



**CSP 6035: Multicultural Competence in Student Affairs
Fall 2016 Course Syllabus¹**

Bowling Green State University
Tuesdays 9:30am-12:20pm, 355 Education Building
Section 5001, Course #14468

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Course Description

This course emphasizes development of the awareness, knowledge, and skills necessary to be a multiculturally-competent student affairs practitioner. Its emphasis is on the practitioner's responsibilities, challenges, and opportunities for creating and sustaining affirming, pluralistic, and inclusive campus communities for all students.

Course Overview & Learning Goals

For as long as higher education in the United States has existed, issues of diversity and multiculturalism have intersected with discussions regarding access, equality, and inclusion. Early disingenuous attempts to educate the indigenous population eventually led to the exclusion of women and people of color from most higher education institutions by the early 19th century. Since this point, legal challenges and policy reversals have led to the expansion of higher education access and the recognition and redress of racial, ethnic, sex, and ability barriers and to a lesser extent, the recognition and redress of religious, gender identity and expression, sexual orientation, class, and age barriers as well. Higher education in the United States has been challenged to build more inclusive and pluralistic learning communities within its institutions for students, faculty, and staff.

These issues of social and public difference are fraught with conceptual and practical landmines, as well as opportunities for innovation and transformation. Our own inclinations and biases regarding these issues shape both how we see each other and how we *hear* each other. These mental frameworks have even crept into our interpretations of how students ought to and need to develop and into how we have designed our learning environments and educational goals. To become multiculturally competent practitioners as defined by Pope, Reynolds, & Mueller (2004), we must identify our own frameworks as well as train ourselves to deal respectfully with others' perspectives while understanding that no one owns the rights to this conversation.

¹ Adapted from CSP 6035 Fall 2011 with D. Stewart.

Therefore, this course attempts to introduce (or re-familiarize) students to ways in which issues of difference extend beyond individual relationships to the systems in which people operate and the interactions of individuals with and within these systems in the unique context of colleges and universities. Moreover, we will discuss multiple perspectives about these issues of difference and determine how and whether they can be useful to us as educators invested in the learning, development, and growth of students. By the end, it is hoped that you will leave this course having achieved or made significant progress toward the following outcomes²:

- To develop *increased self-awareness* of what it means in the U.S. to be a person of your race, ethnicity, sex, gender identity, social class, age, ability, and religion as well as an understanding of how these categories affect those who are different from themselves and their participation in higher education.
- To develop *greater fluency* with how categories of race, ethnicity, sex, gender identity, social class, religion, sexual orientation, ability, age, and so on intersect and overlap within higher education campus communities.
- To *expand your abilities to think critically and communicate effectively* about controversial contemporary issues that stem from the race, ethnicity, sex, gender identity, social class, religious, sexual orientation, ability, and age-related differences that pervade our society and influence campus communities.
- To develop an *awareness of the effects of structural inequalities and prejudicial exclusion in higher education*, and to understand notions of difference, discrimination, bias, and privilege and how they manifest on college campuses.
- To build *greater familiarity with differing perspectives* on the past and present and diverse visions of the future, as well as the processes that might lead to a more equitable college experience.
- To *add to the conceptual and professional toolkit* necessary for understanding the social realities and problems that exist currently on college campuses related to issues of difference.
- To be *equipped to do the work!*

You can list your personal goals on the lines below:

- _____
- _____
- _____

² These learning goals are adapted and revised from Olguin, E., & Schmitz, B. (1997). Transforming the curriculum through diversity. In Gaff, J. G.; Ratliff, J. L., & Associates (Eds.), *Handbook of the undergraduate curriculum: A comprehensive guide to purposes, structures, practices, and change* (pp. 436-456). San Francisco: Jossey-Bass.

Connection to CSP Program Professional Competencies³

Students in the master's program in College Student Personnel are expected to work toward skill development in the ten competency areas recommended by ACPA and NASPA, our two national professional associations. Your assessment of your professional competency development will be documented in your professional competency portfolio (PCP) in the context of the capstone seminar next semester. The chart below indicates how I see this course contributing to the development of professional competence in student affairs. This will be discussed further in class.

