EDCP 741 (formerly 789z)
MULTICULTURAL PRACTICE IN STUDENT AFFAIRS:
SELF, EDUCATION, AND SOCIETY*

Fall 2011
Wednesday, 4:15-7:00pm
2102 Benjamin

Instructor: Dr. James C. McShay
1120 Stamp Union
jmcshay@umd.edu
(301) 405-4447
[office hours: by appointment]

class email reflector: edcp741fall@umd.edu

Goals and Purposes of the Course

EDCP 741 builds on the multicultural knowledge and experiences gained in EDCP 771 (The College Student), in particular, those of race and racial identity, sexual orientation and sexual identity, gender, social class, ability/disability, and religion/spirituality.

Goals and purposes of this seminar are to:

Consider appropriate theory and context by:
- Developing and enhancing a complex understanding of oppression, social justice, power, and privilege and how these concepts impact individuals, educational institutions, and societies.
- Developing an increased understanding of the history and development of social constructions as they work to shape and define identity and society.

Reflect closely and thoughtfully about self by:
- Developing a deeper understanding of ourselves, who we are, how we filter and come to know and understand multiculturalism, and how we process and act upon complex multicultural dynamics.
- Engaging in thoughtful exploration and discussion of multicultural issues and practice.
Integrate knowledge of theory and context with a more complex understanding of one’s self for the purpose of considering how all three influence a student affairs professional’s interactions with students, assessment of the environment, and development of programs and policies by:

- Enhancing one’s awareness of his/her role in the “multicultural” picture and how it impacts those around us.
- Furthering the development of one’s skills and competencies in dealing with multicultural issues through direct experiential activities.
- Recognizing our role in working in multicultural settings as professionals and scholar practitioners.

Instrumental to the design of this course is that the process of this course and one’s engagement in it are as important as the concrete projects accomplished through the course.

**Academic Integrity**

I expect that all of your work will be characterized by academic integrity and honesty. You are encouraged to become familiar with the University's policy on academic dishonesty, as this policy applies to our class as well as to all others. One aspect of this expectation is that your work will be referenced and documented appropriately. If you have any questions at all about proper documentation, you should talk with us. Any students who violate standards of academic honesty (in written work, research, etc.) will be held accountable through University of Maryland procedures.

The University has approved a Code of Academic Integrity available on the web at [www.inform.umd.edu/campusinfo/departments/jpo](http://www.inform.umd.edu/campusinfo/departments/jpo). The Code prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents, and forging signatures. The University Senate requires that students include the following signed statement on each examination or assignment: "I pledge on my honor that I have not given or received any unauthorized assistance on this examination (or assignment)." Compliance with the Code is administered by a Student Honor Council, which strives to promote a "community of trust" on the College Park campus. Allegations of academic dishonesty can be reported directly to the Honor Council (314-9154) by any member of the campus community.

All written work should be completed using the *Publication Manual of the American Psychological Association* (APA), 6th edition. (This edition has just been published and is not too different from the 5th edition).
Academic Accommodations for Persons with Disabilities

In both compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please contact me as soon as possible.

Religious Observances

The University System of Maryland policy on religious observances provides that students should not be penalized because of observances of their religious beliefs; students shall be given an opportunity, whenever feasible, to make up within a reasonable time any academic assignment that is missed due to individual participation in religious observances. We will be happy to work with you if class meetings or assignments conflict with your religious practices.

Seminar Expectations of One Another

I offer these expectations as basic to any graduate level class. Early in the semester as a group we will generate guidelines and expectations for this particular class that we will then commit to using as a foundation for class discussions and participation in all aspects of the course.

