

**College of Arts and Sciences
Social Science Division
Psychology Department**

College of Arts and Sciences Mission: A liberally educated person possesses knowledge beyond the boundaries of a chosen field of discipline and sustains a desire to pursue learning after leaving the university's environment.

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	Number of Credits	3.00
	Semester:	Fall, 2007
	Time:	M-W-F, 2-2:50pm
	Location:	LC 118
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Course Description: This course is an introduction to the principles, theories, and applications of multiculturalism. Students will be required to examine one's own sense of self and others' identity, beliefs and assumptions, and behaviors. Theories, research, and skills will be explored so that students can acquire the necessary multicultural competencies for effective work with children and adolescents from diverse backgrounds (i.e., culture, race, ethnicity, class, & gender) in multicultural environments (i.e., public schools, community organizations). This is a service-learning course that satisfies an applied psychology elective and a social science/general education requirement.

Service-learning is a pedagogical method that provides students with opportunities to explore the connections between the theoretical realm of the classroom and the practical needs of the community. In this course, students will learn about educational, social and health disparities associated with culturally-diverse and lower-income communities by participating in a service program at either a public school or a community-based organization. Students will apply the course content (i.e., multicultural theories and research) to their service experiences through class discussions, reflections, assignments, and activities.

Required Textbooks

Nelson, T. D. (2006). *The psychology of prejudice* (2nd edition). Boston, MA: Allyn & Bacon.

Rothenberg, P.S. (2005). *White privilege* (2nd edition). New York, NY: Worth Publishers.

Tatum, B. D. (1997). *Why are all the black kids sitting together in the cafeteria?* New York, NY: Basic Books.

Supplemental readings are available on Campus Cruiser under shared files for PSY 215 (i.e., Multicultural Psychology). I will also provide this information to you on a disk.

Course Objectives: Cultural diversity exists not only across cultures but within cultures. The field of psychology has an obligation to train students to be sensitive to the ways in which norms and values shape our understanding of ourselves and others from diverse backgrounds. Successful completion of this course should enable students to do the following:

- (1). Describe the major components and principles of multicultural competence - awareness, knowledge, skills, and values.
- (2). Explain the basic concepts of multiculturalism, including the formation of attitudes, stereotypes, and prejudice.
- (3). Discuss multicultural theories and research associated with White and social privilege, racism, ageism, sexism, and classism.
- (4). Differentiate between intergroup contact, color-blind, and social learning, and other prejudice reduction theories.
- (5). Compare and contrast racial identity development models.
- (6). Assess how intergroup interactions, culturally-related beliefs and assumptions, and oppression are related to educational or psychological practices in the field.
- (7). Identify the role of race, ethnicity, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status, and equity issues in educational and psychological practices.
- (8). Develop and practice culture-sensitive strategies for work with children and adolescents in either public schools or community organizations.
- (9). Integrate theoretical knowledge and empirical research with practical applications on cultural diversity.
- (10). Summarize ethical issues associated with multicultural practices in public schools and community organizations.

PSY 215 – Multicultural Psychology Class Schedule

Wk	Date	Topics	Assignments/Readings	Discussion Questions
1	9/7	Introduction		
2	9/10	What is multicultural psychology?	APA Guidelines (online) Sue – The Diversification of Psychology (online) APA – Misunderstandings of Multiculturalism (online) Stuart - Multicultural Competence (online) Tatum - Chapter 2	Tatum pg. 237, answer questions 1, 3, & 4.
3	9/17	Attitudes & Stereotypes Multicultural Observations	Nelson – Chapter 1 Multicultural Observation due 9/21	Tatum pg. 237-242, answer questions 5, 12, & 27.
4	9/24	Stereotypes & Prejudice	Nelson – Chapter 2	Tatum pg. 237-242, answer question 8.
5	10/1	Ageism, Sexism, & other Isms Multicultural Movie Reviews	Nelson – Chapters 7 & 8 Goldfreid Article (online) Olkin Article (online) Rothenberg Article (handout) Movie review due 10/5	Tatum, pg. 240, answer question 22.
6	10/8	Classism & Racism	Liu Article (online) Rothenberg Article (handout) Nelson – Chapter 5	Rothenberg pg. 25, answer questions 1, 2, 4, & 5.

