amp; Creativity</b>	Demonstrates significant complexity of thought as well as creative approaches in both content and structure	Complexity of thought is of adequate depth and elements of creativity are present in work	Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate	Assignment is not completed or lacks complexity of thoughts required for graduate-level work

<p><b>Depth of Critical Analysis</b></p>	<p>Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations</p>	<p>Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations</p>	<p>Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations</p>	<p>Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work</p>
<p><b>Appropriate Structure and Grammar</b></p>	<p>The final product is well organized, structured in way that builds on the argument or central thesis, and is free of errors related to grammar or style</p>	<p>The final product is well organized and clearly structured with only minimal grammatical and style errors</p>	<p>The final product suffers from problems associated with organization and structure and/ or grammatical and style errors</p>	<p>Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/or style errors</p>

**3) Teaching Project (15%)**

This assignment involves creating and leading a training at a community site on a topic that relates to social justice. I have arranged a couple of partner sites (SitStayRead and Tutoring Chicago- details to be provided) where such a training can take place. Alternatively, you can do this at a site of your choosing, such as a practicum site, as long as we talk about this ahead of time (my intention is to say “yes” to any reasonable arrangement). The purpose of this assignment is twofold: 1) to obtain additional experience bringing social justice issues to practice and, 2) to obtain additional experience in teaching for social justice.

Your training should be on a topic mutually selected by you and your partner site and should focus on a topic that addresses a critical site need. For example, a few years ago at a partner site that provides tutoring for children in Chicago from low socio-economic backgrounds, there was a recurring pattern of tutors struggling to connect effectively with their kids. Accordingly, two doctoral students created a multi-part training related to culturally responsive ways to engage effectively with kids.

The document to be turned in for this assignment is a teaching project plan. In this plan, you should describe the need for this training, describe the communications you had with your partner site in developing your training, discuss the connection of your training with the core concepts of this course, list the training goals and intended outcomes, and then provide a comprehensive outline of the training itself.

This training plan-to be turned in via Sakai—is due by the start of class on November 16<sup>th</sup>. Your training should either occur this semester or be scheduled for a future date by the end of the semester.

**4) Personal Reflection Paper- 15%**

As a culminating assignment, at the start of the last class meeting (December 7<sup>th</sup>), you are to turn in (via Sakai) a personal reflection paper. This paper should have two primary



sections. The first section relates to your personal journey during this semester as an agent of social justice. What parts of the course resonated most with you? Are there areas where you have felt particular growth? While it is neither expected nor desired for you to go over your personal biography paper (turned in September 14<sup>th</sup>) line by line, it is expected that you will refer back to this paper as part of your analysis of your personal growth. For example, if you were to rewrite this personal biography now that you have completed this course, would you choose the same elements and experiences to highlight? Why or why not? Also, has your analysis of the events described in your personal biography changed as a result of taking this course? Why or why not?

The second section of this paper relates to your feelings of agency as relates to social justice. Specifically, your paper should describe an area related to social justice where you feel that you can make a positive impact and how you could make this positive impact felt (working towards change will be a focus throughout the semester and will be a particular point of emphasis in the final weeks of the course). In your description, you should describe the social justice opportunity that you see, how you have the personal capacity to have a positive impact, and the ways in which social justice would be enhanced if you were successful in your efforts.

The key evaluative criteria for this paper include the extent to which you connect course concepts to your experience and the degree of self-reflection and critical thinking exhibited, as well as overall writing quality (e.g., absence of typos, clear writing structure and organization).

**Grades:** All assignments will be graded on an A+-F scale, with a grade of A+ equaling 4.3, a grade of A equaling 4.0, a grade of A- equaling 3.7 and so forth. Final grades will be based on a weighted average of assignment scores (see course assignments for specific weights) with the final grade based on the following scale:

A= 3.85 or greater

A-=3.5-3.84

B+=3.15-3.49

B= 2.85-3.14

B-=2.5-2.84

Etc.

***Schedule of Readings and Topics (readings, topics, and assignments subject to change at the instructor's discretion):***

*\*RFDSJ= Readings for Diversity and Social Justice; TFDSJ= Teaching for Diversity and Social Justice*

**August 31- Introduction**

**Sept 7- Conceptual Foundations**

*Readings:*

1) *Section 1, RFDSJ*

- 2) *Chapter 1, TFDSJ*

### **Sept 14- Teaching for Social Justice**

*Readings:*

- 1) *Chapters 2-4, 12, TFDSJ*
- 2) *Chapter 10 (Graduate Education and Professional Development) in Shriberg, Song, Miranda, & Radliff (2013) [Sakai]*

***Personal Biography due***

### **Sept 21- No Class-Rosh Hashanah**

***Photoelicitation project due***

### **Sept 28- Sexism and Transgendered Oppression**

*Reading:*

- 1) *Section 5, RFDSJ*
- 2) *Section 7, RFDSJ*

### **Oct 5- Heterosexism**

*Readings:*

- 1) *Section 6, RFDSJ*
- 2) *Chapter 6, TDFSJ*

### **Oct 12- Classism**

*Readings:*

- 1) *Section 3, RFDSJ*
- 2) *Chapter 7, TDFSJ*

### **Oct 19- Racism**

*Readings:*

- 1) *Section 2, RFDSJ*
- 2) *Chapter 5, TFDSJ*

### **Oct 26- Xenophobia**

***Guest Speaker: Dr. Aurora Chang, School of Education, Loyola University Chicago***

### **Nov 2- Racism (continued); Adultism and Ageism**

***Guest Speaker: Dr. Adam Avrushin, JD, PhD, Associate Director, Center for the Human Rights of Children, Loyola University Chicago***

*Readings:*

- 1) *Section 9, RFDSJ*
- 2) *“UN Convention on the Rights of the Child” [Sakai]*
- 3) *Chapter 10, TFDSJ*

### **Nov 9- Religious Oppression**

*Readings:*

- 1) *Section 4, RFDSJ*
- 2) *Chapter 8, TDFSJ*

**Nov 16- Catch-Up Week**  
***Teaching Project Plan Due***

**Nov 23- No Class- Thanksgiving**

**Nov 30- You as an Agent of Social Justice**

*Readings:*

- 1) *Shriberg (in press)- Advocacy [Sakai]*
- 2) *Shriberg (2016): Commentary on Racial and Social Justice [Sakai]*
- 3) *Section 10, RFDSJ*

**Dec 7- Synthesis and Evaluation**

***Second Photoelicitation Due***

***Personal Reflection Paper Due***

**Loyola University Chicago**  
**School of Education**  
**Syllabus Addendum**

**IDEA Course Evaluation Link for Students**

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on **STUDENT IDEA LOGIN** on the left hand side of the page.

**Dispositions**

All students are assessed on one or more dispositional areas of growth across our programs: ***Professionalism, Inquiry, and Social Justice***. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.*

Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LiveText**

All students, *except those who are non-degree*, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**

- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting* and *electronic communication policies and guidelines*. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – ***Social Action through Education***.