ACPA/NASPA Competency Area	CSP 6035
Personal and Ethical Foundations	☺ ☺ ☺
Values, Philosophy, and History	
Assessment, Evaluation, and Research	
Law, Policy, and Governance	
Organizational and Human Resource	
<i>Leadership</i>	☺
Social Justice and Inclusion	☺ ☺ ☺
Student Learning and Development	☺
Technology	
<i>Advising and Supporting</i>	☺

Required Texts

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

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs*. San Francisco, CA: Jossey-Bass.

Pope, Reynolds, & Mueller (2014). *Creating multicultural change on campus*. San Francisco, CA: Jossey-Bass.

Stulberg, L. M., & Weinberg, S. L. (Eds.) (2011). *Diversity in American higher education: Toward a more comprehensive approach*. New York, NY: Routledge.

Watt, S. K. (2016). *Designing transformative multicultural initiatives: Theoretical foundations, practical applications, and facilitator considerations*. Sterling, VA: Stylus.

Other materials as assigned and made available on Canvas. In accordance with copyright law, you may print **one** copy for personal use.

³ Many thanks to Dr. Ellen Broido for the idea to include this section in the course syllabus.

Recommended Text

Adams, M., Blumenfeld, W. J., Castañeda, C., Hackman, H. W., Peters, M. L., & Zuniga, X. (2013). *Readings for diversity and social justice*. New York, NY: Routledge.

Adams, M., Bell, L. A., & Griffin, P. (2007). *Teaching for diversity and social justice*. New York, NY: Routledge.

Learning Activities

Two assignments will be commonly required for all students in this course. In addition, you will be able to select *one* of three other assignments to round out your learning experience in a way that you feel will help you best meet the learning outcomes identified earlier. You must notify me by the second week of class which optional assignment you have selected.

Required Common Assignment 1 – Critical Reflections: Where and How I Enter

All students are required to submit two reflections over the course of the semester. They carry the theme, “Where and How I Enter” to signal that each of us needs to be consciously aware of our identities, mental frameworks, and how those things influence both how we approach difference and how others approach us in those conversations.

These *critical reflections* will be *evolving* such that each one will present your reflections about three areas:

1. Your evolving understanding of who you are as an individual and as member of one or more privileged and marginalized groups.
2. Your understanding of the issues addressed in the course up to that point.
3. Your understanding of multicultural competence and its application to your career as a professional in higher education and student affairs.

I expect to see liberal incorporation of the course readings and other relevant literature in these papers. Appropriate and relevant citation and incorporation of concepts and ideas from the course readings is what distinguishes these reflections as *critical*, instead of merely personal entries that you might keep in a journal or which you may have written in the context of your CSP 6020 Voice Project blog entries.

For the second reflection, you should incorporate reaction and feedback to yourself as reflected upon in the previous paper. Also, the second paper should include a broad look at the course as a whole and assess your learning, growth, and development across the entire semester.

The critical reflection papers will be due as follows:

- Critical Reflection #1 due September 20
- Critical Reflection #2 due December 13

Each paper will be worth 20% of your final grade and together will comprise 40% of your total grade in this course. Papers should be no more than 10 pages of text (cover page and references not included).

Required Common Assignment 2- Each One, Teach One

The purpose of *Each One, Teach One* (in this course) is to 1) provide space for each student to do, or learn how to do, the self work necessary to best prepare to work effectively and engage in conversations centered on diversity and social justice, and 2) facilitate a class conversation related to diversity and social justice. Students will work with a partner to select a topic to present to the class; topics may be current events or an issue in higher education or society in general. As part of the facilitation, each student will also need to explain the implications of their identity as it relates to social justice and the topic at hand. Each group facilitation will be 40 minutes. The full description and requirements for this assignment will be distributed in class and posted to Canvas by Week 2. Each pair will select one of the following dates to facilitate: October 4, October 18, October 25, or November 8. Individual reflection papers will be due the week following each person's facilitation date; the reflection paper should be 3-4 pages. This assignment is worth 25% of your final grade.

Optional Assignments

You will select one of the following three options to earn the remaining 35% of your final grade in this course. These options represent different levels of challenge and are meant to accommodate a variety of learning styles and comfort.

