

**College of Arts and Sciences
Social Science Division
Psychology Department**

College of Arts and Sciences Mission: A liberally educated person possesses knowledge beyond the boundaries of a chosen field of discipline and sustains a desire to pursue learning after leaving the university's environment.

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	Number of Credits	3.00
	Semester:	Fall, 2008
	Time:	M-W-F, 1-1:50pm
	Location:	LC 236A
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Course Description: This course is an introduction to the principles, theories, and applications of multiculturalism. Students will be required to examine one's own sense of self and others' identity, beliefs and assumptions, and behaviors. Theories, research, and skills will be explored so that students can acquire the necessary multicultural competencies for effective work with children and adolescents from diverse backgrounds (i.e., culture, race, ethnicity, class, & gender) in multicultural environments (i.e., public schools, community organizations). This is a service-learning course.

Service-learning is a pedagogical method that provides students with opportunities to explore the connections between the theoretical realm of the classroom and the practical needs of the community. In this course, students will learn about educational, social and health disparities associated with culturally-diverse and lower-income communities by participating in a service program at either a public school or a community-based organization. Students will apply the course content (i.e., multicultural theories and research) to their service experiences through class discussions, reflections, assignments, and activities.

Required Textbooks

Nelson, T. D. (2006). *The psychology of prejudice* (2nd edition). Boston, MA: Allyn & Bacon.

Rothenberg, P.S. (2005). *White privilege* (3rd edition). New York, NY: Worth Publishers.

Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.

Supplemental readings are available on Campus Cruiser under shared files for PSY 330. A disk will also be made available to you from instructor.

Course Objectives: Cultural diversity exists not only across cultures but within cultures. The field of psychology has an obligation to train students to be sensitive to the ways in which norms and values shape our understanding of ourselves, as well as others from diverse backgrounds. Successful completion of this course will enable students to do the following:

- (1). Describe the major components and principles of multicultural competence - awareness, knowledge, skills, and values.
- (2). Explain the basic concepts of multiculturalism, including the formation of attitudes, stereotypes, and prejudice.
- (3). Discuss multicultural theories and research associated with White and social privilege, racism, ageism, sexism, and classism.
- (4). Differentiate between intergroup contact, color-blind, and social learning, and other prejudice reduction theories.
- (5). Compare and contrast racial identity development models.
- (6). Assess how intergroup interactions, culturally-related beliefs, and assumptions, and oppression are related to educational or psychological practices in the field.
- (7). Identify the role of racial, ethnicity, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in educational and psychological practices.
- (8). Develop and practice cultural sensitive strategies for work with children and adolescents in either public schools or community organizations.
- (9). Integrate theoretical knowledge and empirical research with practical applications on cultural diversity.
- (10). Summarize ethical issues associated with multicultural practices in public schools and community organizations.

PSY 215 – Multicultural Psychology Class Schedule

Wk	Date	Topics	Readings	Assignments
1	9/5	Introduction		Reflection Questions
2	9/8	What is multicultural psychology?	APA Guidelines (online) Sue – The Diversification of Psychology (online) APA – Misunderstandings of Multiculturalism (online) Stuart - Multicultural Competence (online) Tantum - Chapter 2	Reflection Questions
3	9/15	Service-Learning Attitudes & Stereotypes	Service-learning (handout) Nelson – Chapter 1	Reflection Questions
4	9/22	Attitudes, Stereotypes & Prejudice	Nelson – Chapters 1 & 2	Reflection Questions Multicultural Observation due on 9/22/28!
5	9/29	Ageism, Sexism, & other Isms	Nelson – Chapters 7 & 8 Goldfreid Article (online) Olkin Article (online) Rothenberg Article (handout)	Reflection Questions
6	10/6	Other Isms, Classism & Racism	Liu Article (online) Rothenberg Article (handout) Nelson – Chapter 5	Reflection Questions

Wk	Date	Topics	Readings	Assignments
7	10/13	Classism & Racism	Liu Article (online) Rothenberg Article (handout) Nelson – Chapter 5	Reflection Questions Multicultural Movie Review due 10/15/08!
8	10/20	Racism & Experiencing Prejudice	Nelson – Chapter 5 Rothenberg (pp. 9-23; 29-40; & 41-85) Helms – <i>Race is a nice thing to have</i> (handout)	Reflection Questions 10/17-10/20: Fall Break!
9	10/27	Intercultural Interviews Racial-Cultural Identity Development	Intercultural Interviews (Handout) Tatum pp. 31-90 Helms Article (handout)	Reflection Questions
10	11/3	Racial-Cultural identity Development	Tatum pp. 93-128	Reflection Questions
11	11/10	Critical Issues in Latino, American Indian, and Asian Pacific American Identity Development	Tatum pp. 131-190 Phinney Article (online) Sue Article (handout)	Reflection Questions Intercultural Interviews due 11/19/08!
12	11/17	Oppression & Privilege	Nelson – Chapter 6 Rothenberg pp. 105-127	Reflection Questions
13	11/24	Prejudice Reduction Theories	Nelson, Chapter 9 Rothenberg pp. 147-167	Reflection Questions 11/27-11/28: Thanksgiving Holiday!

