George Mason University
College of Education and Human Development
School Psychology Program
SPSY 753 -- Multiculturalism in Schools
3 Credits
Spring/2020
4:00/10340 Democracy Ln 203N

Instructor: Ellen W. Rowe, Ph.D.
Office Hours: Tuesdays 3-4; Thursdays, 4:30-5:30
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Prerequisites/Corequisites
None

Catalog Description
Introduces school/educational/developmental psychology graduate students to issues and recent research on multicultural competence and multiculturalism in schools. Develops self-awareness around issues of diversity and expands knowledge base in multiculturalism. Provides an opportunity to read research in the field on RTI, Consultation, Intervention, and Assessment that has a multicultural perspective or component.

Course Overview
Not Applicable

Course Delivery
This course will be taught in the style of a graduate seminar. As a result, you will be expected to complete all readings and come to class prepared to discuss the day's readings and topic. It is expected that all students will participate in the discussion and will generate thoughtful questions and dialogue. Due to the discussion nature of the class, electronic equipment (cell phones, computers, etc.) is to be turned off during class unless otherwise indicated. Use of technology other than email is not required for this class.

Learner Outcomes or Objectives
This course is designed to enable students to do the following:

1. Gain self-awareness and knowledge around issues of cultural diversity
2. Explore concepts, perspectives, and historical and current issues in the area of diversity
3. Understand multicultural issues in the schools
4. Develop multicultural perspectives to research in the areas of RtI, consultation, intervention, and assessment
5. Recognize the importance of advocacy and avenues of action for professionals who work in the broad field of education (in a school, in government, in policy).
6. Develop the ability to discuss multicultural issues thoughtfully and respectfully

Professional Standards

This course contributes to the development of knowledge and skills in the following National Association of School Psychologists (NASP) professional standards:
VII. Diversity in Development and Learning

Required Texts:
Lopez, E. C., Nahari, S. G., & Proctor, S. L. (Eds.). (2017). Handbook of multicultural school psychology: An interdisciplinary perspective. New York: Rutledge.

DiAngelo, Robin (2018). *White fragility: Why it's so hard for white people to talk about racism*. Boston: Beacon Press.

Supplemental Text (not required for purchase):
Jones, J. M. (Ed.). (2009). *The psychology of multiculturalism in the schools*. Bethesda, MD: NASP

Required Journal Readings:
Most are available through GMU library databases (PsycINFO)

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments**
  Weekly reflection papers:
  You are to complete relatively brief (1-2 pages), reflection papers each week on the assigned reading for that week. The papers should consist of your reactions to, questions about, or personal thoughts on the readings and can be a starting point for in-class discussions. Reflection papers should mention (at least) all readings. You are also required to generate at least two questions for possible discussion in class. The questions should be listed at the end of your reflection, if they are not clear. I welcome your comments on class events or discussion from the previous weeks in reflection papers as well.
  Class Project:
  Each student is to complete a class project related to issues of multiculturalism in schools/education or multicultural practice. You may work in teams of two or independently. You are expected to have identified a topic and contacted me about your topic by end of February. You may generate your own topics, or you may work in consultation with me to select a topic. Each person/team should prepare a presentation of approximNately 20 minutes on their topic. Students are expected to provide a summary handout of their project to classmates and the professor. Project grades will be assigned based primarily on the content of the presentation and the handout.
  Cultural Heritage Paper:
  Students will prepare a final paper discussing their own cultural heritage and its impact upon their interaction with minority and majority people. Literature or personal experiences can be used and incorporated in the paper. The paper should not exceed ten pages.
  Class Participation:
  Attendance and on-going participation will form the majority of your grade for participation. The goal is not a formal presentation, simply a discussion.
  Because a goal of the class is increased awareness regarding perspectives or views that may differ from our own, a general demeanor of openness and consideration toward one another is expected.

- **Attendance**: Because this is a seminar class based on class discussion, attendance is required.

- **Grading:** The percentage of the final grade contributed by each of the requirements is as follows:

Weekly reflection papers	100 (10) points each
Class participation	25 points
Class Project	50 points
Cultural Heritage Paper	25 points
Total Points Possible	200

The final grade will be determined on the following scale:

(Please note: A course grade less than B- requires that you retake the course. A grade of "F" does not meet requirements of the Graduate School of Education. Students must maintain a minimum GPA of 3.0 [B average] to remain in good academic standing.)

