

Intersectionality, Self Awareness, and Social Actions for Change (CP 225: Coming to Terms with Cultural Diversity)

Spring 2016
Mondays 2:25 to 5:25
L185 Education

INSTRUCTORS:

Alberta M. Gloria, 325 Education Building
Email: amgloria@wisc.edu
Office Phone: 262.2669

Lynet Uttal, 311 Education Building
Email: luttal@wisc.edu
Office Phone: 262-6889

OFFICE HOURS: By appointment

Alyssa Ramirez Stege, Teaching Assistant
Email: ramirezstege@wisc.edu



- Innermost circle represents a person's unique circumstances.
 - Second circle from inside represents aspects of identity.
 - Third circle from the inside represents different types of discrimination/isms/attitudes that impact identity.
 - Outermost circle represents larger forces and structures that work together to reinforce exclusion.
- Note it is impossible to name every discrimination, identity or structure. These are just examples to help give you a sense of what interectionality is.*

COURSE DESCRIPTION

The purpose of this course is to introduce students to the **intersectionality framework** in the United States and **enhance skills necessary for culturally responsive awareness and interactions**, with specific emphasis on **to think critically about and hold multiple perspectives and how to prepare for service learning**. In addition to learning how **contexts and social histories matter** to situate an understanding of experience, students will develop **self-awareness and understanding their own social location** as well as learn **how contextual factors shape identity, opportunities, and barriers for others**. This is a course is relevant for all students of different identities, backgrounds, and experiences, who are interested in developing their awareness, knowledge and skills with multiculturalism and diversity.

This course fulfills the ethnic studies requirement for University of Wisconsin undergraduates.

COURSE OBJECTIVES

Upon completion of this course, students will have the increased capacity to:

- define and recognize intersectionality
- engage and hold different perspectives
- develop an understanding of how history, context, and identity are linked
- reflect on one's cultural processes as they define identity and sense of self and examine one's own beliefs and attitudes
- engage in critical dialogue with others about cultural issues, identities, and contemporary social issues within different social context
- develop capacity to listen, ask questions, and explore differences of opinions and perspectives
- be better prepared to engage in service learning with populations different from oneself

REQUIRED MATERIALS: Core readings, activities, and videos are located on the MOODLE website for this course. Any additional readings, resources, and activities will be uploaded to MOODLE as necessary.

Accommodation Statement

Please inform one of the course instructor within the first two weeks of the course if you have a McBurney VISA and need accommodations in the curriculum, instruction, or assessment of the course in order to participate fully. To the extent possible, the information provided will be kept confidential. For those students who need testing accommodation, please submit testing accommodation requests to the Testing and Evaluation Services' Accommodated Testing in advance of assessments as articulated in current Testing and Evaluation Services' policies.

For questions regarding the University's disability policies and services, contact McBurney Disability Resource Center at <http://www.mcburney.wisc.edu>

Religious Accommodation Statement

Per University guidelines, we will accommodate religious obligations and observances. Please inform the course instructors, in advance, of any absence due to religious observance so we can make appropriate arrangements for make-up work and/or adjust assignment deadlines.

ETHNIC STUDIES REQUIREMENT

This course fulfills the Ethnic Studies requirement. The purpose of the E requirement is to develop:

Awareness of History's Impact on the Present - Ethnic Studies courses highlight how certain histories have been valued and devalued, and how these differences have promulgated disparities in contemporary American society.

Ability to Recognize and Question Assumptions – Ethnic Studies courses promote recognition and application of critical thinking skills, specifically with respect to teaching students to harbor a healthy skepticism towards knowledge claims, whether in the form of media, political, or popular representations, primarily as these relate to race and ethnicity. As part of this process, the ESR should challenge students to question their own assumptions and preconceived notions on these topics.

A Consciousness of Self and Other - Awareness of self is inextricably linked with awareness of and empathy towards the perspectives of others. In constructing a space for this kind of discussion in their classrooms, Ethnic Studies courses give students an opportunity to think about identity issues, including their own identity, as well as the connections they might have to people “outside” their focused social circle.

Effective Participation in a Multicultural Society – Ethnic Studies courses should be relevant to students’ “lives outside the classroom”, and pursuing the objectives above should not only lead to student behavioral change, but to action in the real world. The ESR should ultimately engender in students the ability to participate in a multicultural society more effectively, respectfully, and meaningfully. This participation may be as mundane as being able to discuss race with a colleague or friend, or to recognize inequities in interpersonal, institutional, or other contexts.

REQUIREMENTS & ASSIGNMENTS

Attendance (14 “class” meetings x 2 points each = 28 points total)

Students are expected to attend all classes. You will get either partial or full credit for the length of time you are here in class. Please do not schedule non-extenuating reasons (such as doctor appointments, meetings, rehearsals, make up exams or study sessions for other classes, weddings, family vacations, etc.) during our class time. With this said, we understand that situations do arise that may prevent you from attending; however, points will not be adjusted until the end of the course and at the discretion of the instructors and only extenuating situations will be taken into account when we assign a final grade. It is up to you to make choices about how to prioritize responsibilities and things you want/need to do. If you feel you had extenuating reasons, please let us know by email.

