

**COURSE SYLLABUS COVER SHEET**  
 Lewis & Clark College  
 Graduate School of Education and Counseling

*Please attach completed cover sheet to course syllabus.*

**Course Number**

**SCED 508**

**Course Name**

**Social Justice, Diversity, and Cultural Issues**

**Term**

**Fall 2011**

**Department**

**Educational Leadership**

**Faculty Name**

**Danielle Torres, Ph.D.**

**Catalogue Description:**

*Strategies for interacting and working with diverse communities as identified by race, ethnicity, gender, class, sexual orientation, age, disability, or religion. 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. 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.*

**GSEC Guiding Principles & TSPC School Counseling Standards Addressed in Course:**

*(please fill in which class meeting or assignment addresses each principle or standard)*

<p>GSEC GP (6) Assessment: Assess, document, and advocate for the successful learning and living of all people involved in schools and communities.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 8, 9. Group Advocacy Project Assignment.</i></p>
<p>GSEC GP (7) Research and Reflection: Adopt habits of personal and scholarly reflection that examine professional practice and lead to systemic renewal.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 1, 9. Reflection Paper Assignment.</i></p>
<p>TSPC OAR 584-017-0441 (1) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, skill, ability, and cultural competence to develop and deliver a school counseling program that is comprehensive, demonstrates continuous improvement, and advances the mission of the school.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 7, 10. Group Advocacy Project Assignment.</i></p>
<p>TSPC OAR 584-017-0441 (3) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to apply comprehensive, in-depth knowledge of human growth and development to improve student learning and well-being.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 2, 5, 6.</i></p>
<p>TSPC OAR 584-017-0441 (4) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to demonstrate a comprehensive understanding of established and emerging counseling theories. They possess a thorough knowledge of techniques and processes that form the foundation for effective school counseling with a diverse population.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 2, 4, 6, 9. Final Paper Assignment.</i></p>
<p>TSPC OAR 584-017-0441 (5) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to model and promote behavior appropriate in a diverse and global society by showing respect for and valuing all members of the community. They demonstrate fairness, equity, and sensitivity to every student, and they advocate for equitable access to instructional programs and activities.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 6, 7, 8, 10. Final Paper Assignment.</i></p>
<p>TSPC OAR 584-017-0441 (6) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to work to establish and foster an emotionally, socially, and physically safe learning environment for students, staffs, and families.  <i>Class meeting(s) or assignment(s) addressing this standard: Weeks 1, 5, 6, 7. Reflection Paper Assignment.</i></p>

<p>TSPC OAR 584-017-0441 (7) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill and cultural competence to work collaboratively with families and community members to achieve common goals for the education of students, improvement of schools, and advancement of the larger community. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Weeks 3, 5, 6, 8. Group Advocacy Assignment.</p>
<p>TSPC OAR 584-017-0441 (8) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to be skilled in the selection and use of informational resources and technology and use them to facilitate the delivery of a comprehensive school counseling program that meets student needs. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Weeks 5, 8. Group Advocacy Project Presentation.</p>
<p>TSPC OAR 584-017-0441 (10) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, and cultural competence to work as leaders and advocates in the promotion of student learning and achievement. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Weeks 1, 5, 7, 10. Final Paper Assignment.</p>
<p>TSPC OAR 584-017-0441 (11) Candidates who complete the program are professional school counselors and educational leaders who have the knowledge, ability, skill, and cultural competence to integrate their knowledge, skills, and life experience to respond effectively to new or unexpected critical events and situations. <i>Class meeting(s) or assignment(s) addressing this standard:</i> Week 3, 6, 10.</p>

**Authorization Levels (for TSPC-approved programs only):**

This course addresses preparation at specific authorization levels through readings and in-class discussions (indicate with an “R” in the appropriate box) and/or through a practicum experience (indicate with a “P” in the appropriate box).

