

EDCP 741: Multicultural Practices

The University of Maryland

Fall 2017

Wednesdays, 1:00PM-4:00PM

Benjamin 3236

Dr. Candace M. Moore (a.k.a. Dr. M)

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Office Hours: By Appointment

<http://goo.gl/BQN8WI>

Course Introduction and Objectives

The purpose of this course is to critically reflect, analyze, and integrate multicultural research and social justice advocacy in student affairs practice. Members of this course (students and instructors) are expected to build a community that will enable all members to feel supported and empowered to discuss and analyze multicultural dilemmas and experiences. This course is intended to equip students with skills to bring about positive social change on their campus and local communities, while attending to the needs of students with various social identities, particularly those pertaining to gender, race, ethnicity, sexuality, ability, religion, and social class.

The objectives for this course are based on the CAS Learning and Developmental Outcomes and are as follows:

- Understand the ways in which gender, race, ethnicity, sexuality, ability, religion, and class are constructed within U.S. society and in higher education (Knowledge Acquisition, Construction, Integration).
- Articulate one's positionality as a practitioner working with college students who represent various gender, racial, ethnic, sexual, able-bodied, religious, and class identities (Interpersonal Development; Humanistic & Civic Engagement).
- Identify and engage in an aspect of multicultural practice that leads to advocacy and equity for a particular student population (Humanistic & Civic Engagement).
- Develop an ethical standard of practice pertaining to all college students, particularly students from marginalized communities (Interpersonal Development).

CAVEAT: As a community of engaged learners, we will work through diversity issues and develop advocacy skills.

Although personal power/privilege and professional power/privilege are essential to the foundation of your student affairs roles, it is also important to understand the relationships among the individual, institution, and society. This course will help you begin to evaluate where you fit within an institution that includes or marginalizes particular student communities and how the societal context, in turn, affects institutional behavior. However, this course can only offer a general overview of particular social issues, social identities, and student experiences. It is not meant to serve as the ONLY means for learning about diversity in higher education. Rather, it should serve as a springboard for advocacy and social change on our college campuses. (*Statement adapted from Drs. Jamie Riley and Michelle Espino*)

Pedagogical Statements:

Dr. Moore:

I am constantly concerned with the educational environment for which I help to foster in and out of the classroom with students. I approach my work with care and intentionality. My general goal is for us to co-construct knowledge and understanding as it relates concepts of oppression, privilege, gender, race, social class, spirituality/religious practices, environmental press, resistance theory, constructionism, and multicultural competence during this class.

¹ Dr. M. will generally respond to email within 48 hours. Email sent after 10pm will not be answered until the next day(s).

As we journey throughout this semester, I strongly encourage you to lean into your story of resistance. We will develop a challenging and supporting educational environment, focused on promoting the development of a social justice orientation to work in higher education. This classroom is a safe space and you will be expected to hold this space for fellow colleagues each week.

My expectations of students are high; I expect your best. As a student, you can expect the best of me weekly. Each class will focus essentially on application of the principles, concepts, theories, and other information gleaned from that week's readings. In-class time may not always be directed towards deconstructing each individual reading; instead, we will examine the linkages and/or themes across the reading and conducting analyses of content and its application in the context of Student Affairs. Therefore, your personal and active involvement in the process is essential for your successful completion of this course.

I am sincerely looking forward to engaging in this developmental journey with you.

Required Texts

Cuyjet, M. J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). *Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion* (2nd ed.). Sterling, VA: Stylus Publishing.

Johnson, A. G. (2006). *Privilege, power, and difference* (2nd ed.). Boston, MA: McGraw Hill.

Landreman, L. M. (Ed.). (2013). *The art of effective facilitation: Reflections from social justice educators*. Sterling, VA: Stylus Publishing.

Stewart, D.L. (Ed.). (2011). *Multicultural student services on campus: Building bridges, re-visioning community*. Sterling, VA: Stylus Publishing.

Additional Readings

Additional assigned readings provided via CANVAS at elms.umd.edu. A list of these readings is provided within the course outline of this syllabus. Note: The instructor may add other readings not listed in this syllabus during the course of the fall session.

Supplemental Reading

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Academic Accommodations for Students with Disabilities

Students with a documented disability or in need of an academic accommodation that is registered through Disability Support Services should contact Dr. Moore as soon as possible.

Disability Support Services (DSS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact Disability Support Service at 301-314-7682, or dissup@umd.edu. More information is available from the [Counseling Center](#).

Religious Beliefs and Practices; Non-Discrimination & Anti-Harassment; Ombudsperson Program

You will not be penalized because of observances of your religious beliefs. Whenever possible, you will be given reasonable time to make up any academic assignment that is missed due to participation in a religious observance. It is your responsibility to inform Dr. Moore as soon as possible of any intended absences for religious observances.

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

Please familiarize yourself with the Non-Discrimination and Anti-Harassment Policy. The policy can be found via University Policy: [VI-1.00\(B\) University of Maryland Nondiscrimination Policy and Procedures](#).