If you are going to miss class, you do not need to email us, but **please identify someone who you can contact to take good notes for you about our discussions and how they developed.** As you will quickly see, our mindwandering discussions can go anywhere and it’s important that you hear a report from a classmate about what the different ideas and perspectives were. Wonderment cannot be replicated.

On-Line Participation via MOODLE Site

Students are required to complete the assigned readings and/or view the online videos each week, as well as various graded online activities and quizzes prior to coming to class. These materials can be accessed as Coun Psy 225 via your MOODLE course website, found on the UW homepage. Every week there will be online forums and quizzes that need to be completed before coming to class (prior to 2:25pm). Each reading quiz and forum post is worth 1 point.

Weekly Forum: Noticing It (12 points = 1 point each week)

Each week students will share their thoughts, perspectives, or story of “noticing” course concepts from the week in the news, daily interactions, or social media. Students will be provided a prompt online via the MOODLE course site. More specifically, describing an example of the main concept in action, telling how it mattered, and explain how you saw the concept being illustrated through some real life interaction, conversation, or image. The example would come from something you saw or experienced in your daily life.

Weekly Reading quiz: (12 points = 1 point each)

Each week students will be quizzed on the assigned readings. Students can retake the reading quizzes via the MOODLE course site as many times needed to get the full point.

Assignment 1: “I am...” Visual Art Project (5 points) Due February 10

Students will reflect on who they are and represent these aspects, facets, and/or identities in a visual art project using Pinterest. The projects are intended to creatively represent who and how individuals understand themselves. The projects can use personal pictures, common use pictures, graphics, or words however, the project is not intended to be in a written word format. The images are intended to represent yourself and the varied facets of who you are. The project will be developed within a course-specific Pinterest site that will be shared only with CP225 instructors and participants. The project will be graded for reflexivity or thoughtfulness about those images/elements that make up who you are. The visual art project are due by February 10, 11:59pm.

Assignment 2: Social Location Dimension Examples (15 points total = 3 points per social location dimension (Feb 19, 26, March 5, 12, 18 on Friday after class, 11:59 pm)

Students will be asked to consider and evaluate their different social location dimensions relative to course readings and definitions as well as provide personal examples of each. By giving a personal example, students will demonstrate that they understand the class readings’ definitions of the weekly social location dimensions. The personal examples will be submitted via the MOODLE course site by Friday 11:59 pm on February 19, 26, March 5, 12, and 18.

Assignment 3: Intersectionality of Your Social Locations (Google Form) (10 points) Due April 1, 11:59 pm

The purpose of this activity is to integrate students’ understanding of how their social location dimensions intersect. Students will be asked to:

- (1) define intersectionality using the course readings,
- (2) discuss and provide personal examples of how their salient social location dimensions intersect, and
- (3) discuss the reasons that their other social location dimensions are not salient.

Responses to these three areas regarding intersectionality will be submitted online in the MOODLE course website and are due by April 1, 11:59pm.

Assignment 4: “Your Minority Experience” Paper (10 points) Due by April 10

This assignment, which involves an active component, can be submitted any time between March 15 and before April 10 by 11:59 pm.

Attend and actively participate in one event, meeting, or gathering in which you are a minority on one of the social location dimensions that we have discussed in class. That is, you will participate in a social setting or group in which you feel like an outsider. Choose one of the dimension (e.g., gender, sexual orientation, religion, race, ethnicity, citizenship, immigration or generational status, class, disability, religion or spirituality) and attend an activity where you are a minority.

The event should be at minimum an hour in duration. Please try to do this one your own or with only one other person. You do not have to get approval for the activity as long as you can clearly identify how you are an outsider on one of the social locations dimensions. This should be a live event outside of your daily routine and home. Eating ethnic food and viewing a movie does not fulfill the attendance requirement. Students are encouraged to consult with the course instructors if there are questions about the suitability of their activity. We encourage you to challenge yourself in your choice of activity.

Your paper will be three pages, typed, double spaced:

- Begin the paper with a sentence that identifies the name of the event and date of your attendance.
- Provide a clear description of the activity.
- Briefly describe how you are a minority at this event. (Identify the social category dimension that makes you a minority). Explain how you are a minority according to the social location dimension.
- Provide careful reflection about what was it like to be a minority.
- Discuss your experiences, insights, reflections, wonders (positive or negative) in cultural understanding that was involved in your event choice and attendance. **Note what makes you aware of being different.** (Note: Simple description of the event is not enough; however, some description is needed to illustrate and contextualize your reflections.)
 - What was this experience like for you?
 - In this specific situation, how did it feel to be the minority?

Assignment 5: “Your Daily Revised” (10 points) Due by April 22 by 11:59pm

In this assignment, students will write a paper based on re-thinking an activity that is/was a part of your usual or regular activity in the last year. You will revise or adapt the activity to make it more culturally inclusive or culturally specific to other groups and diverse.

