I have come to believe that our lives can be turned in a different direction, our minds adopt a different way of thinking, by some significant, though small event. That belief can be frightening, or exhilarating, depending on whether you just contemplate it or do something with it.

--Howard Zinn

"Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

— Paulo Freire (Pedagogy of the Oppressed)

Instructor: John Lenssen
Email: lenssenj@mindspring.com
Cell Phone: 541 905 3292
Office Hours: By appointment

REQUIRED TEXTS AND READINGS:


Additional required readings are posted on Blackboard and listed in syllabus.

COURSE DESCRIPTION:

This course is designed to provide a broad exposure to issues of diversity for professionals preparing for work in school and clinical settings. This course will provide students with a framework to facilitate increased understanding of others and of self around issues of identity, culture, ethnicity, sexual orientation, gender, social class, disability, and other diversity issues. It will also cover content related to integrating diversity and understanding and valuing differences within classroom, school, and clinical settings. The course content will include:

1. Lectures, activities, readings, videos, and discussion groups that will focus on helping students develop cross cultural awareness and proficiency.
2. A review of current thoughts, practices, and theories of human diversity as they apply to professionals working in schools and human service agencies, and to the populations these professionals and settings serve.
3. Engaging in activities aimed at increasing self-awareness about personal values and beliefs. This includes doing self-exploration exercises throughout the course such as journal writing and group discussions with peer feedback to increase self-awareness.
4. Examining the diverse roles and responsibilities of educational and human service professionals in responding to our diverse society.
COURSE COMPETENCIES:

Upon completion of this course, students are expected to:

1. Define and classify your own individual values, beliefs, and biases around issues of diversity and culture.
2. Comprehensively describe how these values, beliefs, and biases impact your interactions with people of diverse backgrounds.
3. Demonstrate an understanding of major conceptualizations regarding ethnic and cultural identity development, gender roles, sexual orientation, and within- and between-group similarities and differences among various diverse groups.
4. Demonstrate an understanding of the functions and influence of stereotyping, prejudice, and in- and out-group biases in shaping people's beliefs and behaviors towards others.
5. Identify possible other “worldviews” that may be incongruent with your own.
6. Demonstrate an understanding of major models of cultural sensitivity and attitudinal stages of culturally different individuals.
7. Apply these conceptual models to yourself and others with whom you work to foster understanding of the impact of diversity issues on our lives.
8. Identify how your values, beliefs, and biases may exclude you from working with a particular individual or population.

COURSE EXPECTATIONS:

Format. Class meets routinely Monday evenings. Experiential activities and discussion groups will take place during class and/or outside of class.

Attendance and Participation. Regular attendance and participation in class are mandatory for this course. We also realize that unavoidable absences do occur. It is the student's responsibility to advise the instructor when an absence will occur and to make up all assigned work.

Reading Assignments. You are expected to complete all assigned readings before the date that the reading will be discussed. We understand that it may take you one or two class periods to meet this expectation. Do the best you can.

Late Work. As a rule, no late work will be accepted and exams will not be rescheduled. If an unforeseen legitimate illness or personal crisis occurs, it is your responsibility to contact a GTF or instructor before the due date.

Respect and Confidentiality. In this course, you are entering an experience that involves a fair amount of role-playing activities, discussion of controversial perspectives and topics, and self-exploration. Naturally, in the course of discussion, it is possible for a student colleague to say something personally important and confidential. It is your ethical duty to maintain a sense of
respect for and trust with your colleagues. If someone divulges personally important information, it is your obligation to keep that information confidential. These same principles hold when doing activities outside of class. In short, it is expected that we all maintain each others privacy regarding information shared in this class.

All of us have biases, prejudices, and lack sensitivity to others at times. For optimal growth, it is crucial that, when you are offended by something said in class, you recognize both your right to feel offended and your obligation to not judge the person who made the statement. It is important for both the receiver and sender to appreciate the other person’s perspective and the factors that may have contributed to that person’s perspective. An important aspect of diversity of viewpoints is that we each can grow from open exposure to and discussion about ideas that differ from our own.

For your own consideration, you have the right and responsibility to share only those personal ideas and opinions that you are comfortable disclosing. Please talk to me about any obstacles or personal concerns you have about class discussions, role-plays, or experiential activities.

