

**Social Justice, Diversity, and Cultural Issues**  
**SCED 508 (2 Semester Hours)**  
**Summer 2014**

Meeting Dates/Times: May 12, 13, 14, 21 and 22 from 9:30-4:15

Location: York Graduate Center 121

Instructor: Danielle Torres, Ph.D.

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**Required Readings**

Beegle, D. (2007). *See Poverty....Be The Difference!* Portland, OR: Communication Across Barriers. <https://combarriers.com/catalog/7/products>

Holcomb-McCoy, C. (2007). *School Counseling to Close the Achievement Gap: A Social Justice Framework for Success*. Thousand Oaks: Corwin Press.

Tatum, Beverly Daniel (2003). *Why Are All the Black Kids Sitting Together in the Cafeteria?* Basic Books.

Additional reading materials to be provided online in Moodle and in class, including readings on the topics of Poverty; White Privilege; GLBTQI issues; ELL students; and current issues in the media.

**Recommended Readings**

Gollnick, D. M. & Chinn, P. C. (2013). *Multicultural Education in a Pluralistic Society, Ninth Ed.* New York: Pearson.

Lee, E., Menkart, D. & Okazawa-Rey, M. (1998). *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist, Multicultural Education and Staff Development*. Washington D.C.: Network of Educators on the Americas.

Ponterotto, J., Utsey, S.O., & Pedersen, P.B. (2006). *Preventing Prejudice: A Guide for Counselors, Educators, and Parents (2<sup>nd</sup> Ed.)*. Thousand Oaks, CA: Sage Publications.

Singleton, G. E. & Linton, C. (2005). *Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools*. Thousand Oaks, CA: Corwin Press.

Tatum, B. D. (2007). *Can We Talk About Race? And Other Conversations in an Era of School Segregation*. Boston: Beacon Press.

### **Course Description**

Strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability, or religion. The course addresses methods for positively impacting social and cultural diversity and equity issues including the possible effects of culture, race stereotyping, family, socioeconomic status, gender, sexual identity, language, and values on student development and progress in the school setting. Course content and methodology emphasize small group activities, collaboration, and use of data to create equity for all students. Candidates practice taking an active role in supporting all students and focus on eliminating the achievement gap.

### **Course Objectives**

Upon course completion, the candidate will be able to:

1. Demonstrate understanding of culturally diverse students' experiences in a multicultural society, including knowledge of trends (cultural, ethical, economic, and political), attitudes, beliefs, and acculturative experiences.
2. Demonstrates understanding of counselors' roles in developing cultural self-awareness; promoting cultural social justice and advocacy; eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination; and identifying strengths and barriers that impact student development.
3. Demonstrate understanding of advocacy processes to address institutional and social barriers that impede access, equity, and success for clients; and to advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Demonstrate understanding of theories and practice of multicultural counseling, identity development, and social justice.
5. Demonstrate understanding of diversity, equity, and opportunity in student learning and achievement, including the impact of language, values, and abilities on academic, career, and personal and social development.
6. Demonstrate understanding of multiculturally competent strategies for working with individuals, families, and communities and understands the ways in which educational policies, programs, and practices can be developed and modified to be culturally congruent with the needs of students and their families.

### **Non-discrimination policy**

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment,

enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

### **Participation in the Learning Community**

Students are required to attend and actively participate in all scheduled class meetings. This includes being on time, being prepared, following through on group projects, and otherwise engaging with colleagues as fellow professionals. Becoming a counselor involves looking closely at ourselves, our values, beliefs, and biases. Treating colleagues with respect and being open to diverse world views encourages a collaborative milieu of care in which we can all challenge ourselves and each other to examine and develop our skills and perspectives. In order to prepare for each class, students should carefully read and study all assigned materials to be ready to discuss and apply the content of readings. Class discussion and interaction with colleagues are fundamental to the process of learning. Therefore, if you must miss a class the instructor may ask you to contribute to learning community in another way. If you must be absent or late, please contact the instructor at least several hours prior to class.