Wk	Date	Topics	Assignments/Readings	Discussion Questions
7	10/15	Racism & Experiencing Prejudice 10/19-10/22: Fall Break!	Nelson – Chapter 5 Rothenberg (pp. 9-18; 29-40; & 55-65) Helms – <i>Race is a nice thing to have</i> (handout)	Rothenberg pg. 91, answer questions 1, 2, 5, 6, & 7. Explain if you agree or disagree with Helm's perspective on color-blindness and ethnic identity.
8	10/24	Racial-Cultural Identity Development	Probe 1 – 10/26 Tatum pp. 31-90 Helms Article (handout)	Tatum pg. 238-241, answer questions 6, 14, & 16.
9	10/29	Racial-Cultural identity Development	Tatum pp. 93-128	Tatum pg. 239, answer question 19.
10	11/5	Critical Issues in Latino, American Indian, and Asian Pacific American Identity Development	Tatum pp. 131-190 Phinney Article (online) Sue Article (handout)	Tatum pg. 237-241, answer questions 2, 10, 15, & 23.
11	11/12	Oppression & Privilege Intercultural Interview Papers	Nelson – Chapter 6 Rothenberg pp. 95-113 Intercultural Interview Paper due 11/16	Rothenberg, pg. 123, answer questions 1, 4, & 5. How did you feel about each of these selections? Did you find any one of them more or less persuasive than the others? Why?
12	11/19	Blaming the victim 11/22-11/23: Thanksgiving Holiday!	Rothenberg Article (handout) Ryan Article (handout)	Rothenberg, pg. 149, answer questions 2, 4, & 5.
13	11/26	Prejudice Reduction Theories	Nelson, Chapter 9 Rothenberg pp. 127-137	Tatum 237-242, answer questions 2, 10, 21, & 29.

Wk	Date	Topics	Assignments/Readings	Discussion Questions
14	12/3	Prejudice Reduction Theories	Probe II - 12/7!	Rothenberg, pg. 149, answer questions 6-8 (there are two 7s, answer both of them).
15	12/10	Multicultural Competencies Service-Learning Journals Discussion Question/Learning Circle Notepads	Tantum pp. 193-219 Rothenberg pp. 139-147 Howard-Hamilton Article (handout) Service-learning journals due on 12/12 Discussion Questions/Learning Circle Notepads due on 12/12	

Special Note: The discussion questions are to be done on a weekly basis and brought with you to class. They will correspond with class discussions either directly or indirectly. You may want to reflect on your answers after class as part of your class reflection.



Course Format This course is a dialogue about multicultural psychological issues. Each class will include: (1). a brief lecture on a particular issue related to multicultural psychology, (2). an experimental learning activity, and (3). either a small or large group discussion (i.e., learning circle). **Learning Circles** are a cooperative teaching and learning method in which students engage in open dialogue and careful listening. Students in learning circles work to challenge and develop each other's critical thinking skills. You will participate in different learning circles as either a discussant leader or a participatory member throughout the semester. Requirements for lead discussants and participatory members are described below. Learning circles will take place during class and you will be randomly assigned to different groups. Learning circle discussions will be based on experiential activities and reflections, as well as reading discussion questions so that students may think critically about the connections among assigned readings, experiential activities, and field or personal experiences. After each learning circle, large discussions will take place. **Discussant leaders** will be responsible for disseminating the groups' perspective about a particular topic. As a discussant leader, you will be responsible for providing your group's answers to the assigned questions for that particular day. Each student will be assigned a scheduled date(s) to serve as the discussant leader during the first week of class. I want students to play an active role in this course, so I am encouraging you to make additional thoughtful contributions to both small group and large class discussions. Both large and small group participation will be factored into your course grade.

Course Ground Rules

It is expected that each student will:

1. be courteous and allow speakers to complete his/her thought(s) before speaking;
2. be respectful of the opinions of others, even if there is a disagreement;
3. be involved by participating in discussions and activities, but not dominating either;
4. be respectful of the sensitive nature of comments and treat them as confidential statements that should not be shared outside of class;
5. be an active participant/learner who is interested in increasing his/her knowledge-base; and
6. come to class having completed the readings and prepared to participate in activities.
7. be mindful of your own and others' boundaries for sharing.
8. speak from experience and AVOID generalizing about groups of people.
9. be mindful of your own comfort zones (a comfort zone is not learning anything new).
10. be mindful of your own edge zones (an edge zone is feeling discomfort when learning something new or something that challenges your view point).
11. be mindful of your own and others hot buttons (hot buttons are used to describe intense emotional reactions to material or discussion).
12. focus on learning.