There are individuals who can help to guide you through the sometimes confusing process of resolving conflicts or reporting violations. The scope of work of these individuals, who are trained in University, University System, state, and federal policies and procedures, will be to provide informal and confidential assistance to persons with issues or concerns, advising members of the community about where to turn and what procedures to follow should they wish to advance a complaint. To learn more about the ombudsperson program, visit <http://gradschool.umd.edu/about-us/ombuds-office>.

Methods of Instruction and Course Expectations

The course will employ a variety of approaches to instruction and relies heavily on student participation and discussion.

Attendance

This course meets weekly, making attendance at all sessions absolutely essential. You need to be present to engage fully in the course content. The expectation is that you will be present for the full class session each time we meet. Should you miss a class, arrive late, or leave early, please enact professionalism. Please notify Dr. Moore prior to the start of class should you absolutely need to be absent (i.e., an emergency arises). Any absence (as well as a pattern of arriving late or leaving early) may impact a student's final grade through adjustment of participation points. Students who are absent from class will submit a 5-7 page paper no later than 24 hours following the missed class in response to a prompt provided by the instructor related to the course and assigned readings for that week.

Cell Phones/On Call/Laptops

If you bring a cell phone or pager to class, please be sure it is either off or set to a silent mode. Should you be on call as part of professional responsibilities, please advise Dr. Moore at the start of each class. You are invited to bring and use your laptop, iPad, and/or tablet during class but please refrain from texting, emailing and internet browsing during class. Please ensure your use of electronic devices is not disrespectful to classmates and instructors. Refrain from using electronic devices during visits from guest speakers.

E-mail/CANVAS

UGA email and/or CANVAS (using your UMD ID and password as your login information) will be used as the primary mode of correspondence for this course. You may access your CANVAS account via elms.umd.edu. All assignments should be submitted via the CANVAS corresponding assignment drop box by the beginning of class unless other arrangements are made well in advance of deadlines.

It is imperative that you login and check both accounts daily. CANVAS may be used to update the class about course content and procedures.

APA Writing Style

Written assignments will be formatted in Times New Roman 12-point font, double-spaced, with 1-inch margins, appropriate headers, number each page, include a title page and reference page. Citations are in APA Format. For this course, the acceptable citation format is the *Publication Manual of the American Psychological Association* (6th edition).

Students are also asked to check all submitted written works for grammar/spelling and syntax errors. Typically, rubrics used for written work include point values for adherence to APA formatting.

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You are encouraged to utilize the UMD Writing Center (<https://gradschool.umd.edu/graduate-school-writing-center>) for assistance with grammar, sentence structure, and organization during your graduate school career.

Late Submissions

As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Points for the assignment or participation may be deducted for each day that an assignment is submitted past the due date. No points will be deducted in the case of a true emergency when the student notifies Dr. Moore. Grades of "Incomplete" are seldom given and should only be requested (in advance) when an emergency prevents timely completion of course assignments.

Academic Integrity

The University of Maryland has a nationally recognized Code of Academic Integrity. The Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. There are many ways that academic dishonesty can manifest in a University setting. The Code of Academic Integrity defines four major types of Academic Dishonesty, as described: (1) CHEATING: fraud, deceit, or dishonesty in any academic course or exercise in an attempt to gain an unfair advantage and/or intentionally using or attempting to use unauthorized materials, information, or study aids in any academic course or exercise. (2) FABRICATION: intentional and unauthorized falsification or invention of any information or citation in an academic course or exercise. (3) FACILITATING ACADEMIC DISHONESTY: intentionally or knowingly helping or attempting to help another to violate any provision of this Code. (4) PLAGIARISM: intentionally or knowingly representing the words or ideas of another as one's own in any academic course or exercise. As a student you are responsible for upholding these standards in your courses. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The [UMD Student Honor Council](#) has detailed information. For any course specific standards for academic integrity, please see your course syllabus or speak to your course instructor.

On every examination, paper, or other academic exercise not specifically exempted by the instructor, you are expected to write by hand and sign the following pledge:

"I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination." Failure to sign the pledge is not a violation of the Code of Academic Integrity, but neither is it a defense in case of violation of this Code. Signing or non-signing of the pledge will not be considered in grading or judicial procedures. Material submitted electronically should contain the pledge, submission implies signing the pledge. All acts of falsification, misrepresentation, or deception are completely unacceptable, and any assignment which has plagiarized elements will automatically receive an F (0 points).

Course Topics, Weekly Readings, and Assignments

The course will be segmented into two parts. Part I focuses on developing multicultural competence, enhancing counseling skills to create safe spaces for students, and understanding our roles as change agents at an institution of higher education. Part II focuses on identity development and issues faced by students who identify with a particular social identity. This section of the course also incorporates class members' personal and professional experiences with various social identities.