A = 93-100% (186-200)
A- = 90-92% (180-185)
B+ = 87-89% (174-179)
B = 83-86% (166-173)
B- = 80-82% (160-165)
C = 70-79% (140-159)
F = below 60% (below 140)

Professional Dispositions

See https://cehd.gmu.edu/students/polices-procedures/

Class Schedule

SCHEDULE OF TOPICS and Readings

Jan. 21   Review Syllabus
- Discuss Project Implicit & decide on first Project Implicit assignment
  Information: https://www.psychologicalscience.org/observer/the-bias-beneath-two-decades-of-measuring-implicit-associations
  https://www.chronicle.com/article/Can-We-Really-Measure-Implicit/238807
  Register:
  https://implicit.harvard.edu/implicit/research/registration/Register.jsp
  Take tests: https://implicit.harvard.edu/implicit/selectatest.html
- Read handout scenario in class: Croteau, J. M. One struggle through individualism: Toward an antiracist white racial identity. *Journal of Counseling & Development*, 77, 30-32.
- **America to Me (1st segment)**

Jan. 28   Jones Text, chapter 1 & 5 **Toward Multicultural Competence: A Practical Model… & Pathways on a Journey**
- Discuss Project Implicit results & decide on next assignment
- Video: **The Psychology of Racism** with Derald Wing Sue

Malone, C. M., Briggs, C., Ricks, E., Middleton, K., Fisher, S., & Connell, J. (2016). Development and initial examination of the School Psychology Multicultural Competence Scale. *Contemporary School Psychology, 20*(3), 230–239. https://doi-org.mutex.gmu.edu/10.1007/s40688-015-0079-1

Feb. 4   DiAngelo Text, Chapters 1-6
- ▪ Discuss Project Implicit results & decide on next assignment
- ▪ Read handout scenario in class: Ortiz, S. O. You'd never know how racist I was if you met me on the street. *Journal of Counseling &* Development, 77, 9-12.
- ▪ **America to Me (segment 2)**

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L. & Esquilin, M. (2007). Racial microaggressions in everyday life: Implications for everyday life. *The American Psychologist, 62*, 271-286.

Schacht, T. (2008). A broader view of racial microaggression in psychotherapy. *American Psychologist, 63,* 273.

Thomas, K. R. (2008). Macrononsense in multiculturalism. *American Psychologist, 63,* 274–275.

Harris, R. S. (2008). Racial microaggression? How do you know? *The American Psychologist, 63,* 275-276.

Goodstein, R. (2008). What's missing from the dialogue on racial microaggressions in counseling and therapy. *American Psychologist, 63,* 276–277.

Sue, D. W., Capodilupo, C. M., Nadal, K. L., & Torino, G. C. (2008). Racial microagressions and the power to define reality. *The American Psychologist, 63*, 277-279.

Feb. 11   Text, chapters 5 & 3. **Understanding Privilege & Social Justice**
- • Video: **The Color of Fear**

Readings on Helms Racial Identity Model:
https://en.wikipedia.org/wiki/White_Racial_Identity_Development AND
https://www.boisestate.edu/mss/tunnel-of-oppression/inside-the-tunnel/helms-white-racial-identity-development-model/

Todd, N. R., & Abrams, E. M. (2011). White dialectics: A new framework for theory, research, and practice with White students. *The Counseling psychologist, 39*, 353 -395

Sue, D. W., (2011). The challenge of white dialectics: Making the "invisible" visible. *The Counseling Psychologist, 39*, 415-422.

Fortgang, T. (2014, April 2). *Checking my privilege: Character as the basis of privilege* (Weblog post). Retrieved from **http://theprincetontory.com/main/checking-my-privilege-character-as-the-basis-of-privilege/**

Feb. 18   No class: National Association of School Psychologists Annual Convention

Feb. 25   DiAgnelo Text, Chapters 7-12 **Privilege, Awareness, Action, Social Justice (cont.)**

- Discuss Color of Fear
- Privilege Walk
- Definitions: racism, antiracism & equity (Singleton & Linton, 2006 and DiAngelo)
- **America to Me (Segment 3)**

Shriberg, D., Desai, P. (2014). Bridging social justice and children's rights to enhance school psychology scholarship and practice. *Psychology in the Schools, 51*, 3-14.

March 3   Lopez et al. Text, chapter 9. **Counseling**
- Read handout scenarios: Williams, C. B. (1999). Claiming a biracial identity: Resisting social constructions of race and culture. *Journal of Counseling & Development*, 77, 33-35.
- Weeber, J. E. (1999). What could I know of racism. *Journal of Counseling & Development*, 77, 20-23
- Listen to: Gentrified https://www.npr.org/transcripts/808275148
- America to Me (Segment 4)

Day-Vines, N. L., Wood, S. M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., et al. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development, 85*, 401-409.

Kim, B. S. K., Green, J. L. G., Klein, E. F. (2006). Using storybooks to promote multicultural sensitivity in elementary school children. *Journal of Multicultural Counseling and Development, 34*, 223-234.