Wk	Date	Topics	Readings	Assignments
14	12/1	Prejudice Reduction Theories	Nelson, Chapter 9 Rothenberg pp. 147-167	Reflection Questions
15	12/8	Multicultural Competencies	Tantum pp. 193-219 Howard-Hamilton Article (handout)	Journal of Reflection Questions due 12/10/08!

Special Note: The reflection questions are to be done on a weekly basis and brought with you to class. They will correspond with class discussions either directly or indirectly. You may want to reflect on your answers after class as part of your class reflection.



Course Format A substantial amount of time will be devoted to experiential activities, reflection, and discussion. One way to foster your participation is to use learning circles. **Learning Circles** are a cooperative teaching and learning method in which students engage in open dialogue and careful listening. Students in learning circles work to challenge and develop each other's critical thinking skills. You will participate in different learning circles as either a discussant leader or a participatory member throughout the semester. Requirements for lead discussants and participatory members are described below. Learning circles will take place during class and you will be randomly assigned to different groups. Learning circle discussions will be based on experiential activities, assigned readings, and reflection questions so that students may think critically about the connections among assigned readings, experiential activities, and field or personal experiences. After each learning circle, large discussions will take place. **Discussant leaders** will be responsible for disseminating the groups' perspective about a particular topic. As a discussant leader, you will be responsible for providing your group's answers to the assigned questions for that particular day. Each student will be assigned a scheduled date(s) to serve as the discussant leader during the first week of class. I want students to play an active role in this course, so I am encouraging you to make additional thoughtful contributions to both small group and large class discussions. Both large and small group participation will be factored into your course grade.

Course Ground Rules

It is expected that each student will:

1. be courteous and allow speakers to complete his/her thought(s) before speaking;
2. be respectful of the opinions of others, even if there is a disagreement;
3. be involved by participating in discussions and activities, but not dominating either;
4. be respectful of the sensitive nature of comments and treat them as confidential statements that should not be shared outside of class;
5. be an active participant/learner who is interested in increasing his/her knowledge-base; and
6. come to class having completed the readings and prepared to participate in activities.
7. be mindful of your own and others boundaries for sharing.
8. speak from experience and AVOID generalizing about groups of people.
9. be mindful of your own comfort zones (a comfort zone is not learning anything new).
10. be mindful of your own edge zones (an edge zone is feeling discomfort when learning something new or something that challenges your view point).
11. be mindful of your own and others hot buttons (hot buttons are used to describe intense emotional reactions to material or discussion).
12. focus on learning.



Course Requirements

(1). Multicultural Observation. One way to experience “diversity” is to participate in the activities of ethnic groups different from your own. For this project, attend an activity associated with a culture or ethnic group distinctively different than your own. For example, volunteer for a community clean up project, attend a church service other than your own, dine at restaurant that serves ethnic food, or go to a part of the community or city to which you have never been to. Write a short description (about one page) of what you did, how it felt while you were doing it, and what you learned. Bring back an artifact for show-and-tell. You will present this report in class.

(2). Multicultural Movie Review. The purpose of this activity is to enhance your awareness of diversity. You are to watch one of the assigned movies and write a short description (about 2 to 4 typed pages). Please refer to the guidelines under multicultural movie review. You will present this report in class.

(3). Intercultural Interview. Interviews are extremely important in understanding the ways in which cultural values and norms influence individual development across the life span. You will conduct a brief interview with two individuals who differ in **one** cultural characteristic (i.e., age, race, religion, sexuality, nationality education, gender, or socioeconomic status). The interview (about 6 to 8 questions) should focus on the respondent’s subjective life experiences, milestones and problems encountered by the individuals, and their views on a controversial topic of your choice that is related to the course. Examples of controversial questions may include: Should prayer be allowed in public schools? How serious a problem is racism in the United States today? You will summarize your interviews in a paper (about 6 to 8 typed pages). This paper should include a description of respondents, a comparison and contrast of their responses, and a summary of main findings related to the text. Please review the guidelines for the intercultural interview assignment. You will present this paper in class.

(4). Service-Learning Activity. You are to complete 10 hours of service-learning in either a public school or community program. This activity requires a serious commitment to the school/program. You are required to complete a service log.

(5). Service Learning Surveys: In order to evaluate the effectiveness of service learning, students are required to complete the service-learning survey twice throughout the semester, before and after service. Each student will be assigned a code so that “responses” will be recorded anonymously and the professor will be unable to identify the “individual data” except for completion of credit. Student codes will be assigned and the service-learning survey will be distributed to you during the first week of class. Each survey is worth 50 points.

(6). Reflection Questions: Students are expected to complete the reflections questions by the date they are listed on the schedule below. These questions have been designed for you to critically analyze your reading assignments and service experiences. Students are required to bring a copy of them to class for learning circle activities and large group discussions. Each question should be a minimum of two-type pages (i.e., 1a-1c). Reflection questions will be collected at the end of the semester.

(7). Learning Circles/Discussant Leaders. Each student will serve as a discussant leader throughout the semester. The discussant leader is responsible for recording comments made during the circle and disseminating the groups' perspective to posed questions during large group discussions. **Learning Circles/Participatory Members.** Each student is expected to work with other students in a learning circle. Students are required to read the assigned readings and answer the corresponding reflection questions. Each student will be assigned a scheduled date(s) to serve as the discussant leader during the first week of class. **A copy of this schedule will be posted under campus cruiser.** Students will need to bring their answers with them to class. Students who bring their answers with them to class and either participate in the discussion or serve as the discussant leader will receive 2.3 points for each class period, which will be factored into his/her final learning circle/discussant leader grade. I will record your learning circle/discussant leader grades after each class, so please see me if you are unsure about your grade for this activity.