### **Special assistance**

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

### **About This Class**

This course will be primarily experiential with many opportunities for you to write about your learning. I encourage you to share and disclose with the class at a level that is comfortable for you. There are no right or wrong, brilliant or stupid comments. Being tolerant and accepting is truly embracing all people – and allowing everyone an opportunity to explore for themselves and receive helpful feedback from colleagues. People will be too scared to really speak their own minds if they fear judgment, so hold your tongue unless you truly can be constructive and helpful. We learn from each other and with each other.

As you will see, this course will involve a fair amount of time, personal commitment and self-exploration. Because of the sensitivity of the course material, students will be expected to display respect for differences of opinion and the ability to deal with difficult emotions that may be evoked. Please treat material discussed in class as confidential. It is also

important that you understand that you may talk with me about any concerns you have regarding this course.

### Course Requirements

#### **1. Attendance & Participation**

Class attendance is required. Due to the compact schedule and experiential nature of the class, it is very important that you attend all classes. Your attendance and active class participation are critical to successful completion of the course. **Lateness or missing any portion of class will result in a deduction of grade. Any absence from class or habitual tardiness will be discussed with the instructor to determine the feasibility of passing the class.** See the sections above “participation in the learning community” and “about this class” for more information about participation.

#### **2. Assignments**

1. Culture Bag Artifacts
2. Multicultural Topic Analysis Paper
3. Group Advocacy Project Presentation
4. Synthesis & Application Final Paper

### Course Evaluation and Assessment:

The intent of this course is for you to develop skills and knowledge in the field of school counseling. I will be rating you on each of the goals/objectives for the course, and will assign a final grade based on your class participation and assignments. You will also be asked to rate yourself on each of these goals. The rating system used will be based on a scale of distinguished, proficient, progressing, or unsatisfactory.

**Distinguished** indicates a self-directed learner who demonstrates mastery on all levels. You come prepared for class with all reading and assignments completed. You demonstrate leadership in class discussions and your thoughts reflect understanding of course material. Your writing displays a depth of knowledge and mastery of the material. Your fellow classmates are able to learn from your contributions to class.

**Proficient** indicates a motivated learner who demonstrates a level of competency at all levels. You are prepared when you come to class; you have read the material and completed the assignments. You actively participate in class discussions. Your writings are well written and demonstrate your understanding of the material. You are able to use what you have learned.

**Emerging** indicates that you are not always prepared when you come to class. You have

limited or minimal understanding of some of the concepts. You do not participate in discussion or add to the understanding of the material presented in class. In some cases you may attempt to take over or dominate group discussions. Your writings do not show understanding of key concepts.

**Unacceptable** is an indication that you do not have either the will or the ability to complete the assignments. You are either not participating in the class or are a distraction to classroom discussions. Your writings are missing or poorly written.

**Points assigned to each element included in the final assignment of your grade:**

1. Attendance & Participation	20 %
2. Culture Bag Artifacts	5%
3. Multicultural Topic Analysis Paper	20 %
4. Group Advocacy Project Presentation	25 %
5. Synthesis & Application Final Paper	30 %

**Objective 1**

Demonstrate understanding of culturally diverse students' experiences in a multicultural society, including knowledge of trends (cultural, ethical, economic, and political), attitudes, beliefs, and acculturative experiences.

*Evidence:*

Cultural Artifacts Bags  
 Multicultural Topic Analysis Paper  
 Group Advocacy Presentation Project  
 Synthesis & Application Final Paper

**Objective 2**

Demonstrates understanding of counselors' roles in developing cultural self-awareness; promoting cultural social justice and advocacy; eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination; and identifying strengths and barriers that impact student development.

*Evidence:*

Cultural Artifacts Bags  
 Group Advocacy Presentation Project  
 Synthesis & Application Final Paper

**Objective 3**

Demonstrate understanding of advocacy processes to address institutional and social barriers that impede access, equity, and success for clients; and to advocate for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.