Section I: Describe Your Experience

Address each of the following items

- Name and describe of the activity as it operates as you know it.
 - Describe who is participating now.
 - How does it work?
 - What are the assumptions of what one should know in advance to participate well in this activity? What is the cultural capital?

Section II: Revise this Activity to be more inclusive and culturally specific

- Use only class readings and cultural knowledge about different groups from class resources to speculate how this activity would be modified to be more inclusive and culturally specific. [This is not a research paper that brings in outside sources.]
- What barriers needed to be addressed to make this more inclusive?
- How would access be increased to make this more inclusive?
- How could it be culturally adapted to make it more inclusive or culturally relevant to other groups.
- How could this activity be changed to be more culturally specific to other groups?
- If people of different social locations dimensions come into contact, how can this contact be more comfortable?

Note: You may want to be specific about which other groups you are referring to when you discuss cultural adaptations and making it culturally specific.

Assignment 6: Self Evaluation (5 points) Due May 2 at the beginning of class in hard copy form -- typed, stapled (if more than one page). The assignment is due at the start of class and will not be accepted later or by email.

GRADING: Final grades are based out of 100 points as follows:

90-100	A	60-64	C
80-89	AB	55-59	D
70-79	B	54 and below	F
65-69	BC		

EXTRA CREDIT: If extra credit opportunities are available, these points will not raise your letter grade more than half a grade. Extra credits cannot be earned if:

- You have **not** completed all assignments.
- You have missed more than two in-person classes.
- You cannot make the deadline and format required to earn the extra credit.

Students are encouraged to suggest activities, events, workshops for extra credit opportunities that are directly related to a course topic or reading to the instructors. Please send an email or link to the activity to both course instructors with advance request for pre-approval and so we can share with the rest of the class.

SOME IMPORTANT COURSE GUIDELINES

Communication with Course Instructors. When emailing with questions or wonders about the course, students should address the email to **both** course instructors, with the **subject line including CP225** and student first and last name (e.g., CP225 - FirstLastName - Request for meeting).

Request for Extensions: If a student anticipates they cannot make a deadline, a **request for an extension at least 48 hours in advance** is required for one to be considered. Any assignment turned in after the deadline without an approved extension will lose points, determined at the discretion of the professors.

Use of Electronic Devices. You may utilize your laptop to take notes and look up information related to what's going on in class. You will be asked to close your computer or put your phone away if it appears you are distracted (e.g., doing facebook, sending email, or organizing your calendar or texting). This is a discussion-oriented experiential-based class and participating and staying on track of all the twists and turns of different people's comments requires your attention.

Expected Self-Care. As this is a three-hour class held in the late afternoon / early evening, we will take breaks to ensure that students are able to take care of themselves as needed. Please plan to eat before or outside of class / during breaks. If you bring enough food/snacks for everyone, you can eat during class.

COURSE SCHEDULE & TOPICS, & ASSIGNMENTS**

Materials will be added with a minimum of a week lead time.

Week of	Topic and/or Assignment
January 25	Overview of Course, Introductions, Learning Objectives
February 1	Engagement and Self-Awareness
February 8	Intersectionality: Social Location, Meaning, Process, and Experience
<i>February 10</i>	<i>Assignment 1 ("I am..." Visual Art Project) Due by 11:59pm</i>
February 15	ONLINE Social Location Dimensions 1: Race, Ethnic Group, and Cultural Values and Practices
<i>February 19</i>	<i>Assignment 2a (Social Location Dimension Examples) Due by 11:59pm</i>
February 22	Social Location Dimensions 2: Gender and Sexual Orientation
<i>February 26</i>	<i>Assignment 2b (Social Location Dimension Examples) Due by 11:59pm</i>
February 29	ONLINE Social Location Dimensions 3: Class & Citizenship Immigrant/Generational Status
<i>March 5</i>	<i>Assignment 2c (Social Location Dimension Examples) Due by 11:59pm</i>
March 7	Social Location Dimensions 4: Religion and Spirituality
<i>March 12</i>	<i>Assignment 2d (Social Location Dimension Examples) Due by 11:59pm</i>
March 14	ONLINE Social Location Dimensions 5: Abilities / Disabilities
<i>March 18</i>	<i>Assignment 2e (Social Location Dimension Examples) Due by 11:59pm</i>
March 21	Spring Break - No Class
March 28	ONLINE Cultural Competency: Cultural Inclusivity and Specificity
<i>April 1</i>	<i>Assignment 3 (Intersectionality of Your Social Locations) Due by 11:59pm</i>
April 4	Social Action for Social Change
<i>April 10</i>	<i>Assignment 4 (Your Minority Experience) Due by 11:59pm</i>
April 11	ONLINE Cultural Preparation for Service Learning
April 18	Dialogue on Projects
<i>April 22</i>	<i>Assignment 5 (Your Daily Revised Paper) Due to Learn@UW</i>
April 25	Intersectionality Symposium
May 2	Integration and Wrap up Assignment 6 (Self-Evaluation) <i>Due in class, at the beginning of class, typed, and stapled. Late, untyped self-evaluations will not be accepted.</i>

**Please note that readings and activities will be added over the course of the semester to the Moodle class site.