Grading System: Grades will be assigned as follows.

Assignment	Points	Student Record	Total Points	Grades
Multicultural Observation	100		700-651	A
Multicultural Movie Review	100		650-635	A-
Intercultural Interview	100		634-615	B+
Reflection Questions	200		614-585	B
Surveys (n=2)	100		584-565	B-
Discussant Leader/Learning Circle Activities	70		564-540	C+
Attendance	30+		539-515	C
			514-495	C-
			494-475	D+
			474-425	D
			Below 425	F

A total of 700 Points may be achieved.

Grade Calculation:

Multicultural Observation _____ + Multicultural Movie Review _____ + Intercultural Interview _____ + Reflection Questions _____ + Surveys _____ Discussion Questions/Learning Circle Activities + _____ Attendance _____ = _____



Policies:

1. Attendance: Students are expected to attend class. If you miss class, please arrange to get the class notes from a student before the next scheduled class. You are allowed to miss twice the number of weekly class meetings (i.e., six classes) without penalty. Students who require extended absences beyond the allotted six absences (i.e., surgery) must notify the Provost office prior to the absence and follow the policy for excused absences and medical leaves set forth by the University as described in the Student Handbook. Students who are continually absent from class will have their final course averages reduced by **10** percentage points for each absence. Students who miss six or more classes should withdraw from the course to prevent receiving an “**F**” as their final grade. **Absenteeism is likely to have a negative impact your final grade since participation is a requirement and examinations are based on material presented in class.**

2. Arriving Late: Students are expected to be on time for class. If you find yourself arriving late for class I ask that you enter the classroom in an unobtrusive manner and find the nearest available seat. Students who habitually (more than three times) come to class late (more than 5 minutes after the start of class) will have their final course averages reduced by **10** percentage points for each late arrival.

3. Assignment Dates: Due dates for each assignment is located on your syllabus. Late papers **will not** be accepted unless there is a “medical emergency” or an “extenuating circumstance” and those papers will be penalized (**10** points deducted for every day the paper is late). Assignments will be graded according to content, organization, and grammar (clarity, organization, etc.). If you are having difficulty organizing your thoughts then please seek assistance from the Writing Center.

4. Failure to complete an assignment will result in a grade of **0** for that assignment and the zero will be averaged into the course grade. You **will not receive** an “**I**” for an incomplete or missing assignment unless you have **contacted me** two-weeks (11/28/08) prior to the end of the semester and request an incomplete through a **written statement** explaining why you are making such a request. This statement should be signed, dated and typed. An “**I**” will only be given to students *who follow this policy and are passing* the course with a grade of a D or better. Grades lowered by incomplete or missing assignments **will not be changed after the semester** unless you have received an “**I**” for the course.

This policy will be upheld unless otherwise directed from the Provost Office. The Provost Office coordinates incomplete grades that result from extenuating

circumstances. Please review the policies on incomplete grades in your Student Handbook.

5. Academic Honesty: Please familiarize yourself with the most recently adopted Academic Honesty Policy at Widener University. Students in violation of this policy will fail the course and be reported to the Academic Dean.

Plagiarism. Please familiarize yourself with the University Policy on Plagiarism. The Associate Dean of Social Science and the Dean of the College of Arts and Sciences will deal with all plagiarism matters in accordance with University policy and procedures. Please review the Plagiarism and Academic Honesty policies in your Student Handbook.

7. Special Accommodations: Any student that may need some special accommodation to complete the specified requirements should make an appointment to meet with me to discuss such considerations. It is mandatory that we discuss this matter **before** you begin completing the assigned work.

8. Telephones, ipods, pagers, and other electronic devices: All cell phones, ipods, pagers, and other electronic devices must be turned off during the class period. You are prohibited to make personal calls, listen to music, text, or IM during class. If you should text or IM during class you will have two points deducted from your final grade for each time you are caught using your phone or other electronic device. Likewise, if your cell phone or pager rings during class, you will have two points deducted from your final grade for each disturbance.

9. Extra Credit: I do not give extra credit. If you are falling behind or are having trouble with assignments – please see me. We will find a way to deal with it.

10. The Instructor reserves the right to change any parts of this syllabus. If so, you will be informed of any changes in class.



Guidelines for Papers:

1. Your **name should be on the back** of the paper instead of the front to reduce potential biases.
2. All work should be typed and doubled spaced.
3. All work exceeding two papers should be stapled (a stapler will not be provided for you so please make sure your paper is stapled prior to the assigned date it is due).
4. Please do not exceed the required page limitation.
5. Make sure all of your pages are numbered and proofread for spelling and grammar.
6. All papers must be received in person by the end of class (2:50pm) according to the assigned date.



Things to remember ...for meeting deadlines

Malfunctions of your computer, printer, disk, alarm clock, automobile or any other machine will not influence late penalties. Back up your computer files, fix your car or rely on public transportation, get a decent alarm clock or use the buddy system, or hand in your paper early to avoid being late. Exceptions to the late policy are possible for serious medical conditions or other catastrophic events if the instructor is notified prior to the date and appropriate documentation is provided.