*Evidence:*

Group Advocacy Presentation Project  
Synthesis & Application Final Paper

**Objective 4**

Demonstrate understanding of theories and practice of multicultural counseling, identity development, and social justice.

*Evidence:*

Synthesis & Application Final Paper

**Objective 5**

Demonstrate understanding of diversity, equity, and opportunity in student learning and achievement, including the impact of language, values, and abilities on academic, career, and personal and social development.

*Evidence:*

Group Advocacy Presentation Project  
Synthesis & Application Final Paper

**Objective 6**

Demonstrate understanding of multiculturally competent strategies for working with individuals, families, and communities and understands the ways in which educational policies, programs, and practices can be developed and modified to be culturally congruent with the needs of students and their families.

*Evidence:*

Multicultural Topic Analysis Paper  
Group Advocacy Presentation Project  
Synthesis & Application Final Paper

**Course Assignment Guidelines****1. Culture Bag Artifacts (5% of grade) due Wednesday, May 21 during class.**

This activity asks you to think about your own cultural identity in terms of your family history as well as past and current experiences that have influenced your development. Please bring a maximum of 5 items in a bag to share with class that represent your unique

cultural heritage. Be prepared to share for 10 minutes in small groups on Wednesday, May 21.

**2. Multicultural Topic Analysis Paper (20% of grade). Paper due Wednesday, May 21 at the start of class.**

*“Think about how you personally and professionally stand on issues and recognize the contradictions in what you believe and how you actually behave and push to envision possibilities of change”-- Margo Okazawa-Rey.*

Please choose from the following topics addressed in class:

- Race & Ethnicity in the U.S., global issues
- Poverty and Class Issues
- LGBTQI Issues
- Social Justice, Diversity, and Cultural Issues, Advocating for Change
- Any of the class Videos, Activities, or Guest Speakers

All reflection papers should be 3 pages, 12 point font, double spaced. Include any personal thoughts that come from group discussions, in class, while integrating issues at home, etc.

Grading will be based on:

- 1) Description of the salient aspects of topic
- 2) Personal and in-depth reflection on the topic as related to the relevant course objectives listed above
- 3) An ability to consider alternative perspectives of topic
- 4) Application to your professional and personal roles
- 5) Grammar, punctuation and professional writing style

**3. Group Advocacy Presentation Project (25% of grade) due Thurs, May 22<sup>nd</sup> during class.**

The class will be placed in groups of 3-5 and each group will select a poverty-related situation in a school. Following the format outlined by the readings and handouts provided, each group will identify a problem and develop an action plan for a poverty-related issue in a school and community. The group will address *each of the sections* of the format. Consider your audience to be a group of fellow educators in your school or district. **On the last day of class (May 22), each group will conduct a 20-30 minute Powerpoint presentation** describing their project using the sections from the outline form provided.

Grading will be based on:

- 1) Addressing each of the sections of plan format, including a clear description of the objective and description of action plan
- 2) Demonstration of an understanding of the course objectives listed above

- 3) Presentation skills: visual presentation, substantial supportive content and explanations, professional presentation style
- 4) Responses to personal reflection questions (back side of group project eval form)
- 5) Points as assigned by your peer group (group project eval form)

**4. Synthesis & Application Final Paper, Choose one of two options (30% of grade) due June 6<sup>th</sup> at 5pm.**

**Option 1: Cultural Identity Paper**

This assignment asks you to describe your own cultural identity in terms of the salient aspects of your ethnic and cultural heritage, “How does culture play a role in my life?” This assignment is consistent with the competency standards that expect educators to demonstrate *awareness* of her/his cultural and ethnic background and *awareness* of how that background has influenced the development of values, beliefs, and preconceptions about the human experience. Additionally, demonstrating that you can develop and implement new knowledge and practical skills to serve diverse students and families are critical steps. You have latitude in defining “cultural identity” as reviewed in this course. You are encouraged to make this as detailed as possible, such as interviewing family members, including pictures, etc.