- Preparation for class in terms of the assigned readings and assignments.
- Attendance at all classes and on-time arrival, as consistent participation in the seminar is integral to course objectives and learning outcomes.
- Active and positive participation in class discussions (which is not the same thing as talking a lot! But includes actions such as building on the comments of others, raising good questions, being sensitive to your level of participation and making attempts to increase or decrease as necessary, and listening well).
- Systematic, thoughtful, engaged, and frequent reflection on the process and content of your learning.
- Showing respect for your classmates and instructors, even when you disagree with their perspectives. Cell phone use, texting, and/or emailing are inconsistent with this show of respect.
- Commitment to the group generated discussion and participation guidelines.
Required Texts

(see end of syllabus for listing of essay titles, many of which are in the 6th edition)


Evaluation and Grading

Class participation 10%
Reflective work (10/unit) 30%
Critical incidents analysis 10%

Immersion project:
  - proposal ---
  - participant observation write up 10%
  - interviews write up 10%
  - final analysis paper 20%
  - presentation of project/executive summary 10%
Total 100%

CourseEvalUM Fall 2009

Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential and important to the improvement of teaching and learning at the University as well as to the tenure and promotion process. CourseEvalUM will be open for you to complete your evaluations for fall semester courses between Tuesday, November 30 and Sunday, December 12. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations starting November 30.

Course Assignments

Class participation

This is a graduate class and taught in the spirit of a true seminar. As such, attendance and active participation in class preparation and discussion each week is essential to individual and collective success in the course. Attendance each week is very important. A willingness to take risks and engage in difficult public dialogues is integral to developing new understandings and to your learning and that of your peers.
Reflective work

Please develop a systematic means by which you will reflect upon what you are thinking, feeling, wondering, and learning in this seminar. The content of your reflections could include consideration of how you are coming to understand multicultural practice in student affairs, including the implications for self-knowledge, educational outcomes, and social and public good. You might begin with thinking about your own development—What was your neighborhood like growing up? Your early schooling? What messages did you receive about those different from yourself? What people, experiences, opportunities, places have shaped your current understandings? As the semester progresses, please reflect on your learning and consider questions such as: How do you understand your identity now? As we study a variety of constructs and theories—connect these to your own experience. How have the readings influenced your thinking? How does theory help explain (or not) your own development? The multicultural settings in which you work? Your thinking about student affairs practice in the 21st century?

Although we recognize individual differences in preferred reflection style, for this class we are asking that your reflection in part take place with a dialogue partner. I would ask that you each identify someone with whom you don’t regularly converse and determine a process by which you will converse with one another.

I have divided the semester into 3 “reflective units.” For each unit you should complete (1) individual reflection, (2) one exchange of your individual reflective work and dialogue with your partner, and (3) one reflection on the process (e.g., what learned/take away from hearing another’s perspective on your individual reflective work.) On September 28, October 26, and November 30 components 1 and 3 are due to me (please bring two copies of your assignments).

The goal is for you to be intentional and structured about reflecting upon yourself and what you are learning from the class readings and class discussions, able to give and receive feedback from others in the class, and integrate multiple perspectives into your own thinking.

Critical incidents analysis

The purpose of this assignment is for you to think through your social group identities and how they relate to and influence your personal and professional development.

In preparation for your presentation (this is different from the actual content of your presentation), reflect upon your life experiences through the lenses of race and ethnicity, culture, nationality, gender, sexual orientation and sexual identity, social class, ability and disability, religion and spirituality, and other relevant dimensions. The readings for this class will help you accomplish this. Consider how the histories of your social group memberships and family(s) have factored into the ways in which you self-identify and/or the timing of your development.
Identify critical incidents (e.g., significant people, places, experiences, interactions) when you experienced and/or became aware of oppression or discrimination, as well as when you found yourself experiencing privilege, and thus became more aware of the implications of your social group membership and social identities.

Thinking critically and reflectively about these incidents, prepare a presentation that highlights your learning as a result of these incidents. More specifically, your presentation should focus on two areas:

1) Identify and discuss 3-4 critical incidents that influenced your own development.
2) Discuss how these incidents and your learning from them influence your view of diversity and multiculturalism, and identify the implications for your work within student affairs and higher education.