Graybill, E. C., Varjas, K., Meyers, J., & Watson, L. B. (2009). Content-specific strategies to advocate for lesbian, gay, bisexual, and transgender youth: An Exploratory study. *School Psychology Review, 38*, 570-584.

Nadal, K. L. (2014, February 7). Stop saying "That's so gay!": 6 types of microaggressions that harm LGBTQ people. (Web log post). Retrieved from https://psychologybenefits.org/2014/02/07/anti-lgbt-microaggressions/

March 10   **GMU Spring Break, no class**

March 17   Lopez et al. Text, chapters 3-4. C**onsultation**
- Video: **People Like Us, Social Class in America**

Sheridan, S. (2000). Considerations of multiculturalism and diversity in behavioral consultation with parents and teachers. *School Psychology Review, 29*, 344-353.

Lopez, E. (2000). Conducting consultation through interpreters. *School Psychology Review, 29*, 378-388.

March 24   Lopez et al. Chapter 6, **RtI & Academic Skills**
- America to Me (Segment 5-6)

Kamps, D., Abbott, M., Greenwood, C., Arreaga-Mayer, C, Wills, H., Longstaff, J., et al. (2007). Use of evidence-based, small-group reading instruction for English language learners in elementary grades: Secondary-tier intervention. *Learning Disabilities Quarterly, 30*, 153-168.

Saenz, L. M., Fuchs, L. S., & Fuchs, D. (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children, 71*, 231-247.

(Skim article below but comment on in reaction paper)
O'Connor, R. E., Bocian, K. M., Sanchez, V., & Beach, K. D. (2014). Access to a responsiveness to intervention model: Does beginning intervention in kindergarten matter? *Journal of Leaning Disabilities, 47*, 307-328.

March 31   Lopez et al. Text, chapter 11. **Assessment**
- Guest speaker(s): Multicultural assessment in schools
- Handout on Culture-Language Interpretive Matrix (C-LIM; Flanagan & Ortiz, 2001) and report with C-LIM

Kransler, J. H., Flores, C. G., & Coady, M. (2010). Examination of the cross-battery approach for the cognitive assessment of children and youth from diverse linguistic and cultural backgrounds. *School Psychology Review*, *39*, 431-446.

Readings on WIDA: https://wida.wisc.edu/
What is WIDA: https://wida.wisc.edu/about
WIDA English Language Development Standards Skim pages 1-20 (or more if interested):
https://wida.wisc.edu/sites/default/files/resource/2012-ELD-Standards.pdf

Becoming bilingual: A few reminders (CALP & BICS)
Hayes, Judy (2007). How Students Acquire Social and Academic Language.
http://www.ascd.org/publications/books/106048/chapters/How-Students-Acquire-Social-and-Academic-Language.aspx

Noland, R. M. (2009). When no bilingual examiner is available: Exploring the use of ancillary examiners as a viable testing solution. *Journal of Psychoeducational Assessment, 27*, 29-45.

April 7	Lopez et al. Text, Chapters 15 & 17 **Systems-based Issues**
	• America to Me (Segment 7-8)

Morgan, P. L., Farkas, G., Hillemeier, M. M., Mattison, R., Maczuga, S., Li, H., & Cook, M (2015). Minorities are disproportionately underrepresented in special education: Longitudinal evidence across five disability conditions. Educational Researcher, 44, 278-292.

American Psychological Association Task Force on Zero Tolerance. Are zero tolerance policies effective in the schools? An evidentiary review and recommendations. *The American Psychologist, 63*, 852-862.

Flannery, M. E. (2015). The school to prison pipeline: Time to shut it down. Retrieved from http://neatoday.org/2015/01/05/school-prisonpipeline-time-shut/

April 14	R**esearch**
	• Guest Speakers

Mandara, J., Varner, F., Greene, N., & Richman, S. (2009). Intergenerational family predictors of the black-white achievement gap. *Journal of Educational Psychology, 101*, 867-878.

Skiba, R. J., Chung, C., Trachok, M., Baker, T. L., Sheya, A., & Hughes, R. L. (2014). Parsing disciplinary disproportionality: Contributions of infraction, student, and school characteristics to out-of school suspension and expulsion. *American Educational Research Journal, 51*, 640-670.

Sung, H.Y. (2010). The influence of culture on parenting practices of East Asian families and emotional intelligence of older adolescents; A qualitative study. *School Psychology International, 31*, 199-2

April 21	**Project presentations**
April 28	**Project presentations/catch up/class evaluations**
May 12	**Cultural Heritage Paper due by 4:00 pm (but you are welcome to submit early)**

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Policies and Resources for Students

Policies

- Students must adhere to the guidelines of the Mason Honor Code (see https://catalog.gmu.edu/policies/honor-code-system/).

- Students must follow the university policy for Responsible Use of Computing (see https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/).

- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see https://ds.gmu.edu/).

- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .