CPSY 435
SEMINAR IN MULTICULTURAL PSYCHOLOGY AND SOCIAL JUSTICE
FALL 2019
LOYOLA UNIVERSITY CHICAGO

INSTRUCTOR: Matthew J. Miller, Ph.D. (he/him/his)
OFFICE: Lewis Towers 1034
OFFICE HOURS: Thursdays 4-6pm and by appointment
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PHONE: (312) 915-7087
COURSE TIME AND LOCATION: Thursdays, 1-3:30PM, Corboy 711

COURSE DESCRIPTION: Research supports the essential 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 and social justice advocacy competence in addressing social issues in culturally responsive and ecologically valid ways.

Specific attention is paid to: 1) understanding social systems and structures that reinforce power differentials, privilege and oppression; 2) exploring the unique experiences of historically marginalized and oppressed social groups; and 3) examining critical dimensions to the design and delivery of multiculturally responsive advocacy intervention and prevention 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, STRUCTURE, AND APPROACH: This course is divided into three primary sections. The first section focuses on social justice as relates to theory and practice. Your first assignment (media literacy project 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 focuses on expanding this foundational knowledge through the understanding of various aspects of identity and 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 identities. You will also be working on your social action project.
(see assignment description) during this time. Although the majority of the course content relates
to bringing social justice ideas into practice, the third course section focuses on synthesizing
lessons learned in the course towards this purpose. First, we will examine lessons learned
through 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
media literacy 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 developing a social advocacy project.
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 will be filtered as you develop your
professional identity as a doctoral-level counseling psychologist.

**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 READINGS:** see course schedule below access through PsychInfo
([http://libraries.luc.edu/databases/all/p](http://libraries.luc.edu/databases/all/p))

**RECOMMENDED READINGS:**
New York: Routledge.

New York: Routledge.
ASSIGNMENTS

1. CLASS PARTICIPATION (10%)

Given the seminar format employed in this course design, student participation in discussions and learning activities is critical. 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.

The rubric for participation is listed below:

<table>
<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
<th>“A” GRADE</th>
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<th>“C” GRADE</th>
<th>“D/F” GRADE</th>
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</thead>
<tbody>
<tr>
<td>PROMPTNESS</td>
<td>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</td>
<td>Occasionally late to class, does not return promptly from designated breaks; OR occasionally leaves early</td>
<td>Demonstrates a pattern of lateness or early departure that interferes with course objectives</td>
<td>Consistently late to class, does not return from breaks in a timely manner, and/or leaves class early</td>
</tr>
<tr>
<td>QUALITY OF CONTRIBUTIONS</td>
<td>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</td>
<td>Contributions lean more toward either course readings or life experiences, but are relevant to the conversation; Arguments are generally evidence-based</td>
<td>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</td>
<td>No or minimal contributions or arguments are offered</td>
</tr>
<tr>
<td>SIGNIFICANCE OF CONTRIBUTIONS</td>
<td>Contributions add complexity to the conversation and support or build off of others’ contributions</td>
<td>Contributions are generally substantive, but occasionally indicate a lack of attention to what others have shared</td>
<td>Contributions repeat what others have shared and thus do not advance the conversation</td>
<td>No or minimal contributions are offered</td>
</tr>
<tr>
<td>GENERAL ENGAGEMENT</td>
<td>Regularly contributes to the class in both large and small group formats; Routinely engaged with course activities and / or discussions</td>
<td>Contributions generally favor either the small or large group; Does not consistently appear engaged in activities and / or discussions</td>
<td>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</td>
<td>No contributions are offered</td>
</tr>
<tr>
<td>GATE-KEEPING</td>
<td>Does not dominate the conversation; Regularly encourages the participation of others by posing questions or asking for other students’ thoughts</td>
<td>Student occasionally encourages the participation of others; recognizes the contributions of others</td>
<td>Dominates the conversation; Does not engage other students in conversation; directs majority of comments to the instructor</td>
<td>No or minimal contributions</td>
</tr>
</tbody>
</table>
LISTENING/ATTENDING SKILLS

| 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

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.

CIVIL DISCOURSE AND DIFFICULT DIALOGUES

It is expected that you will be able to engage in respectful and confidential dialogue not only in the field, but also in class. 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. MEDIA LITERACY PRESENTATION (15%): In this assignment, you are asked to find examples of the social justice issues (racism, sexism, classism, heterosexism, and ableism) as they are occurring in the larger world around us. At one point in the semester, you will be responsible for bringing in an artifact from the media (television, YouTube, movie clip, news article, music video, magazine ad, commercial, etc.) to present to the class and facilitate a group critique. Using concepts and theories from class lectures and readings, you will help your peers identify the ways in which your artifact reinforces systems of privilege and oppression in our society. Please use an artifact that you uncover from your everyday life as opposed to simply Googling “sexist commercials.” Also, it is critical that the clip subtly reinforces discriminatory messages. In other words, the artifact should not include obviously problematic content (e.g., overtly discriminatory language or images). Instead, the artifact should convey subtle discriminatory messages that are not necessarily apparent at first glance (e.g., music lyrics that are supposedly empowering for women, but actually promote sexist messages). Also, make sure that your artifact is not a satirical critique which is already making fun of the issue(s) (e.g., Daily Show, Colbert, Samantha Bee, etc.). If you decide to present an audio or video clip, it should last up to five minutes. The group critique should last approximately 15 minutes. You may email me before your presentation week to receive feedback about the appropriateness of the artifact you have chosen to analyze. Each class one student will present beginning on 9/12.

3. PERSONAL AWARENESS PAPER & PRESENTATION (15%): In order to increase personal awareness of your own cultural background, you will write a “Roots Reflection.” This is an opportunity to explore your own cultural identity, social privileges and experiences of oppression by investigating your unique history. In a 10-page (maximum) double-spaced paper, reflect upon your cultural (broadly defined) roots along with your social locations. Be sure to address how your various social locations have resulted in privilege as well as marginalized social status. In your paper, you should also share your reactions to the assignment (e.g., What did you learn? Did you experience any strong emotions during the assignment?). In your presentations, you will indicate whether you have engaged in discussions about race, gender, class, sexual orientation, (dis)ability, religion, and other salient identities and experiences amongst your families and friends. For example,
“Traditional gender roles were strongly reinforced in my family” OR “I commonly discuss LGBTQ+ issues with friends.” When the topic came up, it was mostly talked about in a negative way.” Try to creatively represent your roots with a song, picture, personal item, poem, drawing, etc. You will display your roots presentation and describe it to your peers in a 10-15 minute presentation on 9/26, 10/3, and 10/10. All papers are due 10/10.

Note: It is common for this assignment to trigger strong emotions. Please do not feel the need to compromise your boundaries for the purpose of doing well on the assignment. Know that I am most concerned about your well-being and will respect any limitations you have around exploring these issues.

Learning Outcomes and Evaluation Criteria
Learning outcomes for both the MEDIA LITERACY PROJECT and PERSONAL AWARENESS PAPER & PRESENTATION assignments include:

1. An increased understanding of conceptual foundations associated with social justice;
2. An enhanced understanding of how one’s personal worldview informs their understanding of privilege, power, oppression and social justice;
3. 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.

<table>
<thead>
<tr>
<th>EVALUATIVE DIMENSION</th>
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<tbody>
<tr>
<td>Achievement of Specified Learning Outcomes</td>
<td>The assignment demonstrates strong achievement across designated learning outcomes</td>
<td>The assignment demonstrates evidence of meeting the designated learning outcomes</td>
<td>The assignment meets the majority, but not all of the designated learning outcomes</td>
<td>The assignment is not completed, does not conform to the instructions provided, or does not meet the majority of designated learning outcomes</td>
</tr>
<tr>
<td>Complexity of Thought &amp; Creativity</td>
<td>Demonstrates significant complexity of thought as well as creative approaches in both content and structure</td>
<td>Complexity of thought is of adequate depth and elements of creativity are present in work</td>
<td>Complexity of thought varies significantly between topics with some demonstrating adequate complexity and others inadequate</td>
<td>Assignment is not completed or lacks complexity of thoughts required for graduate-level work</td>
</tr>
<tr>
<td>Depth of Critical Analysis</td>
<td>Depth of analysis is significant offering areas of both strength and limitation, connecting multiple dimensions of content, and offering substantive interpretations</td>
<td>Depth of analysis is adequate and presents both strengths and limitations as well as general interpretations</td>
<td>Depth of analysis varies greatly and lacks consistent representation of strengths and weaknesses, connections between multiple dimensions of content, and/ or meaningful interpretations</td>
<td>Assignment is not completed or depth of critical analysis is not consistent with requirements of graduate-level work</td>
</tr>
<tr>
<td>Appropriate Structure and Grammar</td>
<td>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</td>
<td>The final product is well organized and clearly structured with only minimal grammatical and style errors</td>
<td>The final product suffers from problems associated with organization and structure and/ or grammatical and style errors</td>
<td>Assignment is not completed or final product is poorly organized, structured, and/ or possesses significant grammar and/or style errors</td>
</tr>
</tbody>
</table>
4. **SOCIAL ACTION PROJECT** (40%): To start developing the knowledge, skills, and awareness necessary to engage in collective efforts for cultural and social transformation, you will participate in a social action project focused on a social justice issue relevant to psychologists. Groups of between two and four students will develop a social action project that focuses on a particular social injustice facing a marginalized population (LGBTQ+ persons, poor and working class families, individuals with (dis)abilities, etc.). Your group will develop an evidence (broadly defined) based ecologically valid and culturally responsive prevention and/or intervention. Your group will identify a (small) grant funding mechanism and develop and submit a formal grant proposal to the respective agency (I recommend identifying a funding source through the American Psychological Foundation, which offers small scale pilot funds: https://www.apa.org/apf/funding/grants/index).