<b>Early Childhood</b>	Pre-Kindergarten-4 <sup>th</sup> Grade in a preprimary school, a primary school, or an elementary school.	R
<b>Elementary</b>	3 <sup>rd</sup> -8 <sup>th</sup> Grades in an elementary classroom or in a self-contained 5 <sup>th</sup> or 6 <sup>th</sup> grade classroom in a middle school.	R
<b>Middle Level</b>	5 <sup>th</sup> -9 <sup>th</sup> Grades in an elementary, middle, or junior high school, or high school.	R
<b>High School</b>	9 <sup>th</sup> -12 <sup>th</sup> Grades in Subject/Dept. Assign. in a High School.	R

\*R = Readings and In-class Discussions      \*P = Practicum

**Student Performance:**

Student performance criteria appear on page(s) 1-8 of this syllabus (student performance includes goals, evidence, and levels of performance).

**Social Justice, Diversity, and Cultural Issues**  
**SCED 508 (2 Semester Hours)**  
**Fall 2011**

**Meeting Dates/Times:** September 8-November 10 from 5:30-8:30

**Location:** SCCC 107

**Instructor:** Danielle Torres, Ph.D.

**Office:** Rogers 307

**Email:** [dtorres@lclark.edu](mailto:dtorres@lclark.edu)

**Phone:** (503)768-6143

**Required Readings**

Au, W., Bigelow, B., & Karp, S. (2007). *Rethinking Our Classrooms, Volume 1-Revised Edition*. Rethinking Schools, Ltd.

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 distributed in class.

**Recommended Readings**

Ehrenreich, Barbara (2002). *Nickel and Dimed: On (Not) Getting By in America*. Owl Books, New York.

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.

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

Slocumb P.D. & Payne, R.K. (2000). *Removing the Mask: Giftedness in Poverty*. Highlands, TX. Aha! Process, Inc.

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.

### **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 and Evaluation**

**1. Attendance & Participation.** (100 points total). Class attendance is required. Due to the experiential nature of the class, it is very important that you attend all classes. It is also critical that you demonstrate skills of conscientious listening, understanding, empathy, and professionalism with classmates. 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 daily points. An absence from class 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. Culture Bag Artifacts.** 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 5 minutes in small groups.

**3. Reflection paper (1)** (worth 30 points). *“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:

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

All reflection papers should be 2-3 pages, 12 point font, double spaced. Please 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
- 3) An ability to consider alternative perspectives of topic
- 4) Application to your professional and personal roles
- 5) Grammar, punctuation and professional writing style

**Paper due Thursday, Oct. 13 at the start of class.**

**4. Group Project: Using Data to Create Equity** (worth 30 points + 10 group points for a total of 40 points). 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 five sections of the format. As a group, the group process questions will also be answered after completing the project. **On October 27, each group will conduct a 20 minute presentation** describing their project and the group process questions.

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

**5. Final Paper, choose one of two options** (worth 80 points). Please see the attached instructions for this final assignment.

**Total Points:**

Attendance and Participation (up to 10 pts per day).....	100 pts
Reflection Paper.....	30 pts
Group Project: Using Data to Create Equity.....	40 pts
Final Paper.....	80 pts

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Total points: 250

All late papers will be subject to a 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 (90-100%) 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 = 84-86%

C = 74-76%

B- = 80-83%

C- = 70-73

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

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

<b>Class Date</b>	<b>Topic</b>	<b>Class Activities</b>	<b>Reading Due</b>	<b>Assignment Due</b>
Sept. 8	Introduction & Self-Reflection	Syllabus/Assignments Rights & Responsibilities Ethics My Personal Culture		
Sept. 15	Race & Ethnicity Issues	Tatum discussion Video: <i>What's Race Got to Do With It?</i> Discussion & Self-Reflection	<i>Tatum book</i> , Chpt 1-5  See <i>Rethinking</i> List	
Sept. 22	White Privilege Identity Issues	Tatum discussion White Privilege Racial Identity Issues Video: <i>Daughter from Danang</i>	<i>Tatum book</i> , Chpt 6-10  White Privilege readings  See <i>Rethinking</i> List	
Sept. 29	Poverty & Class Issues	Beegle discussion Poverty Quiz <i>How Did You Know?</i> Culture Bags	<i>Beegle book</i> , Chpt 1  See <i>Rethinking</i> List	Culture Bags due
Oct. 6	Poverty & Class Issues	Payne discussion Group Project: <i>Using Data to Create Equity</i>	<i>Beegle book</i> , Chpts 2-3  Critiques of Payne  See <i>Rethinking</i> List	
Oct. 13	Gay, Lesbian, Bisexual, Transgender, Queer Issues	Video: <i>It's Elementary!</i> Reading Discussion Group Work Time	Handouts  See <i>Rethinking</i> List	Reflection Paper
Oct. 20	GLBTQI Issues	Speaker: <i>Jenn Burleton</i> ,	Handouts	