Option A: Multicultural Competence Issue Paper and Program Design. *Part I:* CSP students will recall doing issue papers in 6010 in their first summer or fall semester. *Doctoral students in the HIED program MAY be permitted to choose this option to complete their work in this course, but need approval from the course instructor.* Description of this assignment has been heavily borrowed from the CSP 6010 syllabus (Stewart, 2011).

Student affairs professionals are often called upon to prepare written documents explaining complex issues facing administrative units, proposals for new programs, or documentation of the need to continue existing programs. Since senior level administrators, faculty, or governing boards with little expertise in student affairs often read these papers, our ability to present arguments clearly, concisely, and convincingly (with appropriate documentation) is extremely important.

Students choosing this option will write one issue paper. To accomplish this task, you should identify one important, current, compelling, and/or controversial issues related to issues of diversity and multicultural competence in student affairs and collect resources addressing it. Your issue paper will address the issue you've selected. Make sure that a reasonable argument supporting and opposing a position on the issue can be made. For example, one cannot reasonably argue in support of sexual assault or harassment. One can argue the merits of a particular policy on sexual harassment or adjudicating cases of sexual misconduct. You should focus on a policy or practice question, not a research question. In other words, "Should we have this policy?" (a practice focus) vs.

“Is this policy effective?” (an assessment or evaluation focus). However, you might argue for a position based on the effectiveness (or lack of it) as indicated by available research (e.g., research supports the effectiveness of this approach, I agree with it philosophically, and therefore I support the position). I recommend that you talk with me about your topic before you commit to it. Examples of previous topics have included affirmative action and gender-neutral housing.

Browsing literature from our field will help spark your ideas. In addition to journals such as *Journal of College Student Development*, *NASPA Journal*, *Journal of Student Affairs Research and Practice*, *Journal of Higher Education*, *Journal of College Student Affairs*, the *Journal of College and Character*, and *Religion and Education*, you might also get ideas from *About Campus*, *Developments*, *Inside Higher Ed*, and the *Chronicle of Higher Education*. You might also interview a practitioner about your chosen topic.

Your issue paper must include at least four references and at least three should be from a refereed journal. Since a major purpose of this assignment is to introduce you to the profession’s literature base, citations from the popular press (e.g., *Time*, *Newsweek*, *USA Today*) and non-scholarly Web sites (e.g., Wikipedia) should be avoided and will not count toward the three required references.

You will write your issue paper using this format [*there are 5 questions total*]:

1. Briefly explain the issue, making clear the particular question at hand (e.g., Should we have this policy?).
2. What is the most compelling argument supporting a position on the issue?
3. What is the most compelling argument opposing that position on the issue?
4. What is your position on the issue? Make a convincing case to explain why you have taken that position.
5. What are the implications of your position for student affairs practice? To which functional area(s) is this issue most relevant?

Your issue paper may not exceed 1500 words (excluding the reference list and cover page). Use the word count function of your word processor and type the word count at the end of the text of the paper, prior to the reference list (e.g., Word count =1498).

Your writing style and analytic abilities are critical in these papers. For tips on style consult Chapters 2 and 3 of the APA manual (6th edition).

Issue papers are graded on the clarity of the issue and positions argued, strength of the arguments made, implications drawn, and quality of writing (i.e., graduate-level writing that is free of APA, grammar, spelling, syntax, logic, organization, clarity, and style errors).

The paper will be due November 22:

The Multicultural Competence Issue Paper will be worth 10% of your final grade.

Part II: Students choosing Option A will also have to design a program, but not actually implement or assess the program. See description in Option B. You will meet the same deadlines listed in Option B. We will discuss this option in further detail in class.

