

George Mason University
College of Education and Human Development
School Psychology Program
SPSY 753 -- Multiculturalism in Schools
3 Credits, Spring 2023
Tuesdays, 4:30-7:10\10340 Democracy Lane, classroom

Instructor: Ellen W. Rowe, Ph.D.

Office Hours: Tuesdays, 3-4 or after class and any time on zoom

Office Location: West 2007 (*I can also meet at Democracy Lane after class or lab and on Zoom anytime)

Office Phone: 703-993-4266

Email address: erowe@gmu.edu

Prerequisites/Corequisites

None

Catalog Description

Introduces school/educational/developmental psychology graduate students to topics and recent research on racism, equity, and social justice in education. Develops self-awareness about racism and expands knowledge base in social justice. Provides an opportunity to read research in the field on social justice as well as approaches to academics and discipline with an orientation toward social justice.

Course Overview

Detailed below

Course Delivery

This course will be taught in the style of a graduate seminar. *As a result, you will be expected to complete all assignments and come to class prepared to discuss the day's readings, assignments, and topics. 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. Explore concepts, perspectives, and historical and current subjects in the area racism
2. Develop greater comfort in discussing topics regarding differences in race, language, sex, gender, religion, and other aspects of diversity thoughtfully and respectfully
3. Understand social justice issues in K-12 schools
4. Develop perspectives with a lens of social justice in the areas of academics, discipline, assessment, and educational policies
5. Recognize the importance of advocacy and avenues of action for professionals who work in the broad field of education (in schools, in government, in policy, in life).

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). *So you want to talk about race*. Seal Press.

Supplemental Text:

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

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, podcasts, assigned activities and can be a starting point for in-class discussions. ***Reflection papers should mention 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. ***The reflection papers are to be submitted on Blackboard and are due before the start of class each week.***

- Class Presentation:**

- Each student is to complete a class presentation 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. Students are expected to provide a copy of the presentation to professor. Your presentations will be shared with the class. Project grades will be assigned based primarily on the content and delivery of the presentation.

- Cultural Heritage Paper:**

- Students will prepare a final paper discussing their own cultural heritage and its impact upon their experience, interaction with minoritized and traditionally majority people. In other words, the prism through which you view the world. 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 for class discussants is not a formal presentation, simply a discussion. Discussants for each week should meet before the class to review topics and questions they would like to discuss in class. 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 | 45 points |
| Class Project | 30 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/policies-procedures/>

Class Schedule

SCHEDULE OF TOPICS and Readings

Week 1. Review Syllabus
In class activities and readings:

ESTABLISH CLASS NORMS

Discuss and decide norms for this class (possible suggestions? confidentiality; recognize that we can all have different perspectives and “takes”; welcome and listen with as much openness as possible to those different perspectives; feedback to one another; while we welcome discussion, no one is required to speak up; feel free to ask questions, there may not be “an answer” but we can think about it and discuss)

Why this class?

https://www.phillytrib.com/news/across_america/a-racial-slur-a-viral-video-and-a-reckoning/article_a3c5186d-fe66-5256-8fdc-38e267948e44.html

https://www.washingtonpost.com/local/a-high-school-football-team-told-adults-they-were-spit-on-and-called-the-n-word-nothing-changed-until-a-player-posted-enough-is-enough/2021/03/20/fa0c7e78-8918-11eb-bfdf-4d36dab83a6d_story.html

- 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 scenario:
 - Croteau, J. M. One struggle through individualism: Toward an antiracist white racial identity. *Journal of Counseling & Development*, 77, 30-32.

Week 2. Olou book, chapters 1-4 Class Discussants:

- 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
- Read: <http://theprincetontory.com/checking-my-privilege-character-as-the-basis-of-privilege/>
- Read: 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.

Week 3. NO CLASS NASP CONVENTION

Week 4. Olou book, chapters 5-9 Class Discussants:

- Podcast: <https://www.npr.org/transcripts/731867149> Code Switch, A Tale of Two School Districts
- Ted Talk: Kimberle Crenshaw: <https://www.youtube.com/watch?v=7rsJcj6sbQw>
- Read on Blackboard: Garcia-Vasquez, E. et al. (2020). School psychology unified anti-racism statement and call to action. *School Psychology Review*, 49, 209-211.

Week 6. Olou book, chapters 10-12 Class Discussants:

- Read all below (note, some are only a page)
- 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.

Week 7. Olou book, chapters 13-15 Class Discussants:

Review: <https://www.npr.org/2021/05/25/999874296/6-charts-that-dismantle-the-trope-of-asian-americans-as-a-model-minority>

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.