Class and Date	Course Content	Assignment
1 August 30	Topic(s): Introduction and Overview Develop Group Norms Identity Development and Artifact Sharing	

**The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.*

	<p>Discuss Multicultural Student Services and Competency Development</p> <p>Required Reading: Stewart, D.L. (Ed.). (2011). <i>Multicultural student services on campus: Building bridges, re-visioning community</i>. Sterling, VA: Stylus Publishing. Read Part 1</p> <p>CANVAS:</p> <ul style="list-style-type: none"> • Pope, R. L., Reynolds, A. L., & Mueller, J.A. (2004). <i>Multicultural competence in student affairs</i>. San Francisco, CA: Jossey-Bass. Read Chapter 1 <p>Extended Reading: CANVAS:</p> <ul style="list-style-type: none"> • Sue, D.W., Arredondo, P., & McDavis, R.J. (1992). Multicultural competencies and standards: A call to the profession. <i>Journal of Counseling & Development</i>, 70, 477-486. 	
2 September 6	<p>Understanding Multiculturalism, Diversity, & Social Justice Activations (Triggers)</p> <p>Required Reading: Landreman, L. M. (Ed.). (2013). <i>The art of effective facilitation: Reflections from social justice educators</i>. Sterling, VA: Stylus Publishing. Read Chapters 2 and 9</p> <p>Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapters 1 and 2</p> <p>CANVAS:</p> <ul style="list-style-type: none"> • Weber, L. (2001). <i>Understanding race, class, gender, and sexuality: A conceptual framework</i>. Boston, MA: McGraw Hill. Read Chapter 7 Education and the American Dream (pp. 122-131). • Reason, R.D. & Davis, T.L. (Eds.). (2005). <i>Antecedents, precursors, concurrent concepts</i>. (pp. 5-15). <i>New Directions for Student Services</i>, No. 110. San Francisco, CA: Jossey-Bass. Read Chapter 1 	
3 September 13	<p>Awareness of Multiculturalism and Intersectionality of Identities</p> <p>Required Reading: Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapters 3 and 4</p> <p>CANVAS:</p> <ul style="list-style-type: none"> • Abes, E. S., Jones, S. R., & McEwen, M. K. (2007). Reconceptualizing the model of multiple dimensions of identity: The 	

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	<p>role of meaning-making capacity in the construction of multiple identities. <i>Journal of College Student Development</i>, 48, 1-22.</p> <ul style="list-style-type: none"> • Harper, S.R. & Quayle, S.J. (2009). <i>Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations</i>. New York, NY: Routledge. Read Chapter 1 • Shields, S.A. (2008). Gender: An intersectionality perspective. <i>Sex Roles</i>, 59, 301-311. • Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stanford law review</i>, 1241-1299. <p>Supplemental Reading: CANVAS:</p> <ul style="list-style-type: none"> • Torres, V., Jones, S.R., & Renn, K.A. (2009). Identity development theories in student affairs: Origins, current status, and new approaches. <i>Journal of College Student Development</i>, 50(6), 577-596. 	
4 September 20	<p>Understanding Dimensions of Difference and Privilege APA Essentials Discuss What's Trending #EDCP741</p> <p>Required Reading: Johnson, A. G. (2006). <i>Privilege, power, and difference</i> (2nd ed.). Boston, MA: McGraw Hill. Read Chapters 2 and 7</p> <p>CANVAS:</p> <ul style="list-style-type: none"> • Watt, S. K. (2007). Difficult dialogues, privilege and social justice: Uses of the privileged identity exploration (PIE) model in student affairs practice. <i>The College Student Affairs Journal</i>, 26(2), 114-126. • Chavez, A.F., Guido-DiBrito, F., & Mallory, S.L. (2003). Learning to value the "other": A framework of individual diversity development. <i>Journal of College Student Development</i>, 44(4), 453-469. • Goodman, D.J. (2001). <i>Promoting diversity and social justice: Educating people from privileged groups</i>. Thousand Oaks, CA: Sage Publications. Read Chapter 4 <p>Supplemental Reading: Stewart, D.L. (Ed.). (2011). <i>Multicultural student services on campus: Building bridges, re-visioning community</i>. Sterling, VA: Stylus Publishing. Read Chapter 7</p>	Multicultural Practice Project Journal Entry 1 Due via CANVAS on Sept. 23rd
5 September 27	<p>Understanding Social Class and Environmental Justice Writing a Literature Review</p> <p>Required Reading:</p>	

	<p>Johnson, A. G. (2006). <i>Privilege, power, and difference</i> (2nd ed.). Boston, MA: McGraw Hill. Read Chapter 3</p> <p>CANVAS:</p> <ul style="list-style-type: none"> Bergerson, A.A. (2007). Exploring the impact of social class on adjustment to college: Anna's story. <i>International Journal of Qualitative Studies in Education</i>, 20(1), 99-119. Ostrove, J.M., & Long, S.M. (2007). Social class and belonging: Implications for college adjustment. <i>The Review of Higher Education</i>, 30(4), 363-389. Vergragt, P. & Brown H. (2008). Book review perspectives: Speth, the bridge at the edge of the world. <i>Sustainability: Science, Practice, & Policy</i>, 4(2), 38-45. Imel, S. (2011). Writing a literature review. In T. S. Rocco and T. Hatcher (Eds.), <i>The Handbook of Scholarly Writing and Publishing</i>, (pp.145-160). San Francisco, CA: Jossey-Bass. Sustainability 101 at the University of Wisconsin Oshkosh <p>Supplemental Reading:</p> <ul style="list-style-type: none"> Review website: Deep South Center for Environmental Justice http://www.dscej.org/ <p>CANAVS:</p> <ul style="list-style-type: none"> Aries, E., & Seider, M. (2007). The role of social class in the formation of identity: A study of public and elite private college students. <i>The Journal of Social Psychology</i>, 147(2), 137-157. Porto, M.F. (2012). Movements and the network of environmental justice in Brazil. <i>Environmental Justice</i>, 5(2), 100-104. doi: 10.1089/env.2011.0012 	
<p>6 October 4</p>	<p>Understanding Gender Differences Digital Story Outline Discussion</p> <p>Required Reading:</p> <p>Landreman, L. M. (Ed.). (2013). <i>The art of effective facilitation: Reflections from social justice educators</i>. Sterling, VA: Stylus Publishing. Read Chapter 4</p> <p>Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 12</p>	<p>Discuss Digital Story Outline In-Class on Oct. 4th</p>