This program design portion will comprise 25% of your final grade in this course

Option B: Program Design & Assessment. This option allows students the opportunity to exercise creativity and flexibility in addressing a training or education issue related to diversity and pluralism in higher education. For this option, students must complete the following steps:

1. Identify an issue in which specific and intentional training or a program in multicultural awareness, multicultural knowledge, and/or multicultural skills would be beneficial. Identify an appropriate audience to be the target of that training.
2. Gain permission and make arrangements to deliver this training or program during the time frame of this course in a college or university setting.
3. Design the training or program with specific learning outcomes and methods of assessing those outcomes. Your program/training design must include the following six elements:
 - a. Description of topic and rationale for selecting it
 - b. Intended audience – who, where, and optimal size (be specific, include level, work responsibilities, and/or other details that will indicate that you have intentionally considered who might best benefit from this session). This should also be logically related to your topic.
 - c. Learning outcomes (make them specific and measurable – “SMART”)
 - d. Time needed for workshop (this should logically relate to the learning outcomes you’ve identified). Consider whether your session should be two hours, half-day, or full-day; one session or multiple sessions over a period of time.
 - e. Materials needed (everything from markers to handouts to laptop and LCD projector and be conscious of Universal Design standards)
 - f. Assessment design – consider the following:
 - i. Will you use a pre- and post-test design?
 - ii. What kind of data will you collect? What is most appropriate given your learning outcomes?
 - iii. How will you analyze your data? What tools do you need to conduct your data analysis?
4. Deliver the program or training (again, this should be sometime this semester)
5. Collect assessment data from the session according to your assessment plan and analyze it.
6. Write a report based on your assessment findings and discuss implications of your findings for revising your program or training to deliver again.

I also strongly advise you to read Chapter 7 in *Multicultural Competence in Student Affairs*, before you finalize your session design.

What you would turn in would likely be a written piece that includes your program design (step #3 above) with several attachments as appendices. These attachments

can include audiovisual material if desired. Questions about this are best discussed individually since these projects will be so unique.

You may conduct your program design and assessment in the context of your internship. I will consider allowing you to choose this option with a partner; however, if your partner is not a student in this class, you must be principally responsible for the design, delivery, and assessment of your program. If you choose this option with a partner from this class, then this will be treated as a group project, both members will be expected to equally share the responsibility for carrying out this project, and one grade will be given to both members of the team.

The following deadlines should be noted to keep you on track with this assignment and allow me the opportunity to give feedback along the way.

- A proposal that briefly summarizes the topic of your session is due September 27.
- A progress report, including your program design, will be due for review on November 1.
- The completed project must be submitted on December 6.

This project will comprise 35% of your final grade in this course.

Option C: Design Your Own. For students feeling particularly adventurous, you may propose your own project or compilation of assignments, including deadlines for assignments and progress reports, as well as proposed weighting (should add up to 35%). Your final product does not have to be written, but needs to be documented in some way. A complete proposal of no more than 2 pages double-spaced must be submitted by September 27 for consideration. If approved, at least one progress report will be due November 1 and the final product will be due by no later than December 6.

Final Grading Scale

90-100 = A 80-89 = B 70-79 = C 60-69 = D <60 = F

In graduate courses, a “B” represents satisfactory work, work that fulfills the basic criteria of the assignment, and is perfectly acceptable. ***“A” work is exemplary, exceptional work that significantly exceeds baseline expectations.*** I would hope your goals in this course go beyond the grade you earn and reach toward the full absorption and integration of learning as outlined by the course goals and your own goals and objectives.

Throughout the semester, I will take the liberty of grading your work on a +/- letter scale.

Course Support and Policies

Accommodations

Services for students with disabilities. On-campus services are at the *Office of Disability Services, 38 College Park Office Building*. The goal of the Office of Disability Services is to help provide equal access and reasonable accommodations to students with disabilities attending BGSU and to act as a resource to faculty and staff. Students

wishing to discuss their eligibility for such accommodations are encouraged to contact the office. Please notify me in advance of the first assignment if you will need any accommodations for a documented disability. **Phone:** 419-372-8495, **Fax:** 419-372-8496, **TDD:** 419-372-9455, **Email:** dss@bgsu.edu

Religious observances. It is the policy of the University to make every reasonable effort to allow students to observe their religious holy days without academic penalty. In such cases, it is the obligation of the student to provide the instructor with reasonable notice of the dates of religious holy days on which he or she will be absent. Absence from classes or examinations for religious reasons does not relieve the student of responsibility for completing required work missed. Following the necessary notification, the student should consult with the instructor to determine what appropriate alternative opportunity will be provided, allowing the student to fully complete his or her academic responsibilities.