Week 8. Olou book, chapters 16-17 Class Discussants:

- <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
- Podcast: <https://apps.nasponline.org/resources-and-publications/podcasts/player.aspx?id=301> (We can listen in class if you are not members of NASP and can't get access. Let me know)

Week 9. GMU SPRING BREAK!

Week 10. Class Class Discussants:

- Video: **People Like Us, Social Class in America** (watch at least 8 episodes and both sections of Tammy's Story, first and follow up)
- <https://www.youtube.com/playlist?app=desktop&list=PLC6D871A2A8C3C8EF>

Readings:

- <https://www.brookings.edu/research/the-intersection-of-race-place-and-multidimensional-poverty/>

Week 11. Multicultural Assessment

- Guest speaker(s): Multicultural assessment in schools
- Handout on Culture-Language Interpretive Matrix (C-LIM; Flanagan & Ortiz, 2001) and report with C-LIM

Readings:

- Discussion of using translators before or after guest speakers
- <http://clearwordstranslations.com/language/es/top-9-guidelines-working-with-an-interpreter/>
- 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.
 - Review: on WIDA: <https://wida.wisc.edu/>
 - Review: What is WIDA: <https://wida.wisc.edu/about>
 - Review: 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>

Week 12

Social Justice Class Discussants:

- Listen to: Gentrified <https://www.npr.org/transcripts/808275148>
- 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
- 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
- **Just look at picture, no need to read:** Difference between equality, equity and social justice:
 - <https://www.mobilizegreen.org/blog/2018/9/30/environmental-equity-vs-environmental-justice-whats-the-difference>
 - **And just look at series of 4 picture middle of page**
 - <https://onlinepublichealth.gwu.edu/resources/equity-vs-equality>

Readings:

- 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.
- <https://www.edweek.org/leadership/what-is-critical-race-theory-and-why-is-it-under-attack/2021/05>

Week 13

Social Justice in Academics Class Discussants:

- **Podcast: Listen to this first**
- <https://www.apmreports.org/episode/2020/08/06/what-the-words-say>
- **Listen second**

- 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
- Review: <https://www.common sense media.org/lists/dr-ibram-x-kendis-picks-anti-racist-books-for-kids>
- <https://colorfulpages.org/2020/06/28/anti-racist-books-for-elementary-students/>

Readings:

- On Blackboard: *Washington Post* article on phonics
- Ludwig C, Guo K, Georgiou GK. Are Reading Interventions for English Language Learners Effective? A Meta-Analysis. *Journal of Learning Disabilities*. 2019;52(3):220-231. doi:[10.1177/0022219419825855](https://doi.org/10.1177/0022219419825855)
- Lopez et al. Chapter 6
- 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.

Week 14

Social Justice in Discipline Class Discussants:

- Podcast: <https://www.npr.org/2017/11/08/562566811/reflections-on-a-year-at-ronbrown-high> Code Switch, Episode IV Ron Brown
- Podcast: <https://www.npr.org/2018/10/31/662295185/is-ron-brown-high-school-working> Code Switch, Is Ron Brown Working

Readings:

- Lopez et al. Text, Chapters 15
- <https://www.educationnext.org/proving-school-to-prison-pipeline-strict-middle-schools-raise-risk-of-adult-arrests/>
- <https://www.pnas.org/content/116/17/8255>
Riddle, Travis, and Stacey Sinclair. “Racial Disparities in School-Based Disciplinary Actions Are Associated with County-Level Rates of Racial Bias.” *Proceedings of the National Academy of Sciences - PNAS* 116.17 (2019): 8255–8260. Web.

Week 15

Supporting LGBTQIP2SAA Students and Allies Class Discussants:

Podcast: <https://www.listennotes.com/podcasts/out-what-now/supporting-lgbtq-students-in-6nNH0uwBcyf/>

- 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/>

Readings Posted on Blackboard

- National Association of School Psychologists Position Statement (2023). Safe and supportive schools for transgender and gender diverse students. *Communique*, 51, [https://www.nasponline.org/resources-and-publications/periodicals/communique%20A9-volume-51-number-5-\(january/february-2023\)/safe-and-supportive-schools-for-transgender-and-gender-diverse-students](https://www.nasponline.org/resources-and-publications/periodicals/communique%20A9-volume-51-number-5-(january/february-2023)/safe-and-supportive-schools-for-transgender-and-gender-diverse-students)
- Review: VDOE: Model Policies for the Treatment of Transgender Students in Virginia’s Public Schools 2021.

- Review: VDOE: Model Policies for the Treatment of Transgender Students in Virginia’s Public Schools 2022.

Week 16 Project presentations

EXAM=Cultural Heritage Paper due by 7:10 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 VIA should be directed to viahelp@gmu.edu or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures 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/>.