**AUBURN UNIVERSITY**

**SYLLABUS**

**1. Course Number:** COUN 2000-002

**Course Title:** Living and Communicating in a Diverse Society

**Credit Hours:** 3 Semester Hours (Lecture 3)

 Tuesdays & Thursdays (TR) 9:30am to 10:45pm

**Prerequisites:** None

**Instructor:** LaVarius C. Harris, B.S.

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Office: Haley Center 2054

Office Hours: Tuesdays 4pm-5pm, Thursdays 8am-9am, or by appointment

**2. Date Syllabus Prepared:**

August 2017

**3. Required Reading**

**Text**:

Marger, M. N. (2015). *Race and ethnic relations: American and global perspectives*. Stamford, CT: Cengage Learning. ISBN 978-1-286-74969-3

Pincus, F. L. (2011). *Understanding diversity: An introduction to class, race, gender, sexual orientation, and disability* (2nd edition). Boulder, CO: Lynne Rienner Publishers. ISBN 978-1-58826-621-7

**Chapters and Articles:**

Borrego, E. & Johnson III, R. G. (2011). *Cultural competence for public managers: Managing diversity in today’s world*. Boca Raton, FL: CRC Press. ISBN 978-1-4398-2807-6

Buccigrossi, J., & Robinson, M. (2003). *Age: At issue in the American workplace*. Rochester, NY: wetWare, Inc. Retrieved from <http://www.workforcediversitynetwork.com/docs/Age_7.pdf>

Coleman, M., & Ganong, L. H. (2000). Changing families, changing responsibilities? *National Forum, 80 (3)*, 34-37.

Kilman, C. (2007, November). One nation, many gods. *Teaching Tolerance, 32*, 14-20.

Oikonomidoy, E. (2010). Zooming into the school narratives of refugee students. *Multicultural Perspectives, 12*, 74-80.

**\***Other readings as assigned

**4. Course Description:**  This course meets SLO 9. The class focuses on content addressing the cultural context of relationships, issues and trends in a multicultural and diverse society related to such factors as culture, ethnicity, nationality, age, gender, sexual orientation, mental and physical characteristics, education, family values, religious and spiritual values, socioeconomic status and unique characteristics of individuals, couples, families, ethnic groups, and communities. Because successful living in a diverse society requires successful communicating, the course also focuses on communication around difficult topics (often referred to as difficult dialogues). The course includes all of the following objectives:

**5.** **Student Learning Outcomes:**

a)      Knowledge of multicultural and pluralistic trends, including characteristics and concernsbetween and within diverse groups nationally and internationally

b)      Attitudes, beliefs, understandings, and acculturative experiences, **including specific experiential learning activities**

c)     Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups

d)     Cultural self-awareness; understanding citizens’ roles in social justice, advocacy and conflict resolution, the nature of biases, prejudices, processes of intentional and unintentional oppression and discrimination, and other culturally supported behaviors that are detrimental to the growth of the human spirit, mind, or body

e)      Awareness of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for diversity individuals

f)      Understanding of value of cultural diversity in a progressive society

g) Ability to engage in conversations about race, ethnicity, and culture in ways that are respectful, increase understanding among participants in the conversation, and support intergroup and intragroup cohesion to work toward common solutions

**Course Philosophy**

As individuals living in a diverse society, there is value in understanding the culture of those around us. This course will expose students to opportunities to learn about other cultures, challenge beliefs they may hold about individuals from other cultures that may impede their ability to work and live in a diverse society, and gain awareness of ways diversity in society is enriches society. The class will blend the tradition of knowledge acquisition with experiential learning and self-exploration/reflection. It is critical in classes such as this that the environment is one of respect and sensitivity and is a safe environment for people to speak and share. As such, I expect that you will approach the content of this course as a student and good citizen who values others people as human beings. This means that you are expected to make a distinction between your ideas/beliefs that reflect your worldview and those that reflect the body of knowledge. Finally, this also means thathateful speech and actions will not be allowed in the class.

