

## **UUA Music Leadership Certification Course**

Toward Multicultural Competence

July 2015

Boston, MA

Co-facilitators: Rev. Erica Baron and Beth Norton

### **Course Title:**

Toward Multicultural Competence

### **Description:**

Unitarian Universalism aspires to be a theologically diverse, multicultural, anti-racist and anti-oppressive religious movement. Music leaders must develop their own multicultural competence if they are to help guide the congregations they serve to be multicultural and to engage in anti-racist and anti-oppressive practices. Developing one's multicultural competence is an ongoing, lifelong process. This course is designed to provide a framework for understanding and engaging in this process. Using the Developmental Model of Intercultural Sensitivity (DMIS), participants will acquire a lens for understanding and exploring the development of intercultural competence. Readings and shared musical experiences will guide our reflection and discussion of multicultural competence and such issues as white privilege and cultural misappropriation.

### **Goals of the Course**

In this course, participants will:

1. Learn the DMIS model as a tool to understand and describe stages in the development of multicultural competence.
2. Identify their own stages through taking the Intercultural Development Inventory (IDI) and reviewing the results with a trained administrator
3. Develop a deeper knowledge and understanding of white privilege, oppression and cultural misappropriation
4. Learn considerations for using music from other cultures in a respectful way
5. Identify Resources for developing their intercultural competence
6. Develop a plan of action for exploring next steps in their development of multicultural competence.

**Pre-Course Reading and Assignments:** Please complete the pre-course assignments in the order listed below:

Start a journal, either on paper or on your computer. Instructors will verify that you have created the assigned content, but no one but you will read it in detail. This is for your own reflection.

1. In your journal, briefly describe your own cultural identity. What about you expresses your culture externally? What about your cultural identity might be invisible to others?

2. Take the Intercultural Development Inventory (Erica Baron will provide information)

3. Pre-Course Readings

After you read each of the following, write a response of two or three paragraphs in your journal. What questions does each reading raise for you? Is there an experience you have had that resonates with this reading?

**Milton J Bennett, “Becoming Interculturally Competent”**

**Peggy McIntosh, “White Privilege: Unpacking the Invisible Knapsack,”**

A paper copy of this article will be sent to you via postal mail (in keeping with copyright stipulations).

**Jason Shelton, “A Perspective on Music and Cultural Misappropriation”**

**Marjorie Bowens Wheatley, “Cornrows, Kwaanza and Confusion: The Dilemma of Cultural Racism and Misappropriation”**

**Bring to Class in Boston:**

Your journal

A copy of *Singing the Living Tradition*

A copy of *Singing the Journey*

A copy of *Las Voces del Camino*, if you have one

A copy of *Between the Lines*, if you have one

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### **Post-Course Assignment**

1. Schedule a time (30-45 minutes) in late July or August to talk to Erica about your IDI results and to receive your Individual Development Plan document.

2. Create an Individual Development Plan using the IDP Document

- Answer the questions in the document
- In section 3.1, include at least 2 professional goals among the 3-5 suggested
- In section 4.1, include at least 1 professional stress point among the 3-5 suggested.

**Send your plan to Beth for feedback by September 7**

3. Continue to keep your journal as you embark on your Individual Development Plan.

4. By December 7, write a 3-5 page reflection paper updating your progress on your Individual Development Plan.

This should include:

- Specific actions you have taken to start your plan
- Discoveries or experiences related to your plan or the DMIS lens.
- Questions that have been raised for you as you follow your plan
- Changes or additions you have made in the plan going forward
- Other comments or observations.

**Send to Beth for feedback by December 7. You will receive feedback from Beth or Erica on this assignment.**