What can you expect from me?

1. This course will be conducted as a discussion. I am interested in helping you develop critical thinking skills rather than discussing my opinions, so please be prepared to discuss your assigned readings in class.
2. Contemporary articles and power point presentations are available under shared files for this course on Campus Cruiser. If you have difficulty downloading this material then CDs with this material will be given out during class.
3. I will bring additional materials (i.e., worksheets) to class to enhance our discussions. If you should miss a class, please stop by my office to get the materials that you missed or arrange to get a copy of them from a peer.
4. I am available to meet with students during office hours. However, if you need additional time beyond my office hours, please email me and I will arrange a time to meet with you.
5. I respond to emails within 24-hours. If you do not receive a message back from me within 24 hours – check the email name that you used and make sure that you used an “L” instead of an “I” for lsimons@mail.widener.edu. Please make sure that you use lower case letters otherwise the system will reject the email.
6. Assignments will be graded and returned to students within 24 hours. Assignments that are scheduled for either the day before break or on Fridays will be returned to you on the following class.
7. I look forward to working with you in and out of class!

Guidelines for Assignments

Multicultural Movie Review

Watch one of the movies and answer the following questions. Please remember to type all of the questions and answers. You should write your responses in a paper format (i.e., introduction, body & conclusion) and should not exceed 5-typed pages.

1. What movie did you select? Why did you select the movie that you did?
2. Briefly describe your general impressions of the movie.
3. What was the main theme of the movie and how does it relate to cultural diversity?
4. Select one concept/theory from your text and give an example from the movie to demonstrate your application of this theory.
5. Identify the main character in the movie and explain how the character is similar to and different from you.
6. Identify the main character and explain how the character is similar and different to children or adults that you are working with at the placement site.
7. What did you learn about cultural diversity and cultural sensitivity by watching the movie?
8. Please explain how this activity did or did not assist with your development of multicultural competencies (i.e., awareness, knowledge, skills, & values)?

Sample Movie List

Boyz in the Hood
The Color Purple
Do the Right Thing
Guess Who's Coming to Dinner
Mississippi Masala
Raisin in the Sun
Roots I & II
Come See the Paradise
Dim Sum
Joy Luck Club
The Wash
Wedding Banquet
American Me
Born in East L.A.
El Norte
Like Water for Chocolate
Sleepers
Carlito's Way
Save the Last Dance
South Central
American History X
Boys Don't Cry
Forrest Gump
Schindler's List
Frida
Claudine
Eve's Bayou

Born on the Fourth of July
Children of a Lesser God
Driving Miss Daisy
Malcom X
On Golden Pond
A Time to Kill
Losing Isaiah
Long Time Companion
Crash
Philadelphia
Priest
Strawberries and Chocolate
Ballard of Gregorio Cortez
The Last of the Mohicans
The Mission
Never Cry Wolf
Latin Kings
Wonderland
Days of Wine and Roses
Fried Green Tomatoes
Higher Learning
The Life of David Gale
I Am Sam
A Beautiful Mind
Shawshank Redemption
Mississippi Burning
A Day in Black and White

Intercultural Interview

Interview Questions – Your interview questions should include the following:

1. Demographic information
2. Introductory questions that inquire about achievements and hardships that your respondents have encountered over their life spans.
3. Major questions – questions that inquire about your respondents' views and beliefs about the topic in which you are interested (i.e., racism, classism, sexism).
4. Closing questions – questions that ask them about general comments or thoughts about this interview.
5. You should have 6 to 8 open-ended questions to describe the introductory, major, and closing questions of this interview.
6. After you have conducted two interviews, you will conduct a content analysis during class so that you are able to identify common themes.

Interview Paper – Your paper should include the following elements:

1. Introduction - briefly describe the research topic you are studying and how this topic relates to class.
2. Interview
 - a. Respondents: You are to describe who you interviewed – age, race, religion, etc., and explain how you recruited your respondents.
 - b. Interview: You are to describe the questions that you used for your interview.
 - c. Procedure: You are to describe how and where you interviewed your respondents. How long did it take you to interview each respondent? Were they willing to answer all of your questions? Were they resistant to answer some of the questions?
3. Discussion - please describe the following information.
 - a. What was like life for each of your respondents? What was the social and cultural context, what were their challenges and accomplishments? Describe their values and beliefs about your topic.
 - b. How are the respondents' responses similar to and different from each other, and what do you think contributes to their different responses (i.e., education, race, etc)?
 - c. Summarize the main findings from this project.
 - d. Discuss how your findings are associated with information and material in your text, assigned readings, and class discussions.
 - e. Explain how this project was or was not valuable for you.
4. Reference page
5. Appendix - include the interviews.

Service-Learning Activity

Service-Learning: Please familiarize yourself with the guidelines for the community service-learning requirement. If there is a problem at the placement site, please notify me immediately. Although coordinators rarely make complaints about students, there have been occasional instances when students have violated the guidelines described below. Students who do not comply with these guidelines, demonstrate problem behavior at the placement site, or have a complaint made against them by the coordinator will have to either withdrawal from the course or take an “F” as their final grade.