Course Requirements

(1). Multicultural Observation. One way to experience “diversity” is to participate in the activities of ethnic groups different from your own. For this project, attend an activity associated with a culture or ethnic group distinctively different than your own. For example, volunteer for a community clean up project, attend a church service other than your own, dine at a restaurant that serves ethnic food, or visit a neighborhood or city to which you have never been. Write a short description (about one page) of what you did, how it felt while you were doing it, and what you learned. Bring back an artifact for show-and-tell. You will present this report in class. This assignment will help you meet course objectives #1, #6, and #9.

(2). Multicultural Movie Review. The purpose of this activity is to enhance your awareness of diversity. You are to watch one of the assigned movies and write a short description (about 2 to 4 typed pages). **Please refer to the guidelines under multicultural movie review.** You will present this report in class. This assignment will help you meet course objectives #1, #2, #3, and #9.

(3). Intercultural Interview. Interviews are extremely important in understanding the ways in which cultural values and norms influence individual development across the life span. You will conduct a brief interview with two individuals who differ in **one** cultural characteristic (i.e., age, race, religion, sexuality, nationality education, gender, or socioeconomic status). The interview (about 6 to 8 questions) should focus on the respondent’s subjective life experiences, milestones and problems encountered by the individual and his/her views on a controversial topic of your choice that is related to the course. Examples of controversial questions may include: Should prayer be allowed in public schools? How serious a problem is racism in the United States today? You will summarize your interviews in a paper (about 6 to 8 typed pages). This paper should include a description of respondents, a comparison and contrast of their responses, and a summary of main findings related to the text. **Please review the guidelines for the intercultural interview assignment.** You will present this paper in class. This assignment will help you meet course objectives #1, #3, #4, #5, and #9.

(4). Service-Learning Journal. You are to complete 10 hours of service-learning in either a public school or community program. This activity requires a serious commitment to the school/program. You are required to complete a service log and keep a critical reflection journal of your experiences. **Please review the reflection questions** for preservice, during service (1 question per hour) and postservice, and keep in mind that your responses to each question (i.e., 1a-1c) should be a minimum of two-type pages. This assignment will help you meet course objectives #6, #7, #8, #9, and #10.

(5). Service Learning Surveys. In order to evaluate the effectiveness of service learning, students are required to complete the service-learning survey both before and after service. Each student will be assigned a code so that “responses” will be recorded anonymously and I will be unable to identify the “individual data” except for completion of credit. Student codes will be assigned and the service-learning survey will be distributed to you during the first and last week of class. Each survey is worth 50 points. Students who turn in both surveys will receive 100 points.

(5). Learning Probes (Exams). Probes are similar to examinations except they cover a smaller amount of material. You will take two probes in this course; 50% of each probe will be based on multiple-choice questions, and the remaining 50% will be based on constructed answers (i.e., essay questions). Preparation for each probe will be reviewed during class. This assignment will help you achieve all course objectives (#1-#10).

(7). Daily Readings, Discussion Questions, and Learning Circles. Students are expected to complete the assigned readings and discussion questions by the date they are listed on the schedule above. Students are also required to bring their responses with them to class for learning circle activities and large group discussions. Learning Circle activities will help you achieve course objectives #7, #8, #9, and #10.

Learning Circles/Discussant Leaders. Each student will serve as a discussant leader throughout the semester. The discussant leader is responsible for recording comments made during the circle and disseminating the group's perspective to posed questions during large group discussions. **Learning Circles/Participatory Members.** Each student is expected to work with other students in a learning circle. Students are required to read the assigned readings and answer the corresponding discussion questions. Students will need to bring their answers with them to class. Students who bring their answers with them to class and either participate in the discussion or serve as the discussant leader will receive 2.5 points for each class period, which will be factored into his/her final learning circle/discussant leader grade. I will record your learning circle/discussant leader grades after each class, so please see me if you are unsure about your grade for this activity.

Learning Circle/Discussion Questions Recordings

Each student will be given a **notepad** to record his/her responses to (1.) assigned reading and discussion questions; (2). experiential activities and reflections, (3). learning circle activities. You will also use this notepad when serving as the discussant leader.

After each class, you will record your reflections on the class. These reflections should include:

1. What are your thoughts or feelings about the class?
2. Was there anything that you wanted to share that you were uncomfortable sharing in class?
3. Were there any issues that you wanted to explore that we didn't?
4. How was this class connected to your readings, personal development of multicultural competencies, and/or field or personal experiences?