	<p>CANVAS:</p> <ul style="list-style-type: none"> Beemyn, B., Curtis, B., Davis, M., & Tubbs, N.J. (2005). Transgender issues on college campuses. In R. Sanlo (Ed.), <i>Gender Identity and Sexual Orientation: Research, Policy, and Personal Perspectives</i> (pp. 49-60. New Directions for Student Services, No. 111. San Francisco, CA: Jossey-Bass. Rankin, S. & Beemyn, G. (2012, September-October). Beyond a binary: The lives of gender-nonconforming youth. <i>About Campus</i>, 2-10. 	
7	<p>October 11</p> <p>Understanding Difference in Sexual Identity Discuss What's Trending #EDCP741</p> <p>Required Reading: Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 13</p> <p>Stewart, D.L. (Ed.). (2011). <i>Multicultural student services on campus: Building bridges, re-visioning community</i>. Virginia: Stylus Publishing. Read Chapter 5</p> <p>CANVAS:</p> <ul style="list-style-type: none"> Renn, K. A. (2010). LGBT and queer research in higher education: The state and status of the field. <i>Educational Researcher</i>, 39(2), 132-141. doi:10.3102/0013189X10362579 	
8	<p>October 18</p> <p>Understanding Difference of Ability Prep Literature Review</p> <p>Required Reading: Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 15</p> <p>CANVAS:</p> <ul style="list-style-type: none"> Harper, S.R. & Quaye, S.J. (2009). <i>Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations</i>. New York: Routledge. Read Chapter 3 Swain, J., & French, S. (2000). Towards an affirmation model of disability. <i>Disability and Society</i>, 15(4), 569- 582. 	<p>Multicultural Practice Project Journal Entry 2 via CANVAS on Oct. 21st</p>
9	<p>October 25</p> <p>Understanding the Implications of Whiteness Understanding White College Students</p>	

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	<p>Required Reading: Johnson, A. G. (2006). <i>Privilege, power, and difference</i> (2nd ed.). Boston, MA: McGraw Hill. Read Chapters 6 and 7</p> <p>Landreman, L. M. (Ed.). (2013). <i>The art of effective facilitation: Reflections from social justice educators</i>. Sterling, VA: Stylus Publishing. Read Chapter 5</p> <p>Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 10</p> <p>CANVAS:</p> <ul style="list-style-type: none"> • Frankenberg, R. (1997). <i>Displacing whiteness: Essays in social and cultural criticism</i>. Durham, NC: Duke University Press. Read Chapter 1 • Goodman, D.J. (2001). <i>Promoting diversity and social justice: Educating people from privileged groups</i>. Thousand Oaks, CA: Sage Publications. Read Chapter 8 <p>Supplemental Reading: CANVAS:</p> <ul style="list-style-type: none"> • Dunlap, M., Scoggin, J., Green, P., & Davi, A. (2007). White students' experience of privilege and socioeconomic disparities: Toward a theoretical model. <i>Michigan Journal of Community Service Learning</i>, 13(2), 19-30. • Ortiz, A. M., & Rhoads, R. A. (2000). Deconstructing Whiteness as Part of a Multicultural Educational Framework: From Theory to Practice. <i>Journal of College Student Development</i>, 41(1), 81-93. • Warren, J.T. (1999). Whiteness and cultural theory: Perspectives on research and education. <i>The Urban Review</i>, 31(2), 185-203. <p>Additional Resources: Center for the Study of White American Culture http://www.euroamerican.org/</p> <p>Summary of Whiteness Theory http://www.pauahtun.org/Whiteness-Summary-1.html</p>	
10 November 1	<p>Understanding Racial Difference</p> <p>Required Reading: Stewart, D.L. (Ed.). (2011). <i>Multicultural student services on campus: Building bridges, re-visioning community</i>. Virginia: Stylus Publishing. Read Chapter 4</p> <p><i>Everyone will read the required reading assigned for this week. All groups will search for and provide citations of additional readings related to the</i></p>	<p>Everyone will read the required reading.</p> <p>Each group will read the assigned reading under their group topic, provide additional</p>