1. Arrive promptly and on time.
2. Stay until the end of your agreed-upon shift.
3. Inform the teacher when you will be absent such as Fall Break.
4. Please follow the dress-code policy set forth by the Center for Education.
5. Assist the teacher in a cooperative manner and follow his or her lead in and out of the classroom.
6. Comply with the teacher’s classroom regulations.
7. Adhere to the schools policies and procedures.
8. Act in a professional manner.
9. Do not make personal calls, text message, or use other electronic devises when you are working with a child/adult, assisting the teachers/coordinators, or at the placement site. If you have an emergency or need to make a call, please notify the teacher/coordinator and ask when you can have a break to take care of your personal business.
10. Generally, behave in a courteous and cooperative manner!

Reflection Questions

Dates	Questions
9/5	Predispositions are your thoughts and feelings.
	1a. What are your thoughts or feelings about taking this class?
	1b. What concerns or fears do you have about discussing “sensitive” issues (i.e., race and class) in class? Describe your level of comfort or discomfort about discussing sensitive issues in class.
	1c. What are your thoughts or feelings about participating in service-learning? Describe your thoughts and feelings about working in a program located in a lower-income area and/or working with culturally-diverse recipients?
	Diversity is defined: “the collection of similarities and differences that we carry with us at all times based on characteristics we were born with, experiences we’ve had, and any choices we have made.” In this context, everyone is diverse because we all are unique individuals.
	1e. In your opinion what, if any, is the value or benefit of diversity within a community?
	1f. In your opinion what, if any, is the drawback of diversity within a community?
	1g. What does diversity have to do with this course?
	1h. Give an example from your life that illustrates your understanding of diversity.
	Stereotypes are exaggerated beliefs or fixed ideas about a person or a group that are held by a number of people. Stereotypes arise from incomplete or distorted information and limited experience. They often come from outside sources, as others’ interpretation of cultural behavior. Stereotypes reflect human nature. We all hold stereotypes. One challenge is to become aware of our beliefs.
	1i. Why is it important to become aware of how we as individuals stereotype others? What is the impact of stereotyping on others?
	1j. Give one example of a stereotype that you hold toward others?
	1k. Give one example of how you believe you have been (or could be) stereotyped?
	Culture defined: “Culture is the way of life in a given society, passed down from one generation to the next through learning and experience. It also includes language, values, communication styles, patterns of thinking, and norms of behavior.”
	1l. Describe your culture.
	1m. Give one example of how your own culture or group is superior to others. If you have trouble answering this question as phrased, then don’t answer it. Instead, describe why you had difficulty answering it.

Dates	Questions
9/8	2a. What are your views about multicultural psychology? Give an example from one of the readings to support your answer?
	2b. Would you add anything to Stuart's list of multicultural skills?
	2c. Based on Stuart's list of multicultural competence, what skills do you think you need to develop during this course to be considered multiculturally-competent?
9/10	3a. Describe your thoughts about Tatum's reading on the Complexity of Identity.
	3b. Answer the question, "Who am I?" Give some examples to support your answer.
9/12	4a. What are my thoughts or feelings about the class this week? Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn't?
	4b. How was this week classes connected to my readings, personal development of multicultural competencies, and/or field or personal experiences?
9/15	5a. Describe your general impressions of the children/clients, and school/program that you will be working with this semester.
	5b. Describe the cultural characteristics of the children/clients and the school/agency/program. How are the children similar to and different from you?
	5c. Give examples to support your answers.
9/17	6a. Do you agree with Nelson's perspective that stereotypes are both negative and positive? Give an example to support your answer.
	6b. Reflect and integrate Nelson's reading to support your answer to the following questions: Do you believe that prejudice is primarily an affect and cognition-based concept (or both)? Why?
	6c. How are stereotyping and prejudice linked? Is it possible to be prejudiced toward another group and not have stereotypes about that group (or vice versa)?
	6d. Do you believe that you stereotyped students/clients at your service-learning placement? Give an example to support your answer.
	6e. Do you think that you were or were not stereotyped by the students/clients at your service-learning placement? Why or why not? Give an example to support your answer.
9/19	7a. Describe some factors that would lead an individual to develop prejudice toward others. Give examples to justify your thoughts.
	7b. Explain how stereotypes maintained and transmitted to members of the culture?
	7c. What are my thoughts or feelings about the class this week? Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn't?

	7d. How was this week classes connected to my readings, personal development of multicultural competencies, and/or field or personal experiences?
9/22	8a. Describe how the group of children/clients that you are working with at your service-learning placement is perceived by the mainstream culture.
	8b. How has racism or oppression played a part of this group's history?
	8c. Has this group of children/clients' place in society changed with time?
	8d. How is the diversity of the children/clients recognized (i.e., does the class celebrate diversity) by the class or program? Do you agree with how diversity is recognized by the school or placement site?
	9a. Can you identify some major stereotypes that are communicated in today's media? What are some specific examples of prejudiced and stereotypical messages or portrays of a group?
	9b. How much do feelings and thoughts of relative deprivation contribute to prejudice in the United States today?
	9c. How would realistic conflict theory explain anti-immigrant attitudes?
9/26	10a. How do your salient ingroups change as you go from one situation to another, and as you go from one social interaction to the next? How do you think this influences (or does it not influence) your tendency to perceive others according to their category of membership (and to evoke various stereotypes about other persons)?
	10b. Give an example of when you have been a member of an ingroup and another example of when you have been a member of an outgroup. Explain how you feel about being an ingroup and an outgroup member.
	10c. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. Explain what you learned in terms of diversity content, yourself and/or others this week and provide an example to support your answer.
	10d. Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn't?
9/29	11a. What are the stereotypes you have heard about elderly persons or teenagers? To what extent do you believe that these stereotypes hold a kernel of truth? Why?
	11b. Explain if your service experiences have confirmed or disconfirmed these stereotypes.
	11c. In what ways, does the U.S. Society promote bias in favor of the young? Do other countries do that as well, or are there some that respect the elderly?