You will turn in your notepad with your service-learning journal at the end of the semester. You may write or type your information in your notepad.

Notepad Example

Date: 9/7/07

Assigned reading: Tatum pp. pp. 3-28

Discussion question: What benefits might accrue from talking about racism and encouraging others to do the same? How might such conversation be advantageous for all of us as individuals? (Tatum, 1997).

Answer.....

Discussion question: What kinds of reasons do the people quoted in Beverly Tatum's article give for being afraid to talk about race? Do you think these fears are broadly held in contemporary society? (Rothenberg, 2005).

Answer.....

Date/Day: Wednesday, 9/9/07 – In-class activity and discussion

1. Learning circle – what is culture?
2. Self-reflection activity
3. Class reflection questions

What are my thoughts or feelings about today's class?

What have I learned in terms of myself or multicultural competencies?

Grading System: Grades will be assigned as follows.

Assignment	Points	Student Record	Total Points	Grades
Learning Probes (n=2)	100/200		755 – 705	A
Multicultural Observation	50		704 – 680	A-
Multicultural Movie Review	50		679 – 660	B+
Intercultural Interview	100		659 - 630	B
Service-Learning Journal	150		629 – 605	B-
Pre-Post Surveys	100		604 – 585	C+
Assigned Reading Discussion Questions & Learning Circles Activities	75		584 – 555	C
Attendance	30		554 – 530	C-
			529 – 510	D+
			509 – 460	D
			Below 460	F

A total of 755 Points may be achieved.

Grade Calculation:

<p>Learning Probes _____ + Multicultural Observation _____ + Multicultural Movie Review _____ + Intercultural Interview _____ + Service-Learning Journals _____ + Surveys _____ Assigned Reading/Discussion Questions/Learning Circle Activities + _____ Attendance/Participation _____ = _____.</p>
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Policies:

1. Attendance: Students are expected to attend class. If you miss class, please arrange to get the class notes from a student before the next scheduled class. You are allowed to miss twice the number of weekly class meetings (i.e., six classes) without penalty. Students who require extended absences beyond the allotted six absences (i.e., surgery) must notify the Provost office prior to the absence and follow the policy for excused absences and medical leaves set forth by the University as described in the Student Handbook. Students who miss six or more classes should withdraw from the course to prevent receiving an “F” for their final grade as described in your Student Handbook.

2. Arriving Late: Students are expected to be on time for class. If you find yourself arriving late for class I ask that you enter the classroom in an unobtrusive manner and find the nearest available seat. Students who habitually (more than three times) come to class late (more than 5 minutes after the start of class) will have their final course grades reduced by **10** points for each late arrival as described in your Student Handbook. This means that your final course grade will drop by an entire letter grade for every three absences.

3. Assignment Dates: Due dates for all assignments are located on your syllabus. Late papers **will not** be accepted unless there is a “medical emergency” or an “extenuating circumstance” and those papers will be penalized (**10** points total will be deducted for every day the paper is late). Assignments will be graded according to content, organization, grammar (clarity, organization, etc.), and style (MLA, APA). If you are having difficulty organizing your thoughts, please seek assistance from the Writing Center.

4. Failure to complete an assignment will result in a grade of **0** for that assignment. You **will not receive** an “I” for an incomplete or missing assignment unless you have **contacted me** two weeks (11/30/07) prior to the end of the semester and request an incomplete through a **written statement** explaining why you are making such a request. This statement should be signed, dated and typed. An “I” will only be given to students *who follow this policy and are passing* the course with a grade of D or better. Grades lowered by incomplete or missing assignments **will not be changed after the semester** unless you have received an “I” for the course. This policy will be upheld unless otherwise directed from the Provost Office. The Provost Office coordinates incomplete grades that result from extenuating circumstances. Please review the policies on incomplete grades in your Student Handbook.

5. Academic Honesty: Please familiarize yourself with the most recently adopted Academic Honesty Policy at Widener University. Students in violation of this policy will fail the course and be reported to the Academic Dean.

6. Plagiarism: Please familiarize yourself with the University Policy on Plagiarism. The Associate Dean of Social Science and the Dean of the College of Arts and Sciences will deal with all plagiarism matters in accordance with University policy and procedures. Please review the Plagiarism and Academic Honesty policies in your Student Handbook.