	<p><i>populations mentioned below. The group will cover these additional articles in your literature review.</i></p> <p>Group I—Latinx Students (David and Hana) Cuyjet, M. J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 5</p> <p>Group II—Native American Students (Jessica, Morgan, and Tyler) Cuyjet, M. J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 8</p> <p>Group III Biracial Students (Rosemary and Natasha) Cuyjet, M. J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 9</p> <p>Group IV—African American Students (Joan and Madeline) Cuyjet, M. J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 7</p> <p>Group V—Asian Pacific Islander Desi American (APIDA) Students (Alexis and Stephen) Cuyjet, M. J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i>. (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 6</p>	<p>articles related to the topical area, submit a brief 3-5 page literature review to CANVAS, and post a brief presentation/handout to the discussion thread for week 10 by Tuesday, October 31st</p>
<p>11 November 8</p>	<p style="text-align: center;">NOT Meeting In-Class</p> <p>Counseling the Culturally Diverse</p> <p>Required Reading: Landreman, L. M. (Ed.). (2013). <i>The art of effective facilitation: Reflections from social justice educators</i>. Sterling, VA: Stylus Publishing. Read Chapter 8</p> <p>CANVAS:</p> <ul style="list-style-type: none"> • Leonard, P.J. (1996). Consciousness-raising groups as a multicultural awareness approach: An experience with counselor trainees. <i>Cultural Diversity and Mental Health</i>, 2(2), 89-98. • Zuniga, X., Naagda, R., Biren, A., & Sevig, T.D. (2002). Intergroup Dialogues: An educational model for cultivating engagement across 	

	<p>differences, <i>Equity and Excellence in Education</i>, 35(1), 7-17.</p> <p>Supplemental Reading: CANVAS:</p> <ul style="list-style-type: none"> Williams, D.A, Berger, J.B, & McClendon, S.A. (2005). Toward a model of inclusive excellence and change in postsecondary institutions. In Association of American Colleges and Universities (Eds.), <i>Making excellence inclusive: Preparing students and campuses for an era of greater expectations</i>. http://www.aacu.org/inclusive_excellence/documents/williams_et_al.pdf Reynolds, A.L (1995). Multiculturalism in counseling and advising. In J. Fried & Associates (Eds.), <i>Shifting paradigms in student affairs: Culture, context, teaching, and learning</i>, (pp. 155-170). Lanham, MD: University Press of America. 	
12 November 15	<p>Understanding Religious/Spiritual Difference Discuss What's Trending #EDCP741</p> <p>Required Reading:</p> <p>Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 16</p> <p>Stewart, D.L. (Ed.). (2011). <i>Multicultural student services on campus: Building bridges, re-visioning community</i>. Virginia: Stylus Publishing. Read Chapter 6</p> <p>CANVAS:</p> <ul style="list-style-type: none"> Stewart, D. L., & Lozano, A. (2009). Intersections of race and religion. In S. Watt, E. Fairchild, & K. Goodman (Eds.), <i>Intersections of difficult dialogues: Religious privilege and student affairs practice</i> (pp. 23-31). New Directions for Student Services, no. 125. San Francisco, CA: Jossey-Bass. Peek, L. (2005). Becoming Muslim: The development of a religious identity. <i>Sociology of Religion</i>, 66(3), 215- 242. Gill, R. S. (2017). From safe spaces to resilient places: A role for interfaith cooperation in contentious Times. <i>Journal of College and Character</i>, 18(3), 202-207. Rockenbach, A. N. (2017). Building inclusive community by bridging worldview differences: A call to action from the interfaith diversity experiences and attitudes longitudinal survey (IDEALS). <i>Journal of College and Character</i>, 18(3), 145-154. 	<p>Multicultural Practice Project Journal Entry 3 Due via CANVAS on Nov. 18th</p>

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13 November 22	Thanksgiving Break; NO CLASS	
14 November 29	<p>Multicultural Practice Project Presentations International Students Global Citizenry</p> <p>Required Reading: Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 11</p> <p>CANVAS:</p> <ul style="list-style-type: none"> • Altbach, P.G. (2008). Globalization and forces for change in higher education. <i>International Higher Education</i>, 50, 2-4. • Zhao, C., Kuh, G.D., & Carini, R.M (2005). A comparison of international student and American student engagement in effective educational practices. <i>The Journal of Higher Education</i>, 76 (2), 209-231. • Harper, S.R. & Quaye, S.J. (2009). <i>Student engagement in higher education: Theoretical perspectives and practical approaches for diverse populations</i>. New York: Routledge. Read Chapter 2 • Mwangi, C. A. G. (2017). Partner Positioning: Examining International Higher Education Partnerships through a Mutuality Lens. <i>The Review of Higher Education</i>, 41(1), 33-60. 	<p>Multicultural Practice Project Presentation (3 min. each) in class and submit presentation via CANVAS on Nov. 29th</p>
15 December 6	<p>Social Advocacy in Social Media Moving Towards Social Change Political Implications for Social Justice Advocacy in SA Discuss What's Trending #EDCP741</p> <p>Required Reading: Landreman, L. M. (Ed.). (2013). <i>The art of effective facilitation: Reflections from social justice educators</i>. Sterling, VA: Stylus Publishing. Read Chapter 13</p> <p>Cuyjet, M.J., Linder, C., Howard-Hamilton, M.F., & Cooper, D.L. (Eds.). (2016). <i>Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion</i> (2nd ed.). Sterling, VA: Stylus Publishing. Read Chapter 17</p> <p>CANVAS:</p> <ul style="list-style-type: none"> • Stewart, D. L. (2008). Confronting the politics of multicultural competence. <i>About Campus</i>, 13(1), 10-17. 	