	Advocacy & Social Change	<i>TransActive</i> What is an Advocate?	See <i>Rethinking</i> List	
Oct. 27	ELL students	Group Presentations BARNGA Activity	Handouts  See <i>Rethinking</i> List	Group Project Presentations
Nov. 3	ELL students	Reading discussion Speaker: <i>Laurel Auda-Capel</i> , <i>Roosevelt HS</i>	<i>Holcomb-McCoy</i> <i>book</i> , Chpts 1-3  Handouts/online  See <i>Rethinking</i> List	
Nov. 10	Review & Closing	Social Justice & Educators Future Goals Speaker: <i>Ed Duenez</i> , <i>Beaverton SD</i> Closing Activity	<i>Holcomb-McCoy</i> <i>book</i> , Chpts 7-9  Handouts  See <i>Rethinking</i> List	Final Papers due

### FINAL PAPER

**Final Paper** (Choose one of the two options) (worth 80 points)

#### **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 widely accepted element of competence that includes an educator's *awareness* of her/his cultural and ethnic background and an *awareness* of how that background has influenced the development of values, beliefs, and preconceptions about the human experience. You have great latitude in defining "cultural identity". 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? In what ways?
- 2) What life experience(s) helped to shape your identity? In what ways?

- 3) Have you ever experienced prejudice or bias? When? In what ways? What impact did this experience(s) have on you?
- 4) Discuss one or more biases and prejudices that you recognize in yourself. Where do you think they stem from? What's behind them?
- 5) What does being a multiculturally competent educator mean to you? What, if any, concerns or fears do you have about working toward multicultural competence in your profession?
- 6) In what area(s) do you want to push yourself to further growth? How might 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. 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 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 feelings did you have prior to your attendance to the event/place? What did you expect? What did you hope for? What concerns or fears, if any, did you have?
- 2) Describe the event and your experience. What were your thoughts, feelings, and awareness during the experience? How did your thoughts, feelings and awareness shift during the experience?
- 3) What did you learn that was surprising? What was the most salient for you? Did your own reactions and feelings surprise you? In what ways?
- 4) What are you left with from the experience? What does it mean to you?
- 5) How do you expect the experience to have an impact on your *personal and professional* life? In what ways? How will it inform your practice as a school counselor?

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

**The paper is due by Thursday, November 10 at the start of class.**

*Rethinking Our Classrooms: Teaching for Equity and Justice, V. 1, New Edition*  
by W. Au, B. Bigelow, S. Karp  
**READING LIST**

Due: Sept. 15

- p. x Introduction
- p. 12 Celebrating the Joy in Daily Events

Due: Sept. 22

- p. 20 Race and Respect Among Young Children
- p. 113 Little Things Are Big

Due: Sept. 29

- p. 55 Honeybees
- p. 80 My Mom's Job Is Important

Due: Oct. 6

- p. 43 Helping Students Deal with Anger
- p. 165 I Won't Learn from You!

Due: Oct. 13

- p. 95 What Do We Say When We Hear 'Faggot'?
- p. 173 Heather's Moms Got Married: creating a Gay-and-Lesbian-Friendly Classroom

Due: Oct. 20

- p. 68 Getting Off the Track: Stories from an Untracked Classroom
- p. 151 Expectations and 'At-Risk' Children: One Teacher's Perspective

Due: Oct. 27

- p. 47 Building Community from Chaos
- p. 53 Discipline: No Quick Fix

Due: Nov. 3

- p. 128 Two Women
- p. 154 Teaching Standard English: Whose Standard?

Due: Nov. 10

- p. 28 Teaching for Social Justice: One Teacher's Journey
- p. 188 Why We Need to Go Beyond the Classroom