Each of us has cultural beliefs and a worldview that shapes how we see the world, what we value, and biases we hold. I ask that you develop an awareness of when your ideas and views reflect your culture and worldview rather than an absolute of what is right or wrong or good or bad. A fundamental part of this class is to identify ways in which the diversity of values and worldviews adds to the society in which we live.

**6. Course Content Outline**

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|  | **Topic**  | **Assignments** |
| **Week 1** |
| T 8/22 | Review of Syllabus; Introductions, Survey, IAT Overview |  |
| R 8/24 | Health DisparitiesDifferences: Strengths and Weaknesses | 10 Ways to Fight Hate |
| **Week 2** |
| T 8/29 | Defining Diversity & InclusivityClass Perspective on Cultural Climate | FP Chapter 1 |
| R 8/31 | Basic Concepts of Diversity; Watch *TEDx Talk*Social Justice: Action, Change, & Movements*Pretest* | FP Ch. 2FP Ch. 8EC Journal Reflection 1 Due |
| **Week 3** |
| T 9/5 | PrivilegeWatch, *Under Our Skin: White Privilege & Fragility, Tim Wise’s White Privilege* | *Form groups for group presentations &* *choose work setting* |
| R 9/7 | Ethnic Stratification & Prejudice and Discrimination | EC Journal Reflection 2 dueMM Ch. 2 & 3 |
| **Week 4** *\*Start Service Learning (SL)* |
| T 9/12 | Foundations of American Ethnic Hierarchy  | MM Ch. 5 |
| R 9/14 | Native Americans/American Indians | MM Ch. 6**Immersion Experience 1 Paper due** |
| **Week 5** |
| T 9/19 | African Americans | MM Ch. 7 |
| R 9/21 | Hispanic and Latino Americans | MM Ch. 8**SL Journal Reflection 1 due**  |
| **Week 6**  |
| T 9/26 | Asian Americans and Pacific Islanders | MM Ch. 9 |
| R 9/28 | Arab Americans | MM Ch. 12 |
| **Week 7** |
| T 10/3 | **Mid-Term** |  |
| R 10/5 | Cultural Competence | Borrego & Johnson, 2011 Ch. 1& 3**SL Journal Reflection 2 due** |
| **Week 8** |
| T 10/10 | Introduction to Communication\*Intercultural Communication; Watch, *Color of Fear* |  |
| R 10/12 | NO CLASS | FALL BREAK |
| **Week 9** |
| T 10/17 | Intercultural SensitivityMicroaggressionsWatch, *Under Our Skin: Microagressions* | ***Bennett’s Developmental Model of Intercultural Sensitivity******Book for book review paper approval deadline***EC Journal Reflection 3 due |
| R 10/19 | Microagressions Day 2Privileged identities & Marginalized Identities | Privilege Identity Article**SL Journal Reflection 3 due** |
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| **Week 10** |
| T 10/24 | Current racial relationships in the U.S.\*Immigrants and Refugees | MM Ch. 13Oikonomidoy, 2010EC Journal Reflection 4 due |
| R 10/26  | NO CLASS. Writing/Immersion Day | **Immersion Experience 2 Paper due** |
| **Week 11** |
| T 10/31 | Group Presentations (3 Groups) | **3 Group Presentations**  |
| R 11/2 | *Group Presentations* (3 groups)Group Effort Evaluations | **SL Journal Reflection 4 due****3 Group Presentations** |
| **Week 12** |
| T 11/7 | Sexual Orientation  | FP Ch. 6 |
| R 11/9 | Alternative Families & Family Compositions as Diversity  | Coleman & Ganong, 2000**Book Review Paper due**EC Journal 5 due |
| **Week 13**  |
| T 11/14 | Age as DiversitySize as Diversity | Buccigrossi & Robinson, 2003 |
| R 11/16 | Ability Status/ Disability | FP Ch. 7 |
| **Week 14** |
| T 11/21  | NO CLASS-Thanksgiving Break | NO CLASS-Thanksgiving Break |
| R 11/23  | NO CLASS-Thanksgiving Break |  NO CLASS-Thanksgiving Break |
| **Week 15** |
| T 11/28 | Social Class as Diversity\*Poverty and Hunger –Guest Speaker, AU Hunger Solutions Institute | FP Ch. 3**Service Learning 5 due**  |
| R 11/30 | Religion as Diversity | Kilman, 2007 |
| **Week 16** |  |
| R 12/5 | Sex and Gender as Diversity | **FP Ch. 5****Service Learning Hours due 5pm****Immersion Experience 3 Paper due** |
| R 12/7  | Modern Slavery/Human TraffickingReview for Final Exam | *Class Assessments* |
| FINAL EXAM |