10/1	12a. How are gender stereotypes communicated? Can you cite some examples?
	12b. Can you think of examples of sexist language that you have heard, or that is still used today?
	12c. To what extent do gender stereotypes affect career aspirations of women, and employment opportunities available for women in America today?
10/3	13a. Explain which “ism” was linked with your multicultural observation?
	13b. What did you learn about ageism, sexism, and other isms in class this week?
	13c. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. Explain what you learned in terms of yourself and/or others this week and provide an example to support your answer.
	13d. Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn’t?
10/6	14a. How are Tatum’s observations about thoughts, feelings, and behaviors of children similar to and different from your own experiences with children/clients?
	14b. According to Tatum, children and adults both react emotionally to diverse social situations. Why is it difficult to talk about race?
	14c. What is missing from Tatum’s explanations about race and social behavior?.
10/8	15a. What are the implications of culture for learning in public schools or treatment in community agencies? In what ways can we make a difference for children/clients? To what extent do multicultural competencies and skills make a difference for work with children/clients?
	15b. How would you evaluate the multicultural competencies and skills of the teacher/counselor whom you are working with? Give an example to support your answer.
	15c. How would you evaluate your own multicultural competencies and skills? In what areas, do you think you need to work to become more competent? Provide examples to support your answers.
10/10	16a. What did you learn about other isms, racism, and classism in class this week?
	16b. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. Explain what you learned in terms of yourself and/or others this week and provide an example to support your answer.
	16c. Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn’t?

10/13	17a. Describe what types of prejudice you have observed at your placement site. Explain why you think these attitudes persist.
	17b. Do you think that stereotyping and prejudice has decline or increased over the past century? What do you think accounts for the increase or decrease?
	17c. In your opinion, will prejudice and stereotyping always be apart of our society, never decreasing, but merely changing focus or form? Why?
	17d. What, in your opinion, is the best way to measure prejudice and endorsement of stereotypes?
	17e. Provide examples of old-fashion racism, modern racism, aversive racism, and symbolic racism. Explain how these types of racism are similar to and different from each other. Which type of racism is most prevalent in society today, and why?
10/15	18a. Describe which “ism” is linked with your multicultural movie review. Provide an example to support your description.
	18b. Reflect on your answer to question 14b., why is it difficult to talk about race? Re-answer this question. Has your answer changed? Explain if your answer has or has not changed. Provide an example to support your answer.
	18c. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. Explain what you learned in terms of yourself and/or others this week and provide an example to support your answer.
	18d. Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn't?
10/22	19a. Describe your race. Explain how often you have thought about your own race prior to this class. Why do you think you thought about your race more or less often? Give an example to support your answer.
	19b. Explain how often you have thought about other individuals' race prior to this class. Why do you think you thought about others' race more or less often? Give an example to support your answer.
	19c. The next few questions are associated with Part 1 in your Rothenberg Text . What does Richard Dyer mean when he says that “racial imagery is central to the organization of the modern world”? Do you agree or disagree? Argue your answer by proving lots of specific examples to support your position.
	19d. Harlon Dalton suggests that most white people tend not to think of themselves in racial terms. What does he mean when he says this? Do you agree with him?
	19e. All three writers in this section are concerned with that they call the “invisibility of whiteness.” How can something be invisible if it's everywhere?
	19f. Why do the authors in this section believe it is important to study whiteness?

10/24	<p>20a. The next few questions are associated with Part 2 in your Rothenberg Text. The second selection in Part Two is entitled, “How White People Became White.” At least on first reading, this title appears puzzling. Explain the title.</p> <p>20b. According to Wander, Martin, and Nakayama, what role did science play in helping to justify conquest and slavery during the colonial period? Do you think a case can be made for the claim that science continues to play such a role today? If so, how; if not, why?</p> <p>20c. Drawing on the essays by Brodtkin and Lipstz, construct the most powerful argument you can in support of the claim that white privilege has been institutionalized and protected by U.S. government policy over the years. Then go on to agree or disagree with the argument you have made.</p> <p>20d. Does Neil Foley equate becoming Hispanic with becoming white? According to his essay, are all Mexican Americans currently considered white in the United States? Compare and contrast Foley’s account of how some Mexican Americans came to be categorized as white with the accounts of how members of other ethnic groups came to be included in this category.</p> <p>20e. How are Asian Americans viewed in the United States? How is their relationship to whiteness similar to and different from the situation of Mexican Americans as described in the Foley article?</p> <p>20f. What does it mean to claim that whiteness has been socially constructed?</p> <p>20g. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. Explain what you learned in terms of yourself and/or others this week and provide an example to support your answer.</p>
10/27	<p>21a. Tatum, writes, “we need to understand that in racially mixed settings, racial grouping is a developmental process in response to environmental stressor.” (p. 62) Why is connecting with one’s ethnic or racial peers important in the process of identity development, and why should it be encouraged? What are the advantages and disadvantages of such peer groups?</p> <p>21b. What did you learn about you learn about yourself by applying Tatum’s discussion of the development of self-identity and of racial identity? To what degree has her presentation increased your understanding of yourself and of the factors that contributed to the shaping of your identity?</p> <p>21c. How useful or effective in understanding racial identity development did you find William Cross’s stages of racial identity development and Tatum’s explanation of them? What examples of each stage can you cite from your experience and observations? Are the same five stages applicable or appropriate vis-à-vis other ethnic groups including whites?</p> <p>21d. How useful or effective do you find Janet Helms’s and Jean Phinney’s models vis-à-vis multicultural context?</p>
10/29	<p>22a. What characterizes the onset and process of racial identity development among whites, according to Tatum and Helms? To what degree do you see</p>