Attendance

I assume that all students will attend all scheduled classes, for the duration of the class time. I recognize that situations (other than religious/civic observances) sometimes occur which are beyond your anticipation or control. However, routine meetings, regularly scheduled events/programs, or other non-emergency situations arising with your internship or practicum office are *not* sufficient reasons to miss class. If you must miss class, please try to notify me in advance if possible. Contact one of your fellow students to review the material we covered in class and any announcements. Avoid coming to class late as it disrupts the learning of the class and is disrespectful to all. Significant numbers of absences (i.e., more than two) and/or tardiness will affect your final grade.

Reading and Class Participation

All members share responsibility for the success of this course. As such, you are expected to participate actively in each class session. Doing so requires you to attend every class session for the full period, having prepared by doing all assigned readings and projects *prior* to coming to class. Readings offer us a common language with which to explore our thinking. The reading materials themselves do not determine or create our thinking; that is your job as a learner. Good thinking comes from a critical eye willing to look beyond what is claimed to pursue a number of very important questions. Do I understand what is being explained? Do these ideas fit my experience of the world? Do they change how I think about the world? What are the implications of these ideas; how do they translate into practice? How do they encourage me to act? What are the issues that emerge from these concepts and ideas? You will be asked to make thoughtful contributions in large and small group discussions and share your informed reactions to readings, speakers, and general class discussions.

Non-Sexist/Offensive Language

This class is a place where everyone is free to learn, to express doubt, and to assert convictions. However, with freedom of speech comes responsibility and accountability for that speech. To that end, you are asked to pay attention to both the *effect* and the *intentions* of your words, and to avoid deliberately using language that is demeaning to

others. When listening to other students, assess both the intent and the effect of those words *before* assuming an offensive motive. Any papers using sexist, racist, heterosexist, ableist, ageist, or otherwise inappropriate or biased language will be returned without a grade to be revised and resubmitted. It is also essential that you begin to *role model* (which does not include always *correcting* others) the use of inclusive language for the benefit of students, as well as other staff members with whom you work.

Note: It is no longer appropriate or necessary to refer to an entering undergraduate student as a “freshman” or to a cohort of entering undergraduate students as “freshmen.” You should use the term “first-year” or “first-year class.” Moreover, since most students in college are over the age of 18, they are legally considered adults (regardless of their actions) and it is proper and appropriate to refer to them as *adults* (but not kids), *men* (but not boys), or *women* (but not girls). Finally, although you may still encounter the terms “homosexual” and “homosexuality” in popular media and even older scholarship, it is considered demeaning and offensive. I encourage you to use the acronym *LGBTQ* (lesbian, gay, bisexual, transgender, queer) to refer to non-heterosexual people in general and *same-gender relationships* and *sexual orientation* to reference those relationships and the nature of same-gender sexuality. Also, the term “colored people” is not parallel to saying *people of color* and should not be used. **Most importantly, though, you should use language that corresponds to how people name themselves and their identities.**

Submitting Assignments

All assignments should be submitted *before* the beginning of class on the day for which they are due, unless otherwise noted. A paper copy must be submitted in class **and** an electronic copy uploaded in Canvas. **Make sure your name and the assignment is in the saved title of your document.** Late papers will be graded down at least one-half letter grade each day they are late unless we have made other arrangements prior to the due date.

All written work is to be typed, double-spaced, in a 12-point standard font (such as, Times/Times New Roman, Arial, Geneva, Helvetica, etc. but not Courier), follow *APA 6th Edition* format, and use correct spelling and grammar. Staple all papers in the upper left corner and do not use binders or covers of any type. Cover pages should be included for any written assignment in this class, unless otherwise specified.

I expect your written work to be spell-checked, grammar-checked, **and** proofread. If you have not spell-checked and proofread an assignment, **do not expect to earn a grade higher than a “B.”**

No incompletes will be given in this class except for major emergencies (e.g., hospitalization) and only after consultation with me and mutual agreement upon a contract specifying when the work will be completed. Incompletes will not be granted simply because more time is desired to complete the assignments.