Address the following issues:

- 1) How do you identify yourself? What identity and cultural dimensions (e.g., gender, race, ethnicity, socio-economic status, age, physical abilities, sexual orientation, marital status, religion) are salient for you? Are invisible for you? Feel accurate or inaccurate? In what ways?
- 2) What life experience(s) helped to shape your identity? In what ways? How do you apply the ethnic identity development process to your experience? What experiences of strengths/resiliency and barriers have you encountered?
- 3) Have you ever experienced prejudice or bias? Or witness prejudice or bias? How did privilege contribute to your experience or lack of experience? How is the class content related to your experience (e.g., racism, heterosexism, socioeconomic, language, privilege)? What impact did this experience(s) have on you?
- 4) Discuss one or more biases and prejudices that you recognize in yourself. How is the class content related to your experience (e.g., racism, heterosexism, socioeconomic, language, privilege)? Where do you think they stem from? How might these biases impact your work with K-12 students and families?

5) What does being a multiculturally competent educator mean to you? How does your cultural experience and learned awareness/knowledge/skills in this course (be specific about topics addressed in this class) impact your understanding of student learning and students' academic, career, and personal/social development? What strategies and practices do you plan to develop and deliver in response to particular populations?

6) In what area(s) do you want to push yourself to further grow? What are some of your professional goals in the area of diversity and social justice? How do you see your role as an educator-advocate? How will you go about this?

### **Option 2: Report on Attending a Culturally-Different Event**

This assignment asks you to attend an event that is new to you, and allows you to learn and explore issues of diversity in the context of a culturally-different experience, in a setting in which you are unfamiliar and a minority. It may be enriching to attend with classmates, family members or friends. Some ideas may include: attending a cultural celebration event, attending a religious service that is different from yours, attending a play/concert/theater event that addresses diversity issues, volunteering at a homeless shelter, attending a speaker or forum (where you are an active participant yet are not in the educator role), attending LGBTQI community meetings, etc. You should plan on spending at least 3-4 hours at the event. If you have any questions about whether attending a particular event would fulfill this assignment, **please consult with the instructor.**

Write about your experience at the event by addressing the following:

1) What thoughts and attitudes did you have prior to your attendance to the event/place? What did you expect? Were these expectations based on stereotypes or biases (positive or negative) or previous experience? What concerns or fears, if any, did you have? Where did you see yourself in your own ethnic identity development and advocacy identity?

2) Describe your experience. What did you learn that was new knowledge that increased your understanding of this population? How does this knowledge apply to your understanding of K-12 student learning and students' academic, career, and personal/social development?

3) Describe your experience. What do you observe in terms of strengths/resiliency and barriers for this particular population?

4) How do you expect the experience to have an impact on your role as a school counselor? How will it inform your practice in terms of new skills, strategies, and

professional goals with this particular population and students and families of diverse backgrounds?

5) What are you taking away from the experience? What does it mean to you and how will it impact your relationships with diverse populations? How has it impacted your ethnic identity development process and identity as an advocate for social justice?

For either option, the paper should be 5-6 pages, typed, 12-pt. font, double spaced.

Grading will be based on:

- 1) Addressing each question in an in-depth, thoughtful and reflective manner.
- 2) An ability to demonstrate the course objectives listed above.
- 3) An ability to synthesize new knowledge and awareness of topics.
- 4) Application to your professional and personal roles.
- 5) Grammar, punctuation and professional writing style

**The paper is due by Friday, June 6 at 5:00pm to instructor's office or email.**

All late papers will be subject to a full grade deduction per day late.

All papers may be emailed to the instructor anytime prior to the due date.

### **Course Assessment**

**In this course, an "A" Grade is supported by the following criteria:**

Student comes to class prepared and enthusiastic, with all reading and assignments completed.

