

George Mason University  
College of Education and Human Development  
School Psychology Program  
SPSY 753 -- Multiculturalism in Schools  
3 Credits  
Spring/2021  
Wednesdays/4:30-7:10

**Instructor:** Ellen W. Rowe, Ph.D.

**Email:** erowe@gmu.edu

**Office Location:** 10340 Democracy Lane, room 202C

**Office Hours:** Wednesday, 3-4

**Office Phone:** Democracy Lane-703-993-4731

**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:**

Olou, Ijeoma (2018). *Want to talk about race*. Seal Press.

**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 assignments (reading, podcasts, etc.) 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 assignments. Please generate at least two questions or observations 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 approximately 15-20 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 experience, interaction with minority and majority people, and world view. Literature or personal experiences can be used and incorporated in the paper. The paper should not exceed ten pages.

**Class Participation:**

Your facilitation as class discussant, 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
Discussion Leader & 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. 27      Review Syllabus & **ESTABLISH CLASS NORMS**
- Discuss and decide norms for this class (confidentiality?; respect?; feedback?; listening with as much openness as possible? other?)
  - 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: <https://www.yahoo.com/news/racial-slur-viral-video-reckoning-162721930.html>
  - Read handout scenarios:
    - 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.
    - Weeber, J. E. What could I know of racism. *Journal of Counseling & Development*, 77, 20-23.

- Braun, C. B. Claiming a biracial identity: Resisting social constructions of race and culture. *Journal of Counseling & Development*, 77, 33-35.
- Durodoye, B. A. On the receiving end. *Journal of Counseling & Development*, 77, 45-47.
- Croteau, J. M. One struggle through individualism: Toward an antiracist white racial identity. *Journal of Counseling & Development*, 77, 30-32.

- Feb. 3            Olou book, chapters 1-5 Class Discussants: Ariel, Gary, & Anita
- Podcast: <https://www.npr.org/transcripts/479733094> Code Switch, Can We Talk about Whiteness
  - Read/review: [https://psychology.umbc.edu/files/2016/10/White-Privilege\\_McIntosh-1989.pdf](https://psychology.umbc.edu/files/2016/10/White-Privilege_McIntosh-1989.pdf)
- Feb. 10           Olou book, chapters 6-9 class discussants: Courtney, Cece, & Tamera
- Podcast: <https://www.npr.org/transcripts/731867149> Code Switch, A Tale of Two School Districts
  - Read: <http://theprincetonatory.com/main/checking-my-privilege-character-as-the-basis--privilege/>
- Feb. 17           Olou book, chapters 10-12 class discussants: Yara, Jocelyn, & Sarah
- 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 microaggressions and the power to define reality. *The American Psychologist*, 63, 277-279.
- Feb. 24           Olou book, chapters 13-15 class discussants: SoMi, Samii, & Ilana
- **Readings on Helms Racial Identity Model:**  
[https://en.wikipedia.org/wiki/White\\_Racial\\_Identity\\_Development](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.  
Retrieved from

March 3

Olou book, chapters 16-17 class discussants: Katie, Courtney, & Cece

- <https://www.npr.org/transcripts/721733303> Hidden Brain, What’s Not on the Test: The Overlooked Factors that <can> Determine Success
- <https://www.npr.org/2016/12/07/504482762/audie-and-the-not-so-magic-school-bus> Code Switch, Audie and the Not So Magic School Bus

March 17

**Counseling** class discussants: Tamera, Anita, Ilana

**Reaching younger people:**

- Listen to: Gentrified <https://www.npr.org/transcripts/808275148>
- Listen: <https://www.npr.org/2020/03/14/814630039/a-history-book-that-isnt-finding-a-way-to-teach-racism-to-a-new-generation>
- Review: <https://www.commonsemmedia.org/lists/dr-ibram-x-kendis-picks-anti-racist-books-for-kids>
- Podcast: <https://www.npr.org/sections/codeswitch/2017/10/18/558104287/a-year-of-love-and-struggle-in-a-new-high-school> Code Switch, Episode 1 Ron Brown
- 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 24

**Consultation** class discussants: Somi, Samii

- Video: **People Like Us, Social Class in America (watch at least episodes 1-4)**
  - [https://www.youtube.com/watch?v=nU5MtVM\\_zFs&list=RDCMUCjkRvhR897IK4Int-VgnOgg&index=1](https://www.youtube.com/watch?v=nU5MtVM_zFs&list=RDCMUCjkRvhR897IK4Int-VgnOgg&index=1)
- Podcast: <https://www.npr.org/sections/codeswitch/2017/10/25/559535682/they-cant-just-be-average-lifting-students-up-without-lowering-the-bar> Code Switch, Episode 2 Ron Brown

- 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 31

**RtI & Academic Skills** class discussants: Ariel, Sarah, & Yara

- Podcast: <https://www.npr.org/sections/codeswitch/2017/11/01/561066256/to-fail-or-not-to-fail-the-fierce-debate-over-high-standards> Code Switch, Episode III Ron Brown
- Lopez et al. Chapter 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 Learning Disabilities*, 47, 307-328.

April 7

**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.
  - Styck, K. M., Watkins, M. W. (2013). Diagnostic utility of the Culture-Language Interpretive Matrix for the Wechsler Intelligence Scales for Children—Fourth Edition among referred students. *School Psychology Review*, 42, 367-382.
  - 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>

April 14

**Systemic Concerns in Schools class discussants:** Gary, Katie, Jocelyn

- Podcast 1: <https://www.npr.org/2017/11/08/562566811/reflections-on-a-year-at-ron-brown-high> Code Switch, Episode IV Ron Brown
- Podcast 2: <https://www.npr.org/2018/10/31/662295185/is-ron-brown-high-school-working> Code Switch, Is Ron Brown Working
- Lopez et al. Text, Chapters 15
- 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.
- 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 21

**Project presentations/catch up/class evaluations**

April 28

**Project presentations**

May 5

**EXAM: Cultural Heritage Paper due by 4:30 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](mailto: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](mailto:titleix@gmu.edu).

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