7. Special Accommodations: Any student that may need some special accommodation to complete the specified requirements should make an appointment to meet with me to discuss such considerations. It is mandatory that we discuss this matter **before** you begin completing the assigned work.

8. Telephones, iPods, and other technological devices: All cell phones and other technological devices must be turned off during the class period.

9. Extra Credit: I do not give extra credit. If you are falling behind or are having trouble with assignments – please see me. We will find a way to deal with it.

10. I reserve the right to change any parts of this syllabus. You will be informed of any changes in class.



Guidelines for Papers:

1. Your **name should be on the back** of the paper instead of the front to reduce potential biases.
2. All work should be typed and doubled spaced.
3. All work exceeding two pages should be stapled (a stapler will not be provided for you so please make sure your paper is stapled prior to the assigned date it is due).
4. Please do not exceed the required page limit.
5. Make sure all of your pages are numbered and proofread for spelling and grammar.
6. All papers must be received in person by the end of class (2:50pm) according to the assigned date.
7. Papers may be written in either APA or MLA style.



Things to remember ...for meeting deadlines

Malfunctions of your computer, printer, disk, alarm clock, automobile or any other machine will not influence late penalties. Back up your computer files, fix your car or rely on public transportation, get a decent alarm clock or use the buddy system, or hand in your paper early to avoid being late. Exceptions to the late policy are possible for serious medical conditions or other catastrophic events if I am notified prior to the date and appropriate documentation is provided.



What can you expect from me?

1. This course will be conducted as a discussion. I am interested in helping you develop critical thinking skills rather than discussing my opinions, so please be prepared to discuss your assigned readings in class.
2. Contemporary articles and power point presentations are available on Campus Cruiser under “shared files” for this course. If you have difficulty downloading this material, CDs with these files will be given out during class.
3. I will bring additional materials (i.e., worksheets) to class to enhance our discussions. If you should miss a class, please stop by my office to get the materials that you missed or arrange to get a copy of them from a peer.
4. I am available to meet with students during office hours. However, if you need additional time beyond my office hours, please email me and I will arrange a time to meet with you.
5. I respond to emails within 24-hours. If you do not receive a reply within 24 hours, check the email name that you used and make sure you used an “L” instead of an “I” for lsimons@mail.widener.edu. Please make sure you use lower case letters; otherwise the system will reject the email.
6. Assignments will be graded and returned to students within 24 hours. Assignments that are scheduled for either the day before break or on Fridays will be returned to you on the following class.
7. I look forward to working with you in and out of class!

Guidelines for Assignments

Multicultural Movie Review

Watch one of the movies and answer the following questions. Please remember to type all of the questions and answers. You should not exceed 4 **typed** pages.

1. What movie did you select? Why did you select that movie?
2. Briefly describe your general impressions of the movie.
3. What was the main theme of the movie and how does it relate to cultural diversity?
4. Identify the main character in the movie and explain how the character is similar to and different from you.
5. What did you learn about cultural diversity and cultural sensitivity by watching the movie?
6. Please explain how this activity did or did not assist with your development of multicultural competencies (i.e., awareness, knowledge, skills, & values).

Sample Movie List

Boyz in the Hood
The Color Purple
Do the Right Thing
Guess Who's Coming to Dinner
Mississippi Masala
Raisin in the Sun
Roots I & II
Come See the Paradise
Dim Sum
Joy Luck Club
The Wash
Wedding Banquet
American Me
Born in East L.A.
El Norte
Like Water for Chocolate
Sleepers
Carlito's Way
Save the Last Dance
South Central
American History X
Boys Don't Cry
Forrest Gump
Schindler's List
Frida
Claudine
Eve's Bayou

Born on the Fourth of July
Children of a Lesser God
Driving Miss Daisy
Malcom X
On Golden Pond
A Time to Kill
Losing Isaiah
Long Time Companion
Crash
Philadelphia
Priest
Strawberries and Chocolate
Ballard of Gregorio Cortez
The Last of the Mohicans
The Mission
Never Cry Wolf
Latin Kings
Wonderland
Days of Wine and Roses
Fried Green Tomatoes
Higher Learning
The Life of David Gale
I Am Sam
A Beautiful Mind
Shawshank Redemption
Mississippi Burning
A Day in Black and White

Intercultural Interview

Interview Questions – Your interview questions should include the following:

1. Demographic information
2. Introductory questions about achievements and hardships your respondents have encountered over their life spans.
3. Major questions – questions about your respondents' views and beliefs about the topic in which you are interested (i.e., racism, classism, sexism).
4. Closing questions – questions that ask them about general comments or thoughts about this interview.
5. You should have 6 to 8 open-ended questions to describe the introductory, major, and closing questions of this interview.
6. After you have conducted two interviews, you will conduct a content analysis during class so that you are able to identify common themes.