Weather

In most cases, the University will not close for winter conditions unless the Wood County Sheriff's Department declares a Level 3 emergency.⁴ Information about University wide closures is communicated by the Office of Marketing and Communications, which will notify the University Fact Line, local FM & AM radio stations and the four Toledo television stations (see [Weather Policy](#) for lists). For changes in individual class meetings, please refer to the class Blackboard site for postings by the instructor. For students traveling from Toledo or one of the cooperating colleges, please use your best judgment and abide by your county's road closures. Do not place yourself at risk for the sake of trying to get to class. Notify me by phone or e-mail about your delay or absence and make arrangements with a classmate to receive class notes and materials.

Plagiarism

Utilizing the ideas, expressions, or words of another person without proper attribution constitutes plagiarism according to the Academic Charter of this University. **You must cite the source of any work, words, or ideas that are not your own**, utilizing *APA 6th Edition* format (or your closest approximation of it if APA does not provide an exact template). This includes marking direct quotes with quotation marks! Failure to do so may result in the following, depending on the severity of the plagiarism: rewriting the assignment, a grade of "F" for the assignment, and/or an "F" in the course. In addition, *any* instance of plagiarism will be noted in your student file and may also be reported to the Academic Honesty Committee of the Graduate College as stipulated by the Graduate College Catalog (current edition). You are also expected to abide by all other policies and regulations specified in the [Student Handbook](#) outlined by Bowling Green State University. You are encouraged to review the [academic honesty tutorial](#) available online.

Required Readings

Course Schedule

DATE	SCHEDULE. Tentative schedule and readings. Additional readings may be assigned as necessary.
Class 1 Aug. 23	Introduction: Issues of Difference <ul style="list-style-type: none"> • Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). Multicultural competence in student affairs: Read chapter 1 • Arao, B., & Clemens, K. (2013). From safe spaces to brave spaces: A new way to frame dialogue around diversity and social justice.

⁴ *A Handbook of Commonly Shared Employment Policies for BGSU Faculty, Administrative and Classified Staff*, "Severe Weather Closing Policy and Procedures," <http://www.bgsu.edu/downloads/execvp/file8135.pdf>

<p>Class 2 Aug. 30</p>	<p>Difficult Dialogues and Setting a Foundation</p> <ul style="list-style-type: none"> Watt, S. K. (2016). Designing transformative multicultural initiatives: Theoretical foundations, practical applications, and facilitator considerations. Sterling, VA: Stylus. Chapters 1- 4. <p style="text-align: right;">SUBMIT: Optional assignment selections</p>
<p>Class 3 Sept. 6</p>	<p>Multicultural Competence in Teaching and Training</p> <ul style="list-style-type: none"> Pope et al. (2004). Chapters 7 Pieterse, A. L., & Collins, N. M. (2007). A socialization-based values approach to embracing diversity and confronting resistance in intercultural dialogues. <i>College Student Affairs Journal</i>, 26(2), 144-151. Obear, K. (2007). Navigating triggering events: Critical skills for facilitating difficult dialogues. <i>Generational Diversity</i>, 15(3), 23-29. Reason, R. (2007). Rearticulating whiteness: A precursor to difficult dialogues on race. <i>College Student Affairs Journal</i>, 26(2), 127-135. Select 1 article from Journal of Critical Scholarship on Higher Education, v. 2 (2016). Special issue: Students' critical reflections on racial (in)justice. (On Canvas.)
<p>Class 4 Sept. 13</p>	<p>Social Systems at Work (<i>Heavy Reading week</i>)</p> <ul style="list-style-type: none"> Johnson, A. G. (2006). Privilege, Power, & Difference (2nd ed.). Read entire book Harro, B. (2015). The cycle of socialization. In M. Adams & Associates, <i>Readings for diversity and social justice</i> (3rd ed., pp. 45-52). New York, NY: Routledge.
<p>Class 5 Sept. 20</p>	<p>K-12 Pipeline and Influence on Educational Equity</p> <ul style="list-style-type: none"> Stulberg, L. M., & Weinberg, S. L. (Eds). (2011). Diversity in American higher education: Toward a more comprehensive approach. Chapters 1-3. Gorski, P. C. (2012). Perceiving the problem of poverty and schooling: Deconstructing the class stereotypes that mis-shape education practice and policy. <i>Equity and Excellence in Education</i>, 45, 302-319. <p style="text-align: right;">SUBMIT: Critical Reflection #1</p>
<p>Class 6 Sept. 27</p>	<p>The Diversity Imperative: Postsecondary Institutional & Legal Ramifications</p> <ul style="list-style-type: none"> Stulberg, L. M., & Weinberg, S. L. (Eds). (2011). Diversity in American higher education. Chapters 4-7, Chapter 20. (See discussion questions on Canvas to focus reading.) Watt, S. K. (Ed.). (2015). <i>Designing transformative multicultural initiatives</i>. Sterling, VA: Stylus. Chapters 13 & 15 <p style="text-align: right;">Submit: Proposals for PDA or DYO</p>

