CNSL 3H: HONORS IDENTITY, CULTURE & EDUCATION

Foothill College Course Outline of Record

<table>
<thead>
<tr>
<th>Heading</th>
<th>Value</th>
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<tbody>
<tr>
<td>Effective Term:</td>
<td>Summer 2021</td>
</tr>
<tr>
<td>Units:</td>
<td>4.5</td>
</tr>
<tr>
<td>Hours:</td>
<td>4.5 lecture per week (54 total per quarter)</td>
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<tr>
<td>Advisory:</td>
<td>Not open to students with credit in CNSL 3.</td>
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<tr>
<td>Degree &amp; Credit Status:</td>
<td>Degree-Applicable Credit Course</td>
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<tr>
<td>Foothill GE:</td>
<td>Area VI: United States Cultures &amp; Communities, Area IV: Social &amp; Behavioral Sciences</td>
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<tr>
<td>Transferable:</td>
<td>CSU/UC</td>
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<tr>
<td>Grade Type:</td>
<td>Letter Grade (Request for Pass/No Pass)</td>
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<tr>
<td>Repeatability:</td>
<td>Not Repeatable</td>
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Student Learning Outcomes

- Analyze and articulate concepts of Identity, Culture & Education, including but not limited to race and ethnicity, socialization, equity, ethnocentrism, eurocentrism, white supremacy, self-determination, liberation, decolonization, and anti-racism.
- Apply theory to describe critical events in the histories, cultures, and intellectual traditions, with a special focus on the lived experiences and social struggles of African Americans, Asian Americans, Latino Americans, Middle Eastern Americans, and Native Americans and emphasizing agency and group-affirmation.
- Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.

Course Content

This course examines the formation and development of human identity through theories and concepts drawn from counseling, developmental psychology, social psychology, and educational psychology. Major emphases of study will be on identity development, theoretical foundations of self and others, motivation, self-regulation, social structures, inequality, social justice, and human agency.

- Aspects of identity
  - Erikson's theory of psychosocial development
  - Marcia's theory of achievement of a personal identity
  - Tajfel's theory of social identity
- Collective, cross-cultural and societal contexts to identity
  - Weinreich's Identity Structure Analysis
  - Self-categorization theory
- The need to belong
- Critical assessment of research methods in the study of identity
  - Observation
  - Ethnography
  - Critical race theory
- Self-concept
  - Schemas
  - Actual self, ideal self, and ought self
  - Personal discrepancies
- Self-esteem
  - Rogers' humanistic theory of personality
  - Temperament styles
  - Parenting style
- Motivational theories
  - Humanistic theories, Maslow's hierarchy of needs
  - Behavioral theories and extrinsic motivation
  - Cognitive theories and intrinsic motivation
- Arousal level and performance
  - Development of self-efficacy
  - Learned helplessness and learned optimism
  - Persistence and self-monitoring
- Self-regulation
  - Cognitive restructuring
  - Values clarification
  - Kohlberg's theory of moral development
  - Learning and education as cultural values
- Agents of socialization
  - Bronfenbrenner's ecological theory
  - Relationships with self and others
  - Role of educational institutions
- Connections between social structures

Course Objectives

The student will be able to:

a. explain the major concepts, theoretical perspectives, empirical findings, and historical trends regarding identity development
b. compare and contrast the theories related to self-esteem
c. demonstrate an understanding of self-regulation concepts
d. analyze cultural differences and similarities with respect to gender roles, social behavior, and disabilities

e. distinguish American social structures of race and class
f. describe important myths and stereotypes associated with different cultural groups
g. examine personal and educational values and compare and contrast to diverse cultures
h. employ the computer for research
i. describe the culture of higher education
i. Race  
ii. Gender  
iii. Social class and socioeconomic status  
iv. Disability status  
v. Social institutions  

k. People of color in America  
i. European Americans  
ii. African Americans  
iii. Asian Americans  
iv. Latino Americans  
v. Middle Eastern Americans  
vi. Native Americans  

l. Prejudice and stereotypes  
i. Development of stereotypes  
ii. Racism, classism, sexism, and ableism  
iii. Stereotype threat  

m. Ethnocentrism and cultural identity  
i. Psychological factors contributing to ethnocentrism  
ii. Intergroup attitudes  
iii. Ethnocentrism and stereotypic thinking  
iv. Institutional discrimination and oppression  

n. Inequality and social justice  
i. Privilege  
ii. Oppression  
iii. Civil liberties  
iv. Human rights  

o. Critical pedagogy  
i. Freire’s praxis  
ii. Banking education  
iii. Critical consciousness  

p. Constructing a student identity  
i. Emotional intelligence  
ii. Multiple intelligences  
iii. Yosso’s cultural wealth model  
iv. Intercultural communication  

q. Forging a new identity  
i. Meaning-making  
ii. Action theory  
iii. Human agency  

Lab Content  
Not applicable.  

Special Facilities and/or Equipment  
When taught as an online or hybrid distance learning section, students and faculty need ongoing and continuous internet and email access.  

Method(s) of Evaluation  
Methods of Evaluation may include but are not limited to the following:  
-Multiple choice quizzes  
-Essay exams  
-Research papers  
-Summaries and analysis of primary source research articles  

Method(s) of Instruction  
Methods of Instruction may include but are not limited to the following:  
-lecture presentations and classroom discussion using the language of personal and academic success  
-Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis  
-Group and oral presentations of major projects followed by in-class discussion and evaluation  
-Socratic seminar style discussions—students practice how to listen to one another, make meaning, and find common ground while participating in a conversation  
-Service learning—students will apply course concepts and principles with marginalized communities and present their project for evaluation  

Representative Text(s) and Other Materials  
Tatum, Beverly D. "Why Are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race. 2017.  

Types and/or Examples of Required Reading, Writing, and Outside of Class Assignments  
a. Weekly reading assignments ranging from 40-60 pages per week.  
b. Weekly lecture covering subject matter from text assignment with extended topic information.  
c. Case studies from peer review sources may be used to further illustrate concepts.  
d. Guest speakers covering selected topics.  

Discipline(s)  
Counseling