Compliance with UO and COE Guidelines.

a. Respective for Diversity: In this course, class discussions, projects/activities and assignments will challenge students to think critically about the impact of cultural, religious, gender, race, socioeconomic, physical and cognitive ability, and sexual differences. Students will be encouraged to develop or expand their respect and understanding of such differences.

b. Student Conduct: COE Policy Regarding Termination of Students from Programs is contained in the COE Academic Policies and Procedures Handbook in Section A. According to this policy, students can be terminated from programs for three types of reasons: behavioral, academic and legal/ethical. Each program is responsible for developing a specific set of policies in regard to student termination. In addition, the COE termination policy is contained in the UO Bulletin.

c. Students with Disabilities: Appropriate accommodations will be provided for students with documented disabilities. This documentation must come in writing from the Disability Services in the Office of Academic Advising and Student Services. To obtain this document contact Molly Sirois at 346-1155 or sirois@oregon.uoregon.edu. If you have a documented disability and require accommodation, please meet with the course instructor within the first two weeks of the term.

ASSIGNMENTS:

1. Participation/Attendance. Your regular attendance and participation is worth 20 points towards your grade. Regular attendance means both coming to class on time, staying for the entire class session, and attending outside-of-class activities. Participation also includes a minimum of 3 posting on the Discussion Board. Participation means actively contributing to the discussions that will occur in class and on the Discussion Board. We are all interested in your opinions. We will do our best to make this class a safe place to express them.

2. Journal. You will be required to keep an ongoing journal, minimum of one entry per class, that will be randomly collected during the term and at the end of the term. In it, you are expected to give your reactions to the readings, class discussions, and experiential activities. Occasionally, we will give a specific topic or question for you to ponder in your journal. The journal will be worth 20 points.
3. **Multicultural Critical Event Analysis.** For this project, you will select from a number of complex culturally related situations that are likely to be encountered in educational settings, conduct a thorough analysis of the issues outlined in the vignette you select, and prepare a paper that documents your analysis and a specific plan for responded to the situation. This assignment will be worth 30 points and is due on May 21.

4. **Mid-term Quiz.** The quiz will include multiple choice, true/false, and short answer “thought” questions. The quiz will be worth 30 points and will be administered on May 7.

5. **Cultural Encounter Project.** You and three of your classmates will research an unfamiliar cultural subgroup and engage in some face-to-face contact with that group. Your group will then prepare and present a poster in class that documents your experience. Your group will also write a scholarly paper summarizing your project and citing relevant literature on the issues faced by the focal group, as well as your personal reactions to your encounter with this group (e.g., preconceived biases, things that surprised you, thoughts, and feelings). You will receive a handout describing the requirements in detail. Due on June 4, This project will be worth 40 points.

6. **Final Exam.** The comprehensive final examination for this course will be structured like the midterm quiz. We will provide some time for review prior to the exam. The exam will be given on June 11. The final will be worth 60 points.

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**GRADING:**

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<tr>
<td>Participation (10%)</td>
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<td>Journal (10%)</td>
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<td>Multicultural Critical Events Analysis (15%)</td>
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<td>Mid-term Quiz (15%)</td>
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<tr>
<td>Cultural Encounter Project (20%)</td>
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**Pass** = 160-200  
**No-Pass** = <160

**Notes.** In addition to point requirements, students must also complete each required assignment in order to pass this course. Also, percent scores will be given for each assignment and relative class standing statistics will be available to all students.

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**FULL REFERENCES FOR READINGS:**


Hall, Edward (adapted by Education and Training Consultants, Inc.), Hall’s Cultural Factors.

Howard, Gary (1999), *We Can’t Teach What We Don’t Know*. ch. 3 “Decoding the Dominance Paradigm”, Teachers College Press.


McIntosh, Peggy (1988), (web article) *White Privilege: Unpacking the Invisible Knapsack*.

Moule, Jean (2009) Acknowledging our possible biases and working together openly is essential for developing community in our schools.(copied with author’s permission)


Salem-Keizer Coalition for Equality (2008), *Educate and Inspire*.


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<thead>
<tr>
<th>Class</th>
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<tbody>
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<td>1</td>
<td>04/02/12</td>
<td>Course Overview, Expectations, Commitment to Collaboration, Active listening, and confidentiality</td>
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<td>04/09/12</td>
<td>Culture, Intercultural Communication, Cultural simulation</td>
<td>B &amp; B, Ch. 1-3, Hall Lenssen</td>
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<td>Dynamics of Bias and Prejudice Microaggressions Multicultural Education</td>
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<td><strong>Midterm</strong> Sexual Orientation</td>
<td>Greene, Human Rights Watch GLSEN</td>
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<td>Exceptionality Language and Acculturation</td>
<td>B &amp; B, Ch. 12, 13-15</td>
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<td>Engaging Diverse Families Religion Multicultural CriticalAnalysis due</td>
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<td>Holiday</td>
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<td>06/11/12</td>
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