

## Course Outline Editor : FHDATA

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*The current development status (Review2), prohibits editing.*

### Counseling and Student Services

#### CNSL 3H HONORS IDENTITY, CULTURE & EDUCATION

CNSL 3H

HONORS IDENTITY, CULTURE & EDUCATION

Summer 2021

4.5 hours lecture.

4.5 Units

**Total Contact Hours:** 54 *This is a quarterly total of All Lecture, Lecture/Lab, and Lab hours.*

**Total Student Learning Hours:** *(Total of All Lecture, Lecture/Lab, Lab and Out of Class hours X 12)*

**Lecture Hours:** 4.5

**Lab Hours:** 0

**Weekly Out of Class Hours:** 9

**Note:** If Lab hours are specified, the *item 10. Lab Content* field must be completed.

#### Repeatability -

**Statement:** Not Repeatable.

**Course Status:** Active

**Grading:** Letter Grade with P/NP option

**Degree Status:** Applicable

**Credit Status:** Credit

**Degree or Certificate Requirement:** Stand Alone Course

**Foothill GE Status:**

#### Articulation Office Information

**C.A.N. Notation:**

**TCSU Notation:**

**Transferability:** UC/CSU

**Validation date:** 12/9/19

#### Division Dean Information

**Seat Count:** 40

**Load Factor:** .100

**FOAP Code:** 114000-132003-1320

**Cross Listed as:**

**Related ID:** CNSL 3

#### Instruction Office Information

**FSA Code:**

**Distance Learning:** no

**Stand Alone Designation:** no

**Program Title:**

**Program TOPs Code:**

**Program Unique Code:**

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**Need/Justification -**

This course is a planned offering to satisfy the Foothill GE requirement for Area IV, Social & Behavioral Sciences, and Area VI, United States Cultures & Communities.

**1. Description -**

The honors course offers a challenging intellectual environment examining psycho-social issues and the development of individual identities to advance learning in American communities of color. Using race, culture and education as a frame of reference, issues of inequality and social justice are explored to discover their influence on personal development, learning, and agency. As an honors course, it is a seminar with advanced teaching methods focusing on Freirean praxis, major writing, reading, and research assignments, student class lectures, group discussions and interactions.

Advisory: Not open to students with credit in CNSL 3.

**2. 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

**3. 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.

**4. Course Content (Body of knowledge) -**

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.

- A. Aspects of identity
  - 1. Erikson's theory of psychosocial development
  - 2. Marcia's theory of achievement of a personal identity
  - 3. Tajfel's theory of social identity
- B. Collective, cross-cultural and societal contexts to identity
  - 1. Weinreich's Identity Structure Analysis
  - 2. Self-categorization theory
  - 3. The need to belong
- C. Critical assessment of research methods in the study of identity
  - 1. Observation
  - 2. Ethnography
  - 3. Critical race theory
- D. Self-concept
  - 1. Schemas
  - 2. Actual self, ideal self, and ought self
  - 3. Personal discrepancies
- E. Self-esteem
  - 1. Rogers' humanistic theory of personality
  - 2. Temperament styles
  - 3. Parenting style
- F. Motivational theories
  - 1. Humanistic theories, Maslow's hierarchy of needs
  - 2. Behavioral theories and extrinsic motivation
  - 3. Cognitive theories and intrinsic motivation
- G. Arousal level and performance

1. Development of self-efficacy
2. Learned helplessness and learned optimism
3. Persistence and self-monitoring
- H. Self-regulation
  1. Cognitive restructuring
  2. Values clarification
  3. Kohlberg's theory of moral development
  4. Learning and education as cultural values
- I. Agents of socialization
  1. Bronfenbrenner's ecological theory
  2. Relationships with self and others
  3. Role of educational institutions
- J. Connections between social structures
  1. Race
  2. Gender
  3. Social class and socioeconomic status
  4. Disability status
  5. Social institutions
- K. People of color in America
  1. European Americans
  2. African Americans
  3. Asian Americans
  4. Latino Americans
  5. Middle Eastern Americans
  6. Native Americans
- L. Prejudice and stereotypes
  1. Development of stereotypes
  2. Racism, classism, sexism, and ableism
  3. Stereotype threat
- M. Ethnocentrism and cultural identity
  1. Psychological factors contributing to ethnocentrism
  2. Intergroup attitudes
  3. Ethnocentrism and stereotypic thinking
  4. Institutional discrimination and oppression
- N. Inequality and social justice
  1. Privilege
  2. Oppression
  3. Civil liberties
  4. Human rights
- O. Critical pedagogy
  1. Freire's praxis
  2. Banking education
  3. Critical consciousness
- P. Constructing a student identity
  1. Emotional intelligence
  2. Multiple intelligences
  3. Yosso's cultural wealth model
  4. Intercultural communication
- Q. Forging a new identity
  1. Meaning-making
  2. Action theory
  3. Human agency

**5. Repeatability** - Moved to header area.

## **6. Methods of Evaluation -**

- A. Multiple choice quizzes
- B. Essay exams
- C. Research papers
- D. Summaries and analysis of primary source research articles
- E. Personal reaction papers
- F. Problem-solving exercises
- G. Midterms
- H. Final exams
  - I. Service learning project synthesis and presentation

## **7. Representative Text(s) -**

David, E.J.R., and Annie O. Derthick. The Psychology of Oppression. 2018.  
 Freire, Paulo, Myra Bergman Ramos, Donaldo P. Macedo, and Ira Shor. Pedagogy of the Oppressed. 2018.  
 Matsumoto, David R., and Linda P. Juang. Culture and Psychology. Boston: Cengage Learning, 2016.  
 Tatum, Beverly D. "Why Are All the Black Kids Sitting Together in the Cafeteria?" And Other Conversations About Race. 2017.  
 Weiten, Wayne, Dana Dunn, and Elizabeth Y. Hammer. Psychology Applied to Modern Life: Adjustment in the 21st Century. Stamford, CT: Cengage Learning, 2018.

## 8. Disciplines -

Counseling

## 9. Method of Instruction -

- A. Lecture presentations and classroom discussion using the language of personal and academic success.
- B. Class readings of subjects by the instructor and students followed by instructor-guided interpretation and analysis.
- C. Group and oral presentations of major projects followed by in-class discussion and evaluation.
- D. Socratic seminar style discussions - students practice how to listen to one another, make meaning, and find common ground while participating in a conversation.
- E. Service learning – students will apply course concepts and principles with marginalized communities and present their project for evaluation.

## 10. Lab Content -

Not applicable.

11. Honors Description - No longer used. Integrated into main description section.

## 12. 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.

**Development Status:** Review2

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