Interview Paper – Your paper should include the following elements:

1. Introduction - briefly describe the research topic you are studying and how this topic relates to class.
2. Interview
 - a. Respondents: You are to describe who you interviewed – age, race, religion, etc., and explain how you recruited your respondents.
 - b. Interview: You are to describe the questions that you used for your interview.
 - c. Procedure: You are to describe how and where you interviewed your respondents. How long did it take you to interview each respondent? Were they willing to answer all of your questions? Were they resistant to answer some of the questions?
3. Discussion - please describe the following information.
 - a. What was life like for each of your respondents? What was the social and cultural context? What were their challenges and accomplishments? Describe their values and beliefs about your topic.
 - b. How are the respondents' answers similar to and different from each other, and what do you think contributes to their different responses (i.e., education, race, etc)?
 - c. Summarize the main findings from this project.
 - d. Discuss how your findings are associated with information and material in your text, assigned readings, and class discussions.
 - e. Explain how this project was or was not valuable for you.
4. Reference page
5. Appendix - include the interviews.

Journal Reflection Questions

Field Experience	Questions
Pre-Service Journal Reflection	Diversity is defined: “the collection of similarities and differences that we carry with us at all times based on characteristics we were born with, experiences we’ve had, and any choices we have made.” In this context, everyone is diverse because we all are unique individuals.
	a. In your opinion what, if any, is the value or benefit of diversity within a community?
	b. In your opinion what, if any, is the drawback of diversity within a community?
	c. What does diversity have to do with this course?
	d. Give an example from your life that illustrates your understanding of diversity.
	Stereotypes are exaggerated beliefs or fixed ideas about a person or a group that are held by a number of people. Stereotypes arise from incomplete or distorted information and limited experience. They often come from outside sources, as others’ interpretation of cultural behavior. Stereotypes reflect human nature. We all hold stereotypes. One challenge is to become aware of our beliefs.
	e. Why is it important to become aware of how we as individuals stereotype others? What is the impact of stereotyping on others?
	f. Give one example of a stereotype that you hold toward others?
	g. Give one example of how you believe you have been (or could be) stereotyped?
	Culture defined: “Culture is the way of life in a given society, passed down from one generation to the next through learning and experience. It also includes language, values, communication styles, patterns of thinking, and norms of behavior.”
	h. Describe your culture.
	i. Give one example of how your own culture or group is superior to others. If you have trouble answering this question as phrased, then don’t answer it. Instead, describe why you had difficulty answering it.

Reflections per visit or per hour at placement site. Each number (i.e. #1-1c) corresponds to each hour of service.	1. Describe your expectations and feelings about this assignment.
	1a. Describe your general impressions of the children/clients and school/program that you will be working with this semester.
	1b. Describe the cultural characteristics of the children/clients and the school/agency/program. How are the children similar to and different from you?
	1c. Give examples to support your answers.
#1	
#2	2. Describe how this group of children/clients is perceived by the mainstream culture.
	2a. How has racism or oppression played a part in this group's history?
	2b. Has this group of children/clients' place in society changed with time?
	2c. How is the diversity of the children/clients recognized (i.e., does the class celebrate diversity) by the class or program? Do you agree with how diversity is recognized by the school or placement site?
	2d. What theory best describes how the school or agency addresses diversity. Give an example to support your answer.
#3	3a. How are Tatum's observations about thoughts, feelings, and behaviors of children similar to and different from your own experiences with children/clients?
	3b. According to Tatum, children and adults both react emotionally to diverse social situations. Why is it difficult to talk about race?
	3c. What is missing from Tatum's explanations about race and social behavior? Base your answer on your service experience.
	3d. What are the implications of culture for learning in public schools or treatment in community agencies? In what ways can we make a difference for children/clients? To what extent do multicultural competencies and skills make a difference for work with children/clients?
	3e. How would you evaluate the multicultural competencies and skills of the teacher/counselor whom you are working with? Give an example to support your answer.
	3f. How would you evaluate your own multicultural competencies and skills? In what areas do you think you need to work to become more competent? Provide examples to support your answers.