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	<ul style="list-style-type: none"> Hackman, H.W. (2005). Five essential components for social justice education. <i>Equity & Excellence in Education</i>, 38(2), 103-109. <p>Supplemental Reading: CANVAS:</p> <ul style="list-style-type: none"> Bauman, G.L, Bustillos, L.T., Benimon, E.M., Brown II, M.C., Bartee, R.D. (2005). Achieving equitable educational outcomes with all students: The institution's roles and responsibilities. In Association of American Colleges and Universities (Eds.), <i>Making excellence inclusive: Preparing students and campuses for an era of greater expectations</i>. http://www.aacu.org/inclusive_excellence/documents/bauman_et_al.pdf Cilente, K. (2009). An overview of the social change model of leadership development. In S.R. Komives, W. Wagner, & Associates (Eds.), <i>Leadership for a better world: Understanding the social change model of leadership development</i>, (pp. 43-78). San Francisco, CA: John Wiley & Sons. 	
16 December 13	Digital Storytelling Presentations	Digital Story Project Due via CANVAS on December 13th

Course Assignments

Class sessions will be devoted primarily to in class discussion, lectures, and group facilitation/engagement focused on that day's topic(s) and readings. Course requirements include oral and written assignments that involve individual and group work. You will be evaluated on the following items:

1. Participation and Engagement

Given the seminar format employed in this course, student engagement in discussions and learning activities is imperative. Participation is valued when students build upon one another's contributions, provide meaningful connections to practice, and increase the complexity and fruitfulness of the discussion. Failure to be adequately prepared for class may impact a student's participation points and subsequently his/her final grade.

An underlying expectation of this course is that students will approach one another with an appropriate level of professionalism. This approach requires a willingness to engage in critical and constructive—but with civility—discourse intended to advance our co-construction of knowledge.

Throughout the semester, you will participate in discussions as members of an in-group/out-group within a particular social identity. It is vital that class members construct safe spaces to talk about personal privilege/oppression and respect different experiences, knowledge, and assumptions held by fellow members. Therefore, the class will develop expectations for developing a safe environment to discuss privilege and oppression and hold each other accountable to maintaining a safe environment.

1a. Trending Social Justice—(Optional Engagement) You are encouraged to engage in current literature, social media, media (print and TV), etc. about what's happening in student affairs related to, but not limited to

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identity development, social change, power, social justice, advocacy, oppression, privilege, etc. and share these topics with our class. You may share any resource with the class via our Twitter hashtag for this course, #EDCP471. Please use this medium as a forum to engage each other and your associated followers in discussions on social justice. I ask that you are mindful of your engagement and interaction via social media.

1b. In-Class Writing Assignments—Occasionally, we will have brief in-class writing assignments. Students will be informed at the beginning of class. Examples of in-class writing activities include 3 minute writing, end of class summary, pros and cons position, or write about the topic prior to the class discussion, etc. The instructor reserves the opportunity to collect the writing samples.

1c. Readings—You are expected to complete the readings that are assigned for each session of the class prior to attending that class session. The reading assignments will consist of writings about various social identities, identity construction/development, multicultural competence, and ally/advocate development. *Articles assigned for the course are available on CANVAS.*

1d. Reading and Self-Analysis Reflections—Throughout the course you will complete and submit 3-4 paragraph reflections in class (typically at the start of class) regarding your knowledge and awareness of that week's topic; there are **3-5 TIMES** throughout the semester that students will complete a self-analysis reflections. The instructor will determine the dates. You will know that class is beginning with a reflection, because the instructor will provide a prompt related to the reading assignment for that week's topic.

Reflections should be informed by and grounded in current literature as well as your personal/professional experience. You will analyze your personal awareness, knowledge, beliefs, assumptions, stereotypes, and potential privilege pertaining to that week's topic. You will incorporate into the reflection how your previous knowledge and knowledge gained from the reading affect your potential work as advocates for diversity and social justice. All reflections must incorporate your perceptions of the readings associated with that week's topical areas.

1e. Group Literature Review & Presentation—During week 10, everyone will read the required reading assignment. The class will be divided into groups. Each group will read the assigned reading under their group topic, provide additional articles related to the topical area, and write/submit a brief 3-5 page literature review to Canvas, and present/post a brief presentation or handout to the discussion thread in CANVAS.