	<p>your life as illustrative of that process and its six stages? In what ways is the process of whites similar to and different from people of color?</p> <p>22b. Tatum asks, how can white people achieve a healthy sense of white identity? How does she answer that question, and how would you answer it. How is your response similar to and different from her response?</p> <p>22c. How are Tatum’s descriptions about racial identity development similar to and different from your own identity development?</p> <p>22d. How useful are Tatum’s identity development constructs? How is her perspective similar to and different from other ethnic identity development models?</p>
10/31	<p>23a. Identify the theorist and his/her model to describe your own ethnic identity.</p> <p>23b. Identify the theorist and his/her model that best describes the children/clients whom you are working with. Describe the ethnic identity of one of the children/clients whom you have worked with using this theory.</p> <p>22c. Give examples to justify your position.</p> <p>22d. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. What did you learn this week in class? What did you learn about yourself and others this week in class? Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn’t? Provide examples to support your answer.</p>
11/3	<p>23a. Reflect on your answers to the first set of questions 9/5/08). If you were answering these questions for the first time, what would be your answers? How are your responses to this question similar to and different from your initial answers?</p> <p>23b. Why do you think your views have or have not changed? What factors or experiences have influenced your changed or unchanged views? Give examples to support your answers.</p>
11/5	<p>Cross-Cultural Interactions are defined as: “anything that involves the interaction of 2 cultures or interacting with a culture other than one’s own culture” (i.e., culture refers to gender, economic status, race, disability and exceptionality).</p> <p>25a. What was it like to engage in cross-cultural interactions with the children/clients and teachers/counselors? Give an example to support your answer.</p> <p>25b. Describe how cross-cultural interactions have or have not influenced your views about diversity and multiculturalism?</p> <p>25c. Describe your current views of multiculturalism and the strategies you use with the children/clients? What led you to use these specific strategies? Do you feel these strategies are effective?</p> <p>25d. Give at least 2 examples per question to support your answers.</p>
11/7	<p>26a. What have you learned about yourself? What are your attitudes, beliefs, and approaches toward racial or cultural differences?</p> <p>26b. What cultural clash and color-blind attitudes did you encounter while at</p>

	<p>your field placement? Identify the barriers that deterred your cultural-centered practice? Give examples to support your answers.</p> <p>26c. How did you overcome these cultural barriers or clashes? OR do these barriers continue to exist?</p> <p>26e. What skills do you intend to further develop and explore that will help you handle cultural barriers?</p> <p>26f. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. What did you learn this week in class? What did you learn about yourself and others this week in class? Provide examples to support your answer.</p> <p>26g. Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn't?</p>
11/10	<p>27a. What situations, problems, and possibilities appear to be unique to multiethnic and biracial families and the children in those families? In what ways is the process of racial identity development for those children similar to, and in what ways re they different from, the process experienced by children who claim a single or ethnic heritage?</p> <p>27b. In what ways might we help children, and assist or encourage others in helping children, understand their race-related observations, experiences, and feelings? How might we draw on our own experiences to do so?</p>
11/12	<p>28a. How is culture linked to one's racial/ethnic identity development?</p> <p>28b. How successful has Tatum's book been in connecting your understanding of racial identify development, as well as understanding the role of racial and ethnic identity in young people's development?</p> <p>29c. To what extent is an understanding of racial identity development important for every member of every ethnic group?</p>
11/14	<p>30a. Why do all the Black kids, and all the Asian and Latino and Indian and American Indian and biracial and other kids of color, and corporate employees of color sit together in the cafeteria and elsewhere?</p> <p>30b. What is positive about the phenomenon, and what is problematic?</p> <p>30c. What alternatives does Tatum suggest for this phenomenon? What alternatives can you suggest?</p> <p>30d. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. What did you learn this week in class? What did you learn about yourself and others this week in class? Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn't? Provide examples to support your answer.</p>
11/17	<p>31a. Please refer to Part 3 in the Rothenberg Text. According to the essay by Wildman and Davis, what is a privilege? What forms or systems of privilege operate in US society and how do they relate to each other?</p> <p>31b. What does Johnson mean when he refers to the paradox of privilege?</p> <p>32c. McIntosh wrote her classic essay on white privilege in 1988. Have</p>

