

REH 220 Multiculturalism: Foundations for Community Service

Spring 2004
Monday 2:00 to 4:30
Merrill 22

INSTRUCTORS	Dr. Karen Barrett	Dr. Zandile Nkabinde
OFFICE LOCATION	Thomas House, 1 st floor	Franklin Hall, 3 rd floor
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OFFICE HOURS:	Monday 9-12 Tuesday 1-2 Thursday 1-2	

COURSE DESCRIPTION:

Students will explore multicultural perspectives on human services through readings, films, and guest presenters. Special attention will be placed on developing respectful and effective approaches to service for people of various cultural backgrounds.

LEARNING OBJECTIVES:

1. Complete an analysis of personal cultural history and multicultural experience related to key course concepts
2. Develop an awareness of and sensitivity to other cultural worldviews
3. Identify the individual and systemic consequences of racism
4. Analyze the processes of description, interpretation, and evaluation in cross-cultural situations
5. Compare and contrast ethnocentrism with ethno-relativism
6. Explore the “minority experience” in America
7. Describe the formation of stereotypes, and identify common stereotypes
7. Gain a basic understanding of cultural values and ethics, particularly with regard to people with disabilities
8. Apply these skills with cross-cultural disability case studies

COURSE TEXTS:

Tatum, B.D. (1997). “Why are all the Black kids sitting together in the cafeteria?” New York: Basic Books.

Fadiman, A. (1997). The spirit catches you and you fall down. New York: Farrar, Straus and Giroux.

AND ONE OF THE FOLLOWING (YOUR CHOICE):

Almost a Woman by Esmeralda Santiago

The Color of Water by James McBride

Yellow Raft in Blue Water by Michael Dorris

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Please note: The topics listed below are a guide only, and are subject to change.

Date	Topic	Reading / Assignments
1/26/04	Why Diversity? Stereotype formation Elements of Diversity Aspects of Diversity Bias, Prejudice, and Discrimination	
2/2/04	Fadiman discussion Artifact Presentation Who Am I? Geneology -- All African?	Fadiman Ch 1 Tatum Ch1, 2 Who am I paper
2/9/04	Becoming American Cultural Relativism Ethnocentrism and Ethno-relativism Cultural Concepts	Fadiman Ch.2 Tatum Ch 3, 4, 5 Cultural Relativism Handouts
2/16/04	VACATION	
2/23/04	D.I.E. activity Media and Stereotypes	Fadiman Ch 3, 4, 5 Tatum Ch 8, 9
3/1/04	Cross-cultural Experiences Culture and Disability Disability Culture	Fadiman Ch 6, 7
3/8/04	Other Cultures' Experiences in America – Land of the Free?	Fadiman Ch 8,9,10
3/15/04	Ethics and Culture	Fadiman Ch 11, 12
3/22/04	Culture and disability	Fadiman Ch 13, 14
3/29/04	Culture-Bound Syndromes	Fadiman Ch 15,16
4/5/04	What does it mean to be white? American? White Privilege How others see Americans	Unpacking the Invisible Knapsack Article Fadiman Ch 17 Tatum Ch 6, 7
4/12/04	In a white mans image (film)	Fadiman Ch 18, 19
4/19/04	VACATION	
4/26/04	Profiling Public Policy	Tatum Ch 10, 11
5/3/04	We all came to America Immigration and Naturalization	
TAKE HOME FINAL DUE MONDAY MAY 10, 2004		

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Assignment	Total Points Possible	Due Date
Who am I ? Write a minimum of 4 typed-double-spaced pages describing your own cultural heritage. Be prepared to discuss this in class. Bring an artifact from your heritage.	40	2/2/04
Fadiman Journals and Discussion Each class time will open with a discussion of the Fadiman chapters assigned for that day. In preparation for that discussion, you will write a one-page journal reaction for each chapter due on that day. In that journal reaction describe the cross-cultural challenges and strengths as it relates to both sides of the helping relationships.	60	Through 4/12/04
Fadiman Ch. 1	3	2/2/04
Fadiman Ch. 2	3	2/9/04
Fadiman Ch. 3, 4, 5	9	2/23/04
Fadiman Ch. 6, 7	6	3/1/04
Fadiman Ch. 8,9,10	9	3/8/04
Fadiman Ch. 11, 12	6	3/15/04
Fadiman Ch. 13, 14	6	3/22/04
Fadiman Ch. 15, 16	6	3/29/04
Fadiman Ch. 17	3	4/5/04
Fadiman Ch. 18, 19	6	4/12/04
1 Page Overall Reaction to Book	3	4/12/04
Interview Using the questions provided, interview a person from another culture. Include informed consent. 5 type written pages, double-spaced.	60	
Book Report Read either "almost a woman" or "color of water." Report on the book using a format to be provided.	40	5/3/04
Policy Analysis Identify a U.S. policy that, in your opinion, has a differential or negative effect on minority groups. Describe the history of the policy, its intended purposes (i.e., to solve what problem), its strengths and limitations, and what needs to be changed. Do not write this in first person voice!	60	4/26/04
Take Home Final	80	5/10/04
Class attendance/participation	60	ALL CLASSES

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LETTER	GRADE POINTS	100 POINT SCALE	400 POINT SCALE
A	4.00	94 – 100	374-400
A-	3.67	90 – 93	360-373
B+	3.33	87 – 89	348-359
B	3.00	84 – 86	336-347
B-	2.67	80 – 83	320-335
C+	2.33	77 – 79	308-319
C	2.00	74 – 76	296-307
C-	1.67	70 – 73	280-295
D+	1.33	67 – 69	268-279
D	1.00	64 – 66	256-267
D-	0.67	60 – 63	240-254
F	0.00	TO 59.5	To 239

WORDS FROM YOUR INSTRUCTORS:

1. The University of Maine at Farmington is a community of learners. We come together to learn from and teach each other. Inherent in that relationship is an expectation of academic integrity, an ethic of scholarship. The UMF Code of Academic Integrity is in force in this classroom, as it is throughout campus. Students are expected to educate themselves about these ethical standards and seek advice from professors when they have questions about academic integrity. The Code of Academic Integrity is included in the 2003-2004 university catalogue at <http://catalog.umf.maine.edu/show.php?type=subcategory&&id=37&&version=2003-2004>."
2. Late assignments are unacceptable. Assignments are to be submitted at the beginning of the class on the date which they are due. Any assignments received after that time are subject to grade reduction. ALL assignments must be submitted to Dr. Barrett in order to receive a passing grade for the class.
3. All written assignments must be typed, double-spaced, and free of spelling, punctuation, and grammatical errors. APA standards should be observed in attribution. All written assignments should be reasonably understandable, and thoughts should flow logically from one to the next. For example, a paper should have an introduction, a body, and conclusion(s). Written assignments will be graded not only for content, but for spelling, sentence structure, punctuation, subject-verb agreement, and organization of ideas.

SUPPORT SERVICES	
BOB PEDERSON CENTER FOR HUMAN DEVELOPMENT 7 SOUTH STREET (207) 778-7034	CLAIRE NELSON, COORDINATOR LEARNING ASSISTANCE CENTER - MERRILL HALL WRITING CENTER - 102B MAIN STREET (207) 778-7295 (VOICE)