Course Participation and Reflection Rubric:

Excellent – Proactive participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic under consideration. This does not mean dominating discussion or using many words to say little. Excellent class attendance both in person and via reflections, thoughtful engagement in reflections (following the aforementioned guidelines for reflections precisely) [25-30 points]

Satisfactory – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely at times on the leadership and study of others, or reflect opinion rather than study, thought, and contemplation. Good class attendance both in person and via reflections (may miss one or be late for one), thoughtful engagement in reflections (following the aforementioned guidelines for reflections precisely) [21-24.5 points]

Minimally acceptable – Passive participation including being present, attentive, but not actively involved. Good class attendance both in person and via reflections (but misses or is late for one or more), some engagement with reflections (sporadic participation in reflections) [18-20.5 points]

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Unsatisfactory – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the progress of the discussion. (rare engagement via reflections) [18 or fewer points]

2. Multicultural Practice Project — The purpose for the project is to enhance the theory learned in-class by engaging in multicultural practice that is relevant to being a more multiculturally competent student affairs professional and meaningful to the student you are serving. Engagement and reflection related to this multicultural practice project provide an opportunity for you strengthen you knowledge, skills, awareness, and values on concepts related to multicultural practice and/or social justice.

You will work in groups to practice your multicultural competency skills. The instructor has assigned groups. You all will engage five times for 1 hour (minimum) each throughout the semester.

Multicultural Practices Project Groups:

1. David and Hana	2. Jessica, Morgan, and Tyler
3. Rosemary and Natasha	4. Joan and Madeline
5. Alexis and Stephen	

First Engagement

Activity:

Have an informal gathering to discuss: What do you know about your own identities? What do you know about the identities of others?

Competencies to practice:

Educate yourself. Multicultural competence is about what is yet to be discovered in the moment; it is contextually specific. Recognize the limitations of textbook cultural information. Having adept knowledge about the history and current struggles of the social and cultural groups that compose society is fundamental to being affirmative and inclusive. However, education also comes from stepping out of your comfort zone. Explore different people on multiple dimensions and in different places; this is education.

Engage in self-reflective writing or journaling to explore your own identity development. Everyone has a multicultural identity. Reflect on how your identity has developed and evolved over time. Authentic social identity is a critical component to becoming culturally competent.

Second Engagement

Activity:

Have an informal gathering to discuss: What have been some challenging and positive experiences for you and your group members related to your identity(ies) or intersections of your identities during your college experiences (undergraduate or graduate level) and/or professional experiences? You may use video, film, TV, audio clips as examples to get the conversation started with your colleagues.

Competencies to practice:

Build coalitions with evaluators who differ in race, ethnicity, sexual orientation, gender, religion, first language, disability, and other identity facets. Most of us grew up or live in relatively homogenous communities and may only interact with people who are different from us at work or at professional meetings. Go beyond superficial socializing by consciously developing multicultural coalitions, even in informal settings. This effort will foster authentic, trusting, and honest relationships.

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Invite critique from colleagues and accept it openly. It's difficult to accept critique and even more difficult to publicly solicit and acknowledge feedback. Get in the habit of inviting critique and thanking colleagues for offering it. Sharing with your peers enables you to be an objective, fair, and judicious evaluator.

Third Engagement

Activity:

Participate in an activity or visit a space together (on campus or off campus) that is salient for your group members' sense of belonging at UMD. Discuss its relevance and purpose.

Competencies to practice:

Examine the relationship between intent and impact. We intend evaluations to be beneficial; however, their impact can be detrimental. It is easier to focus on our intent regardless of the impact, but unintentional outcomes can be just as damaging as intentional ones. Realize that there may be a mismatch between your intent and the actual impact of an evaluation, and reflect on how to take a different approach in the future.

Recognize that stakeholders' identity group may affect their experiences and engagement with you. Engagement may be an unwelcome part of any community or organization, and student affairs professionals may have little control over how people experience or interpret their intentions. Stakeholders base their reactions on a lifetime of experiences (i.e., their own identity development). Try not to take stakeholders' reactions personally, but be aware that they may have an impact on their engagement with a student affairs professional. As stated by Scriven (1993), "The most difficult problems with program evaluation are not methodological or political but psychological" (p.58).

Fourth Engagement

Activity:

Participate in an activity (on campus or off campus) whereas your group engages in an *outreach activity* that allows you to leverage your collective privileges. You may attend and event or participate in a service project. Note: This activity should not involve persons you supervise.

Competencies to practice:

Reject the myth of social identity blindness. It is simply unnatural to be blind of social identities. Everyone is touched, moved, or affected by race, gender, sexual orientation, religion, ability, first language, ethnicity, and other identities the moment they enter the world. Social identities shape how others see us and how we view ourselves. Achievement gaps, dropout rates, and life expectancy are a reality of people in the United States. Seeing social identities acknowledges the societal disparities and affirms the whole person; social identities are an important part of our identity.

Acknowledge the role of a social activist. Multicultural competent student affairs professionals help determine the merit, worth, and effectiveness of programs and policies that affect multicultural populations. Because of this, professionals can change the lives of others. Acknowledging this privately and publicly is an important step in accounting for the responsibility, power, and privilege that student affairs professionals have.