Field Experience	Questions
#4	4a. How are Tatum’s descriptions about racial identity development similar to and different from your own identity development?
	4b. How useful are Tatum’s identity development constructs? How is her perspective similar to and different from other ethnic identity development models?
	4c. What model best describes your ethnic identity development? Give an example to support your answer.
	4b. Describe your own ethnic identity development based on the model described above.
	4c. Identify the theorist and his/her model that best describes the children/clients whom you are working with. Describe the ethnic identity of one of the children/clients whom you have worked with using this theory.
	4d. Give examples to justify your position.
#5	5a. Reflect on your answers to preservice questions and question #1. Have your answers changed? Have your expectations of the school/program and children/clients changed since your first meeting?
	5b. Explain how your thoughts and feelings about this assignment have changed since you began this assignment?
	5c. Describe your current perspective of your own development and your relationship with the students/clients.
	5dc. Give examples to support your answers.
#6	6a. Describe how your views of service-learning have changed since the beginning of the semester.
	6b. Describe how service-learning illustrates the concepts, “white privilege,” “social oppression,” and “you can’t teach what you don’t know.”
	6c. Give at least 2 examples to support your answer.
#7	Cross-Cultural Interactions are defined as: “anything that involves the interaction of 2 cultures or interacting with a culture other than one’s own culture” (culture here refers to gender, economic status, race, disability and exceptionality).
	7a. What was it like to engage in cross-cultural interactions with the children/clients and teachers/counselors? Give an example to support your answer.
	7b. Describe how cross-cultural interactions have or have not influenced your views about diversity and multiculturalism.
	7c. Describe your current views of multiculturalism and the strategies you use with the children/clients. What led you to use these specific strategies? Do you feel these strategies are effective?

Field Experience	Questions
	7d. Give at least 2 examples per question to support your answers.
#8	8a. What have you learned about yourself? What are your attitudes, beliefs, and approaches toward racial or cultural differences?
	8b. What cultural clash and color-blind attitudes did you encounter while at your field placement? Identify the barriers that deterred your cultural-centered practice. Give examples to support your answers.
	8c. How did you overcome these cultural barriers or clashes? Or do these barriers continue to exist?
	8d. Do you feel the children/clients held stereotypes about you? Do you feel their beliefs, attitudes, and assumptions about you have changed since your initial visit?
	8e. What skills do you intend to further develop and explore that will help you handle preconceived notions about you, as well as cultural barriers?
	8f. What skills do you intend to further develop and explore that will help you with life-long learning about diversity issues? Name, explicate, and detail at least 3-4 ways in which you will work on these skills.
#9	9a. What stereotypes did you have about the neighborhood, school, teachers/counselors, or children/clients before beginning your service?
	9b. Please give an example of one of your stereotypes.
	9c. Has your stereotype changed or was it reinforced through this service experience? Give an example.
	9d. Reflect on your preservice and question #1 responses. If you were answering these questions for the first time, what would be your answers? How are your responses to this question similar to and different from your initial answers?
	9e. Why do you think your views have or have not changed? What factors or experiences have influenced your changed or unchanged views? Give examples to support your answers.

Field Experience	Questions
#10	10a. What multicultural competencies and skills have you gained over the course of this semester? What have you learned about culturally sensitive and appropriate strategies?
	10b. How did the service experience help you develop your strategies and skills?
	10c. How did the service experience help you develop your own ethnic identity? How did service influence your understanding of others' ethnic identity?
	10d. Did service-learning help you learn the course concepts? Would you have been able to learn the course material without the service experience? Give at least 2 examples for each question.
	10e. Describe what you gained from service-learning. Describe how service-learning was associated with your social (i.e., tolerant attitudes, reduced stereotyping) and personal development (i.e., self-esteem, leadership skills). Provide at least 3 examples.
Post-Service Journal Reflections	Provide an overall reflection and summary of your thoughts and feelings about this service-learning experience as well as this course.
	a. How did your participation in service-learning benefit the student/clients, as well as the teachers/counselors? Do you think you made a difference?
	b. What would you do differently if you were to repeat this assignment?
	c. Describe the connection between the service experience and this course. What was your best and worst experience at this school?
d. Did service-learning "add value" to this course? Justify your answers by providing examples.	