**7. Assignments/Projects:**

**All assignments are due by the start of class on the date listed on the syllabus** and should be submitted via Canvas**.** Late papers and assignments will be reduced by 20% for each day they are late. Late is late and if the deadline for submission is missed, it will result in the penalty stated. CANVAS is the official time stamp for submission.

1. **Midterm:**

(35 pts) – The mid-term will be a multiple choice and short answer test requiring students to demonstrate their knowledge of material covered the first half of the term. Missing the midterm without prior approval will result in a 0.

1. **Final**

(45 pts) – The final will be comprehensive requiring students to demonstrate their knowledge of material covered in the course.

**C. Class Activities/Discussion**

(35pts) – It is expected that you will be present and be an active participant in this course. As a part of this, you will need to share your thoughts during discussions and activities. Part of the value of this course is to learn from peers (in addition to peer-based learning that will occur during presentations). This can only occur if you are present in class and willing to participate in the class exercises share your ideas/observations/questions (each class exercise that is graded will be worth 3.5 points and there will be 10 such exercises which will not be announced ahead of time).

**D. Immersion Experience Project:**

(100 pts) – Research suggests that the development of appreciation for different cultures requires meaningful interaction with persons from cultures and groups unfamiliar to you and/or different from your own. With this in mind:

1. You are required to engage in three experiences that put you in contact with three different diverse populations over the course of the semester (looking at the course schedule and text can provide you with ideas for groups that you may want to obtain additional contact). I encourage you to gain contact with persons or groups that you have not had an opportunity (or had only minimal opportunity) to interact with previously. Each of these experiences may require additional research related to the culture of the group. You may not use past experiences to satisfy requirements for this project.

Immersion Experience 1: You will schedule an interview with someone who is different than you in at least two categories of diversity (e.g., ethnicity, gender, religion, sexual orientation, etc.).

Immersion Experience 2: You will attend a meeting, social gathering, cultural service/ceremony, discussion, presentation, or workshop.

Immersion Experience 3: You will visit a historical or cultural site, museum, or celebration. Submit a picture or program along with the reflection.

Service Learning Experience: You will engage in Service Learning over the course of the semester (20 pts). You will provide a minimum of 10 hours of volunteer service to a campus or community organization (a minimum of one hour per week over a minimum of 10 weeks) and write 5 final journal reflections about your service experience (20 pts). Journal reflections should be ½ to 1 page double spaced.

1. Reaction Papers (20 pts each): After each experience, prepare a reaction paper (3-4 pages, double-spaced, not including the title page and references) reflecting on what you learned and how it will affect your personal and professional development (1-2 pages) and placing what you observed, learned, heard in the context of the class materials and ideas (1-2 pages).

**E. Cultural Competence Group Presentation:**

(30pts) – In groups of four to five, you will present on cultural competence related to work settings, some of which are described in the Borrego and Johnson (2011) text. Only one group can present on a specific work setting. Your group will draw on the Borrego and Johnson (2011) text and bring in other sources. Presentations will be about 15 minutes and will address the value added for cultural competence in the particular work setting as well as strategies to maximize cultural competence in the specific setting. Your presentation must include a Best Practices handout for me and your classmates and 1-2 discussion questions to engage your classmates in the presentation. You will submit a reference list to me on the date of the presentation, in addition to the Best Practices handout and the questions used to engage the class in discussion.