<p>Class 7 Oct. 4</p>	<p>Multicultural Competence as an Educational Process and Outcome</p> <ul style="list-style-type: none"> • Hurtado, S. (1996). How diversity affects teaching and learning. <i>Educational Record</i>, 77(4), 27-29. • Reason, R., & Watson, K. (2011). Multicultural competence and social justice advocacy. In D. L. Stewart (Ed.), <i>Multicultural student services on campus: Building bridges, re-visioning community</i> (pp. 267-281). ACPA Books and Media Publication. Sterling, VA: Stylus Publishing. • Mohanty, S. P. (2010, June 1). Diversity's next challenges. <i>Inside Higher Ed</i>. Retrieved June 18, 2010 from http://www.insidehighered.com/layout/set/print/views/2010/06/01/mohanty • Nash, R. J. (2010). "What is the best way to be a social justice advocate?": Communication strategies for effective social justice advocacy. <i>About Campus</i>, 15(2), 11-18. doi: 10.1002/abc.20017 • Viray, S., & Nash, R. J. (2014). Taming the madvocate within: Social justice meets social compassion. <i>About Campus</i>, 19(5), 20-27. <p style="text-align: right;">Each One, Teach One-Group 1</p>
<p>Oct.11</p>	<p>Fall Break (No Class)</p>
<p>Class 8 Oct. 18</p>	<p>Understanding Progress and Continuing Challenges in American Higher Education</p> <ul style="list-style-type: none"> • Stulberg, L. M., & Weinberg, S. L. (Eds). (2011). Diversity in American higher education. Chapters 8-15. <p style="text-align: right;">Each One, Teach One-Group 2</p>
<p>Class 9 Oct. 25</p>	<p>Positioning Student Affairs and Support Services</p> <ul style="list-style-type: none"> • Kupo, V. L. (2011). Remembering our past to shape our future. In D. L. Stewart (Ed.), <i>Multicultural student services on campus: Building bridges, re-visioning community</i> (pp. 13-28). ACPA Books and Media Publication. Sterling, VA: Stylus. • Manning, K. (2009). Philosophical underpinnings of student affairs work on difference. <i>About Campus</i>, 14(2), 11-17. doi: 10.1002/abc.284 • Shuford, B. C. (2011). Historical and philosophical development of multicultural student services. In D. L. Stewart (Ed.), <i>Multicultural student services on campus: Building bridges, re-visioning community</i> (pp. 29-37). ACPA Books and Media Publication. Sterling, VA: Stylus Publishing. • Stewart, D. L. (2008). Confronting the politics of multicultural competence. <i>About Campus</i>, 13(1), 10-17. <p style="text-align: right;">Each One, Teach One-Group 3</p>