	<p>things changed since she wrote this essay? How would you modify this list if you were making up a list of privileges that white people currently enjoy?</p> <p>32d. Now create other version of your list of privileges – a version that factors in class, gender, age, and heterosexual privilege. How is this list associated to Wildman’s Davis essay on privilege?</p> <p>33e. How did you feel about each of these readings? Did you find any one of them more or less persuasive than the others? Why?</p>
11/19	<p>32a. How is oppression and colorblindness associated with privilege?</p> <p>32b. Do you agree or disagree that that both whites and people of color can be colorblind?</p> <p>33c. Give an example in which you were or are colorblind?</p> <p>33d. Describe how service-learning illustrates the concepts, “colorblindness,” “white privilege” and “social oppression?” Give at least 2 examples to support your answer.</p>
11/21	<p>34a. How is colorblindness linked with active or passive racism?</p> <p>34b. How does Tatum distinguish between active and passive racism? What examples does she present to illustrate the two kinds of racism and the distinctions between them? What examples can you cite from your observation and experience?</p> <p>34c. Why do you agree or disagree with Tatum’s arguments concerning whether people of color can be racist?</p> <p>34d. Why does Tatum see skin-color prejudice within Black communities and Black families as particularly harmful or distressing?</p> <p>34e. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. What did you learn this week in class? What did you learn about yourself and others this week in class? Provide examples to support your answer.</p>
11/24	<p>35a. Is it possible to not categorize, and thus stereotype, others? Why or why not?</p> <p>35b. What distortions, deficiencies, assumptions, historical and cultural omissions, and stereotypes have affected your attitudes toward ethnic groups other than your own? What corrective actions might we engage in?</p> <p>35c. What stereotypes did you have about the neighborhood, school, teachers/counselors, or children/clients before beginning your service? Please give an example of one of your stereotypes.</p> <p>35d. Have your stereotype changed or was it reinforced through this service experience? Give an example.</p>
11/26	<p>36a. Do you think prejudice and stereotyping would be reduced if people took a colorblind or multicultural approach in their social judgment?</p> <p>36b. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. What did you learn this week in class? What did you learn about yourself and others this week in class? Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Where there any issues that you wanted to explore that we didn’t? Provide</p>

	examples to support your answer.
12/1	37a. Why do you think that merely bringing two groups together does not reduce prejudice between them?
	37b. What benefits might accrue from talking about racism and encouraging others to do the same? How might such conversations be advantageous for all of us as individuals? What fears might hinder us from doing so?
	37c. How might we all overcome the fears that prevent us from speaking openly and honestly about racism and other race-related issues?
12/3	38a. If you are a white person, adopt the perspective of a person of color, and if you are a person of color, adopt the perspective of a white person, and write an essay in which you discuss the fears and concerns that would bring to discussion of race and privilege.
	38b. Please refer to Part 4 in the Rothenberg Text. Feagin and Vera report on interviews with some white people who are working to overcome racism. Select an example the example you find most interesting or most disturbing to talk about.
	38c. In your opinion, what is the best way to reduce racism, prejudice, and stereotyping?
12/5	39a. Tatum draws attention to the history of white protest against racism. With what specific of history are you familiar? In what ways has that history provided, and might it now provide, models of thought, action, and cooperation for everyone?
	39b. Please refer to Part 4 in the Rothenberg Text. What does an ally do according to Paul Kivel? In what ways have you served as an ally?
	39c. Identify five ways in which white people on your campus could challenge or undermine the ways white privilege operates there. Do the same in which you live and/or the workplace in which you work.
	39d. Reflect on this week classes, service experiences, and assigned readings. Describe your thoughts or feelings about class, service experiences and readings. What did you learn this week in class? What did you learn about yourself and others this week in class? Was there anything that you wanted to share this week that you were uncomfortable sharing in class? Were there any issues that you wanted to explore that we didn't? Provide examples to support your answer.
12/8	40a. What skills do you intend to further develop and explore that will help you with life-long learning about diversity issues? Name, explicate, and detail at least 3-4 ways in which you will work on these skills.
	40b. What multicultural competencies and skills have you gained over the course of this semester? What have you learned about culturally sensitive and appropriate strategies?
	40c. How did the service experience help you develop your strategies and skills?
	40d. How did the service experience help you develop your own ethnic identity? How did service influence your understanding of others' ethnic identity?
	40e. Describe what you gained from service-learning. Describe how service-

	learning was associated with your social (i.e., tolerant attitudes, reduce stereotyping) and personal development (i.e., self-esteem, leadership skills). Provide at least 3 examples.
Course & Service Reflection	41a. Reflect on your answers to question 1 (9/5/08). Re-type and re-answer these questions and explain how if your answers have or have not changed. For example, describe if you have or have not become more comfortable discussing race and other sensitive issues in class. Explain what you think accounts for your level of comfort or discomfort
	41b. Explain what you learned about diversity/multicultural psychology, yourself, and others from taking this class.
	41c. Describe what you liked the most and least about this class. Provide examples to justify your answer.
	41d Describe the connection between the service experience and this course. What was your best and worst experience at this school?
	44e. Describe the value of both the course content and the service-learning experience. Justify your answers by providing examples.