Fifth Engagement

Activity:

Have an informal gathering to reflect on your engagement this semester. Particularly, discuss what you learned from your participation in activities that support a sense of belonging for your group members. Also, reflect in your groups about your outreach activity/service engagement. How have these experiences influenced or informed your multicultural practice?

Competencies to practice:

Take responsibility before looking for fault elsewhere. Stakeholders who appear to be purposely uncooperative may be simply reacting to your body language, management style, history from past engagement, or other factors you bring to the

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table. Consider what may or may not be contributing to their disengagement. Taking accountability for your role in your interactions during your engagement and improve the conditions of your engagement.

Examine your methods. Your rationale for selecting particular methods and tools serves to enhance or inhibit multicultural advancement. Scrutinizing your methodology will make you more familiar with a variety of techniques, thereby enhancing your ability to distinguish, detect, and properly assist.

Competencies to Practice are modified from Dr. Teresa Boyd Cowles (http://www.hfrp.org/evaluation/the-evaluation-exchange/issue-archive/evaluation-methodology/ten-strategies-for-enhancing-multicultural-competency-in-evaluation#_ftn5)

You will complete 3 journal entries related to your multicultural practice experience. Use literature to support your perspective. Each entry should follow APA formatting (excluding an abstract).

Journal Entry #1: (September 23) Where It All Begins— This entry will allow you to identify your goals for your development as a multiculturally competent student affairs professional and address your assumptions (assumptions about culture of the population which your group members self-identify they are members, the student experience from the perspective of persons who identify with the population, and your assumptions as a student affairs practitioner working with the population). Also address, what are you hoping to offer the group and what are you hoping to learn from your group members.

Journal Entry #2: (October 21) Multicultural Competency—This entry will focus on you conducting a self-assessment of your multicultural competence using the Social Justice and Inclusion standard covered in the joint publication by ACPA & NASPA, Professional Competency Areas for Student Affairs Practitioners (see: http://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Compencies_FINAL.pdf)

Journal Entry #3: (November 18) Bringing It All Together—This entry will serve as a reflection on your previously determined goals and assumptions; how were your goals met? How did your experience influence your assumptions covered in journal entry #1? What did you learn about the student population or the identities that were represented in your group? What are the challenges for colleges and universities associated with serving the populations represented in your group? What have you learned from your group members pertaining to a sense of belonging, coping strategies, and motivations for remaining in their college environment? What are the implications for your multicultural practice as a student affairs professional?

Class presentation: (November 29) Each student will share a 3 minute presentation in class. The presentation will cover: a) your engagement as a group, b) the activities you all participated in c) how the experiences informed your multicultural perspective, and c) present your philosophy on being a multiculturally competent student affairs professional. You may use your creativity to determine the format for your presentation.

3. Digital Storytelling: Video Project (December 13) —You will first develop a presentation outline of your story by October 4, 2017; that will be reviewed by your classmates for content and depth. Digital Storytelling is the practice of using computer-based tools to tell stories. Topics you may use in this Digital Storytelling project range from personal tales to the recounting of historical events, from exploring life in one's own community to the search for life in other corners of the universe, and literally, everything in between. You will layer this project with identity development theory as applied to your experiences. However, as the name implies, digital stories usually contain some mixture of computer-based images, text, recorded audio narration, video clips and/or music. The video must be at least 4-7 minutes. A great way to begin learning about Digital Storytelling is by visiting The Center for Digital Storytelling, website: <http://www.storycenter.org/>

The Center for Digital Storytelling (CDS) in Berkeley, California is known for developing and disseminating the Seven Elements of Digital Storytelling, which are often cited as a useful starting point as you begin working with digital stories.

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|--------------------------------|---|
| 1. Point of View | What is the main point of the story and what is the perspective of the author? |
| 2. A Dramatic Question | A key question that keeps the viewer's attention and will be answered by the end of the story. |
| 3. Emotional Content | Serious issues that come alive in a personal and powerful way and connects the story to the audience. |
| 4. The Gift of Your Voice | A way to personalize the story to help the audience understand the context. |
| 5. The Power of the Soundtrack | Music or other sounds that support and embellish the storyline. |
| 6. Economy | Using just enough content to tell the story without overloading the viewer. |
| 7. Pacing | The rhythm of the story and how slowly or quickly it progresses. |

Each student will present their digital story in class on December 13, 2017 and submit the final version by uploading it to the CANVAS assignment drop box, providing Dr. Moore with a USB flash drive containing the final version, a DVD copy or via a private link using YouTube.

Grading

Your final grade for this class will be based upon the following points system:

Class participation	30
In-class Writing Assignments & In-class Participation	10
Reading and Self-Analysis Reflections	5
Group Literature Review & Presentation	15
Digital Story Project	25
Outline	10
Presentation	5
Video	10
Multicultural Practice Project	40
Journal Entry 1	8
Journal Entry 2	8
Journal Entry 3	8
3 Minute Presentation	16
Total	100

Final Grading Scale

A+ = 100-97	B+ = 89-87	C+ = 79-77	D+ = 69-67	F = < 60
A = 96-94	B = 86-84	C = 76-74	D = 66-64	

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A- = 93-90

B- = 83-80

C- = 73-70

D- = 63-60