Students are encouraged to explore the agencies, schools, and communities proximal to where you work and live to identify potential projects. Your group will develop a plan of action to confront this issue at multiple systemic levels (individual, institutional, societal) and develop an prevention and/or intervention program for at the end of the semester. You are encouraged to be creative, utilizing multiple levels of resources to develop this project. In-class time will be provided throughout the semester to discuss and develop the project and proposal. At the end of the semester, your group will submit a formal grant proposal to the respective funding agency (if the deadline already passed you will still submit the formal proposal to the instructor at the end of the semester and then will be required to submit the proposal for the following funding cycle). You will also present the project to the class in a 20 minute presentation.

Each funding agency and/or call for proposals will likely vary in terms of required content. However, generally proposals would address the following (please note – follow the grant application guidelines carefully when developing the proposal):

1. A clear statement of the problem (highlighting the pressing nature of the social issue) that clearly aligns with the funding agency goals and objectives
2. A clear, rich, culturally responsive, and evidence-based description of your solution or approach of possible solutions
3. (when appropriate) Justification for your research method and/or data analytic strategy
4. A compelling articulation of the innovative approach and its benefit to the population of interest and the larger society
5. A timeline of your work.
6. A reference list

5. **PERSONAL REFLECTION PAPER** (20%)
As a culminating assignment, at the start of the last class meeting 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 awareness paper 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.

**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.

**DATE**

**TOPICS, READINGS, AND ASSIGNMENTS**

* 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**

**Week 1**

8/29

Course overview
Introductions, review syllabus
Core concepts

**Week 2**

9/5

Multicultural Counseling Competencies, Social Justice, and Counseling Psychology, Discuss social action project concepts


STRONGLY Recommended Readings:
RFDSJ 5, 6, 7, and 8
TFDSJ 4, 12

**Week 3**

9/12

Critical Consciousness, Discuss social action project concepts


**Week 4**

**Intersectionality**


**MEDIA LITERACY PRESENTATION**
1. __________________  2. __________________

**Week 5**

**Homophobia and Heterosexism**


*Recommended Readings:*
*RFDSJ Chapters 72-77*

**PERSONAL AWARENESS PRESENTATIONS IN CLASS**
1. __________________  2. __________________

**Week 6**

**Sex/Gender Binary**
APA Guidelines for Psychological Practice With Transgender and Gender Nonconforming People: [https://www.apa.org/practice/guidelines/transgender.pdf](https://www.apa.org/practice/guidelines/transgender.pdf)


**PERSONAL AWARENESS PRESENTATIONS IN CLASS**

1.__________________   2.__________________

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**Week 7**

**10/10**

**Sexism and Patriarchy**


**Recommended Readings:**

*RFDSJ Section 5*

**PERSONAL AWARENESS PRESENTATIONS IN CLASS (PAPERS DUE)**

1.__________________   2.__________________

3.__________________

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**Week 8**

**10/17**

**Racism**


**Recommended Readings:**
RFDSJ Section 2
TFDSJ Chapter 5

**MEDIA LITERACY PRESENTATION**

1. ______________

**Week 9**

10/24

**Classism**


**Recommended Readings:**
RFDSJ Section 3 (especially chapters 26-34)
TFDSJ Chapter 7

**MEDIA LITERACY PRESENTATION**

1. ______________ 2. ______________

**Week 10**

10/31

**(Dis)ability**


**Recommended Readings:**
RFDSJ Section 6

**MEDIA LITERACY PRESENTATION**

1. ______________ 2. ______________

**Week 11**

11/7

**Xenophobia, Acculturation, & Acculturative Stress**


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Week 12  
11/14 Social Action Project Proposal Preparation – in class

Week 13  
11/21 Social Action Project Proposal Preparation – in class

Week 14  
11/28 University Closed, No Class

Week 15  
12/5 Social Action Project Presentations  
Course wrap-up  
*Personal Reflection Paper Due*
Loyola University Chicago  
School of Education  
Syllabus Addendum

**Smart Evaluation**  
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback. Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade. The feedback is important so that the instructor can gain insight into how to improve their teaching and the department can learn how best to shape the curriculum.

**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*. 