Student demonstrates through discussion/activity participation and written assignments, an understanding of the ethical and professional responsibilities of educators related to cultural diversity and cultural competency.

Student demonstrates through discussion/activity participation and written assignments, an understanding of their own identity as well as their own biases, and how their work as an educator might be impacted by these factors.

Student demonstrates through discussion/activity participation and written assignments, an ability to think about and explore issues related to racism, sexism, heterosexism, classism, ableism, and religious/spiritual bias.

Student demonstrates through discussion/activity participation and written assignments, an understanding of how larger societal dynamics, such as power, privilege, and cultural differences, impact human behavior and inter-group relationships. Student demonstrates the ability to engage in respectful dialogue around cultural issues with others.

All written assignments are of graduate level quality in terms of presenting ideas that demonstrate critical thinking skills, professional integration of ideas, writing skills, and organization/spelling/grammar.

A = 94-100%

B+ = 87-89%

C+ = 77-79

A- = 90-93%

B = 83-86%

C = 73-76%

B- = 80-82%

C- = 70-72

Any grade below a C- is not passing the course.

**Class Schedule (The schedule is subject to change)**

<b>Class Date</b>	<b>Topics</b>	<b>Class Activities</b>	<b>Reading Due</b>	<b>Assignment Due</b>
Monday, May 12	<p>Introduction &amp; Self-Reflection</p> <p>Race &amp; Ethnicity: Theory, Trends &amp; Strategies</p> <p>Personal Awareness &amp; Development</p>	<p>Syllabus/Assignments</p> <p>Rights &amp; Responsibilities</p> <p>The Role of the School Counselor: Professional &amp; Ethical Issues</p> <p>Video: <i>What's Race Got to Do With It?</i></p> <p>Tatum discussion</p> <p>My Personal Culture</p>	<p>Tatum book due</p> <p>See Moodle for complete Reading list</p>	
Tuesday, May 13	<p>Personal Awareness &amp; Development</p> <p>Poverty &amp; Class Issues</p> <p>Advocacy Process &amp; Practice</p>	<p>Poverty Knowledge Quiz: <i>Facts &amp; Current Issues</i></p> <p>How Did You Know? Activity</p> <p>Beegle discussion</p> <p>Group Advocacy Project: <i>Using Data to Create Equity</i></p>	<p>Beegle book due</p> <p>See Moodle for complete Reading list</p>	
Wednesday, May 14	<p>White Privilege Theory &amp; Development</p> <p>Ethnic Identity Theory &amp; Development</p>	<p>White Privilege discussion</p> <p>Racial Identity activities</p> <p>US Race Relations: current issues</p> <p>Video: <i>Daughter from Danang</i></p>	<p>See Moodle for complete Reading list</p>	

	Lesbian, Gay Bisexual, Transgender, Queer Issues	Video: <i>It's Elementary!</i>  Speaker: <i>Jenn Burleton,</i> <i>Executive Dir, Transactive</i>		
Wednesday, May 21	Personal Awareness & Sharing  Language & Acculturation  Advocacy & Social Change	Culture Bag Artifacts  ELL Students  Working with Undocumented Students  BARNGA Activity	<i>SC To Close</i> <i>Achievmt Gap book,</i> Chpts 1-3  See Moodle for complete Reading list	Culture Bags   Multicultural Topic Analysis Paper
Thursday, May 22	Advocacy & Social Change  Personal and Professional Roles	Group Presentations  Social Justice & Educators  Speaker: <i>Laurel Auda-Capel,</i> <i>PPS School Counselor</i>  Closing Activities	<i>SC To Close</i> <i>Achievmt Gap book,</i> Chpts 7-9  See Moodle for complete Reading list	Group Advocacy Project Presentation  Group feedback forms
Synthesis & Application Final Paper Assignment Due: Fri, June 6 @ 5:00pm				