<p>Class 10 Nov. 1</p>	<p>Multicultural Competence in Ethics and Professional Standards</p> <ul style="list-style-type: none"> • Pope et al. (2004). Chapters 6 • Gallardo, M. E., Johnson, J., Parham, T. A., Carter, J. A. (2009). Ethics and multiculturalism: Advancing cultural and clinical responsiveness. <i>Professional psychology: Research and Practice</i>, 40(5), 425-435. doi: 10.1037/a0016871 • Taneja, A. (2007). From oppressor to activist: Reflections of a feminist journey. In S. Tarrant (Ed.), <i>Men speak out: Views on gender, sex, and power</i>. New York: Routledge. • Washington, J. (2007). Social justice in higher education: From awareness to action. <i>Leadership Exchange</i>, 5(3), 12-15. <p style="text-align: right;">SUBMIT: Progress Report for PDA or DY0</p>
<p>Class 11 Nov. 8</p>	<p>Multicultural Competence in Administration and Management & Creating Multicultural Change on Campus</p> <ul style="list-style-type: none"> • Pope et al. (2004). Chapter 3 • Pope, Reynolds, & Mueller (2014). Creating multicultural change on campus. San Francisco, CA: Jossey-Bass. Chapters 1-5 <p>For your reference: Grieger, I. (1996). A multicultural organizational development checklist for student affairs. <i>Journal of College Student Development</i>, 37, 561-573.</p> <p style="text-align: right;">Each One, Teach One-Group 4</p>
<p>Class 12 Nov. 15</p>	<p>Creating Multicultural Change on Campus (Cont'd)</p> <ul style="list-style-type: none"> • Pope, Reynolds, & Mueller (2014). Creating multicultural change on campus. San Francisco, CA: Jossey-Bass. Chapters 6-8 • Barnhardt, C., Ramos, M., & Reyes, K. (2013). Equity and inclusion in practice: Administrative responsibility for fostering undocumented students' learning. <i>About Campus</i>, 18(2), 20-26. doi: 10.1002/abc.21112
<p>Class 13 Nov. 22</p>	<p>Multicultural Initiatives in Teaching and Administration</p> <p>Watt, S. K. (Ed.). (2015). <i>Designing transformative multicultural initiatives</i>. Sterling, VA: Stylus. Chapters 7-11</p> <p style="text-align: right;">Issue Paper due (Option A only)</p>
<p>Class 14 Nov. 29</p>	<p>Multicultural Competence in Helping and Advising Multicultural Competence in Assessment and Research</p> <ul style="list-style-type: none"> • Pope et al. (2004). Chapters 4 & 5 • Jacobson, W. (2015). Sharing power and privilege through the scholarly practice of assessment. In S. K. Watt (Ed.) <i>Designing transformative multicultural initiatives</i> (pp. 89-102). Sterling, VA: Stylus.

<p>Class 15 Dec. 6</p>	<p>Multicultural Competence in Theory and Translation</p> <ul style="list-style-type: none"> • Pope et al. (2004). Chapter 2 • Abes, E. S. (2016). Situating paradigms in student development theory. In E. S. Abes (2016). <i>Critical perspectives on student development theory</i>. (New Directions for Student Services, no. 154, pp. 9-16). San Francisco, CA: Jossey-Bass. • Jones, S. R., & Stewart, D-L. (2016). Evolution of student development theory. In E. S. Abes (2016). <i>Critical perspectives on student development theory</i>. (New Directions for Student Services, no. 154, pp. 17-28). San Francisco, CA: Jossey-Bass. • Reason, R. D., & Kimball, E. W. (2012). A new theory-to-practice model for student affairs: Integrating scholarship, context, and reflection. <i>Journal of Student Affairs Research and Practice</i>, 49, 359-376. <p style="text-align: right;">SUBMIT: Completed PDA or DYO</p>
<p>Class 16 Dec. 13</p>	<p>Course Wrap Up and Conclusions</p> <ul style="list-style-type: none"> • Hurtado, S., Milem, J. F., Clayton-Pedersen, A. R., & Allen, W. R. (1998). Enhancing campus climates for racial/ethnic diversity: Educational policy and practice. <i>The Review of Higher Education</i>, 21, 279-302. • Harper, S. R., & Hurtado, S. (2007). Nine themes in campus racial climates and implications for institutional transformation. <i>New Directions for Student Services</i>, Winter 2007, 7-24. • Jenkins, T. (2009). A seat at the table that I set: Beyond social justice allies. <i>About Campus</i>, November-December, 27-29. doi: 10.1002/abc.305 <p style="text-align: right;">SUBMIT: Critical Reflection #2</p>

**This syllabus is intended to guide our work throughout this semester but is subject to revision at my discretion. Changes will be announced in class or electronically.