The outcome of your analyses and reflections (reflected in your response to the two areas described above) should be presented in the form of a digital story which should be 4-5 minutes in length and utilize various visual (scanned images, online images, and images you’ve taken with a digital camera) and audio media. Please also prepare, in addition to your digital story, a handout that captures the highlights of your analysis. This need not be a paper but can be an outline with bulleted points or a brief narrative to accompany your digital story and will only be turned in to James.

Critical incidents presentations will be made by one or two people at the beginning of class on the following dates: September 28; October 6, 13, 20; James will make his critical incidents presentations on November 3rd.

You will each be given 5 minutes to share your stories, and 10 minutes for discussion and questions from the class. On September 14, you will be asked to select a date for your presentation. Please note that 15 minutes is not a lot of time so please plan carefully.

Immersion project

The purpose of this project is to enable you to explore, in-depth, a targeted group, a culture of which you are not a part, or a group with which you may share a common social identity, but not all. The overarching principle is that you will pick a group, or social identity, about which you know very little. Therefore, it may be appropriate for a White student to investigate White racial identity, or first generation student status; for a heterosexual African American student to investigate African American males who are gay; or a Latina student from Cuba to investigate the experiences of Mexican Americans.

Your immersion with this group or culture should be at some depth, and represent both theoretical, research, and experiential components, so that you are able to conduct a sophisticated final analysis focused on multicultural practice.

This immersion project includes several areas of emphasis and corresponding assignments. These are detailed below:
1. Please consult the list below to identify your group. Please try and pick a group about which you know very little. This list is not exhaustive so if you have an idea about another group, please discuss this with me. Also, you may want to choose a narrower focus (e.g., African American gay males; Latinas with a physical disability; gay Christians; Jewish women). However, please make sure that there is a sufficiently large and clearly observable population of that group on campus that you can access and that there is a literature base to anchor your project. So as to assure evenness to your choices we will ask you to sign up for your topic on September 14th and a maximum of two people may investigate the same group. We will work this out in class on the 14th so that you may then move on to developing your proposal which is due the following week.

**Suggested Student Populations**

- African American students
- Arab American students
- Asian American students
- Biracial/multiracial students
- Evangelical Christian students
- First generation students
- Gay, lesbian, bisexual, or transgender students
- International students
- Students who are veterans
- Jewish students
- Latino/a students
- Mormon students
- Multiracial students
- Muslim students
- Native American/American Indian students
- Students with disabilities
- Students from low SES backgrounds

2. Develop a proposal for learning about this group using several different strategies that must include:

- **Interviews** with at least 2 different student members of the group you selected. Interview questions would include exploration of individual perceptions of campus climate, sense of belonging, university services targeted to this population (or not).

- **Participant observation** in at least two different settings. This requires going to public spaces and/or joining in on activities involving this population. Observations might include traffic patterns, intercultural interactions (or not), conversation topics, non-verbal communication signals, “cafeteria behavior,” and signs of formal and informal leadership. Your observations should be recorded in a “field notebook” to be integrated in to your analysis.

- **Interviews** with at least 2 different individuals who work with this population (e.g., staff member, faculty). Interview questions would include perceptions of what constitutes effective practice and competencies for working with this population.

- Familiarity with **research base** about this group. While this is not primarily a research project, you should read enough material about this group to understand and analyze what you are hearing and observing with
a degree of sophistication and complexity. “Enough” material suggests a minimum of 5 sources from the literature/research base, not including any readings from our class list or internet/web sites.

Turn in a proposal that includes the selection of your group and your plan for interviewing and participant observation by September 28th.

3. Outcomes associated with this immersion project include the following:

- Proposal (described above, due September 28nd)
- Write up of participant observations [or interviews] (due October 12th)
- Write up of all interviews [or participant observations] (due November 9th)
- Immersion project executive summary and presentation (due either December 7th or December 14th)
- Final analysis paper—(due December 14th)

In this final analysis paper, you will pull together the learning associated with all your activities with your area of inquiry (e.g., interviews, participant observation, literature review) and provide an analysis. The focus of your analysis is on what you have learned from your inquiry and based upon your learning, what constitutes effective multicultural practice ---in other words, from what you have learned, what constitutes multicultural competence (policies and practice) for this particular group? What would a member of this group want a student affairs educator to know about them? [Because you will ask, we think it would be difficult to conduct a thorough analysis in under 10 pages].