The grade for this presentation will be a product of group-member effort ratings (50% of the final grade) and the grade assigned by the instructor for content and overall presentation (50% of the final grade). One would need to have high effort ratings from peers to do well on this project. Low effort ratings from peers will proportionately reduce your final individual grade from that assigned by the instructor.

**F. Book Review Paper:**

(35pts) – You will write a 6-page (title page and references not included) paper on a book on topic that relates to the course and is about an individual from a culture that differs from yours in terms of race/ethnicity, sexual orientation, ability status (including cognitive/intellectual disabilities and severe mental illness), or social class/socioeconomic status. You may also choose to read about someone who is transgender. You must have your book approved by the instructor, and you will submit the complete book reference in Canvas (refer to the Course Content Outline for the book reference due date). *Failure to have your book approved will result in a grade of 0 for the Book Review Paper.*

Your paper should summarize the book (2 pages). In addition, you will include your reactions to the book and compare and contrast the book with material covered in the course (2 pages) and with your own culture (2 pages). When contrasting the book with your own culture, please consider areas where the culture you read about may have some unique strengths that your culture does not and some unique strengths found in your culture. It is important in this process that you demonstrate a connection between those strengths within the culture and the positive effect those strengths have for the people of that culture (such effects might relate to communication styles, economics, beliefs/practices, values, etc.).

**G. Extra Point Opportunities:** **EC- Journal Reflections**

(3 points each, 15 points total) - These journal reflections are due at the beginning of class for the assigned due date on the syllabus. They are placed throughout the semester to allow students to receive credit for reflecting and processing their thoughts in a scholarly manner for topics which may be sensitive and cause forms of dissonance. Reflections must be 1 to 2 pages double spaced and draw on at least one source other than the assigned texts or reading. To ensure the greatest value is received from the reflections, **no late reflections will be accepted**. Sources should be cited in APA format.

**8. Grading Scale:** All assignments must be completed to earn a final grade. Grades will be based upon total point accumulation in the course:

Mid-term 35

Final 45

Class Activities 35

Immersion Experience Project 100

Group Presentation 30

Book Review Paper 35

Total 280

 **Grading Scale is by points, not percentages. Instructor will NOT round any grades.**

A 280-252; B 251-224; C 223-196; D 195- 168; F 166 and Below

1. **Class Policy Statements:**

Attendance: Attendance is expected and you are responsible for all class material covered in your absence. If you miss a class session, please note that you will not receive credit for in-class activities and discussions; thereby your overall grade can be affected by an absence. Only individuals with university approved absences will be allowed to make up missed in-class assignments/activities. In addition to attendance, I expect that when you do come to class, you will be in class. I appreciate that emergencies do happen, but they do not happen each week. Arriving late to class, leaving early, leaving class for an extended period of time during class are similar to an absence. In addition, please use good manners with regard to your cell phone. Keep it on silent/vibrate and only answer it in the case of an emergency (see previous statements about the frequency of emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

Excused Absences: Only university excused absences will be accepted. When feasible, the student must notify the instructor prior to the occurrence of any excused absences, but in no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see university policies for additional information on absences.

Make-Up Policy: Arrangement to make up a missed test, in-class activity, or presentation due to properly authorized excused absences must be initiated by the student within one week of the end of the period of the excused absence(s). Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins.

*Late papers* will receive a 20% deduction in grade for each day they are late. Extra Credit Assignments will NOT be accepted late. Canvas is the official time stamp for assignment turn-in. All times are set for central time zone.

Academic Honesty: The University Honesty Code and the university policies, see website at <https://sites.auburn.edu/admin/universitypolicies/default.aspx> for more information, pertaining to cheating will apply to this class.

Disability Accommodations: Students who need accommodations are asked to arrange a meeting during office hours the first week of classes, or as soon as possible if accommodations are needed immediately. If you have a conflict with my office hours, an alternate time can be arranged. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Professionalism: As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behaviors as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:

* 1. Engage in responsible and ethical professional practices
	2. Contribute to collaborative learning communities
	3. Demonstrate a commitment to diversity
	4. Model and nurture intellectual vitality