- Immersion project presentation and executive summary—The last two classes (December 7th and December 14th) will be primarily devoted to presentations on your projects. Each presentation should be carefully planned for 15 minutes with 5 minutes for questions. As such, you will not have time to provide a detailed presentation of all your work but instead should focus on the core of your learning----what 3-4 “lessons learned” have been most compelling for you—in terms of your own learning and what you would want others to know? Please prepare an executive summary for your project that will serve as an accompaniment to your presentation; and bring copies of your executive summary and references for your classmates. The presentation and executive summary are due on the date of your actual presentation (either Dec 7th or 14th). The final analysis paper for all is due no later than December 14th.

A word about late work and/or incompletes: Work turned in past the due date will be docked a point for each day beyond the due date. Incompletes will not be permitted except for extenuating and verified circumstances such as illness or a death in family. You can prevent any such requests by following the course outline carefully, keeping up
with the assignments, and especially, by working on your immersion project for the
duration of the semester.

* Parts of this syllabus are based on earlier syllabi for this course developed by
Dr. Marylu McÉwen, Dr. Susan Jones, University of Maryland.
<table>
<thead>
<tr>
<th>Course Outline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
</tr>
<tr>
<td>September 7</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
</tr>
<tr>
<td>September 14</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
</tr>
<tr>
<td>September 21</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
</tr>
<tr>
<td>September 28</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
</tr>
<tr>
<td>October 5</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
</tr>
<tr>
<td>October 12</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
</tr>
<tr>
<td>October 19</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
</tr>
<tr>
<td>October 26</td>
</tr>
</tbody>
</table>
Week 9
November 2
Understanding Class
Readings: Harper & Quaye-chapter 13; A & HC-chapters 4, 14, 16, 63

[critical incidents presentations: James]

Due: Reflective Unit #2

Week 10
November 9
Theory to Practice: Understanding the Intersections of Race, Class, Culture, Religion, and Gender
Readings: A Hope in the Unseen (all)

Week 11
November 16
Theory to Practice: Understanding the Intersections of Race, Class, Culture, Religion, and Gender
Readings: Learning Joy from Dogs (all)

Due: Interviews or Participant Observations Write-Up

Week 12
November 23
No Class Meeting: Thanksgiving Read!

Week 13
November 30
Theory to Practice: Understanding the Intersections of Race, Class, Culture, Religion, and Gender
Readings: The Laramie Project (all)

Week 14
December 7
Situating the Self in Multicultural Practice
Readings: Johnson-chapter 9
Immersion Project Presentations (n =3)

Due: Reflective Unit #3

Week 15
December 14
Immersion Project Presentations (n =4) & Class wrap up
Due: Immersion project executive summary/Final Analysis Paper
Specific Essays from Anderson and Collins, 7th edition:

*Why Race, Class, and Gender Still Matter*—Margaret Anderson and Patricia Hill Collins—pp. 1-16

Chapter 5: *Oppression*—Marilyn Frye

Chapter 6: *Label Us Angry*—Jeremiah Torres

Chapter 2: *Chappals and Gym Shorts*—Almas Sayeed

Chapter 11: *White Privilege*—Peggy McIntosh

Chapter 20: *The Myth of the Latin Woman*—Judith Ortiz Cofer

Chapter 25: *Optional Ethnicities*—Mary C. Waters

Chapter 32: *Darker Shades of Queer: Race and Sexuality at the Margins*—Chong-suk Han

Chapter 4: *Katrina, Black Women, and the Deadly Discourse on Black Poverty in America*—Barbara Ransby

Chapter 14: *Shadowy Lines That Still Divide*—Janny Scott and David Leonhardt

Chapter 16: *The Hidden Cost of Being African American*—Thomas M. Shapiro

Chapter 63: *The Starbucks Paradox*—Kim Fellner