**COUN 2000**

Living and Communicating in a Diverse Society

**Fall 2017**

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**Department of Special Education, Rehabilitation, Counseling/School Psychology**

**College of Education**

Instructor information

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Office Hours

**Wednesdays 10:00am – 12:00pm**

and

by appointment

**Office: Haley Center**

**Room 1234F**



**AUBURN UNIVERSITY**

**SYLLABUS**

**Course Number:** COUN 2000-006

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

Prerequisites: 3 Semester hours (Lecture 3)

**Credit Hours:**  3 Semester hours credits/Graded

**Class Meeting Times:** MWF 9:00am-9:50am

**Class Location:** Haley Center Room #3124

**Instructor:**  E. Kelley Mautz, MPA, MS, CRC

**Office:** Haley Center Room 1234F

**Office Hours:** Wednesday, 10:00am-12:00pm and by appointment

**E-mail:** ekm0031@tigermail.auburn.edu

**Date Syllabus Prepared:** August 2017

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| --- |
| *The course syllabus is a general plan for the course.*  *Deviations may be necessary and will be communicated to the class in a timely manner.* |

**Required Readings:**

**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, 60 (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.

**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 assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals. The course includes all of the following objectives:

**Student Learning Outcomes**:

a) Knowledge of multicultural and pluralistic trends, including characteristics and concerns between 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 that hateful 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.

**Course Content Outline**

This course schedule is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class and/or via email and it is the students’ responsibility to be aware of such announced changes.

| **Week** |  | **Topic** | **Assignments** |
| --- | --- | --- | --- |
| **1** | **8/21/17** | Review of Syllabus; Introductions; Pretest (not graded) | **Pre test** |
| **8/23/17** | Discussion Guidelines; Having Difficult Dialogues; Overview of basic concepts of race and racism | MM ch 1  FP ch 1 |
| **8/25/17** | Continue overview; Defining Diversity |  |
| **2** | **8/28/17** | Color of Fear |  |
| **8/30/17** | Group Differences and Dynamics of In-group/Outgroup; Bennett’s Developmental Model of Intercultural Sensitivity | FP ch 2 |
| **9/1/17** | Ethnicity Overview | MM ch 2  **Propose Immersion Schedule** |
| **3** | **9/4/17** | **Labor Day – No Class** |  |
| **9/6/17** | Privilege, Prejudice, and Discrimination | MM ch 3 |
| **9/8/17** | **Experiential Day – No Class**  **Media Assignment** | **Discussion due** |
| **4** | **9/11/17** | T. Wise video; Concept of Privilege | MM ch 5 |
| **9/13/17** | African Americans | MM ch 7  **Immersion Experience Paper due** |
| **9/15/17** | **Experiential Day – No Class**  **Native Americans (Canvas)** | **MM ch 6**  **Discussion due** |
| **5** | **9/18/17** | Hispanic and Latino Americans | MM ch 8 |
| **9/20/17** | Asian Americans and Pacific Islanders; Mid-term review | MM ch 9 |
| **9/22/17** | Mid-Term | **Mid-Term** |
| **6** | **9/25/17** | Arab Americans | MM ch 12 |
| **9/27/17** | Development of Inequality | MM ch 14 and 16 |
| **9/29/17** | Current racial relationships in the U.S. | MM CH 13 |
| **7** | **10/2/17** | Cultural Competence | Borrego & Johnson (2011) ch 1 |
| **10/4/17** | **Experiential Day – No Class**  **Multiculturalism** | **Discussion due** |
| **10/6/17** | **Experiential Day – No Class** |  |
| **8** | **10/9/17** | Student Field Presentations | **Student Field Presentations (groups** **drawing from topics in Borrego & Johnson)** |
| **10/11/17** | Student Field Presentations | **Student Field Presentations (groups** **drawing from topics in Borrego & Johnson)** |
| **10/13/17** | **Fall Break – No Class** |  |
| **9** | **10/16/17** | Student Field Presentations | **Student Field Presentations (groups** **drawing from topics in Borrego & Johnson)** |
| **10/18/17** | Class as Diversity | FP ch 3 |
| **10/20/17** | Gender as Diversity | FP ch 5  **Immersion Experience Paper due** |
| **10** | **10/23/17** | Outcomes of Gender Inequity | Assigned sections from World Health Organization Report |
| **10/25/17** | Sexual Orientation | FP ch 6 |
| **10/27/17** | Alternative Families & Family Compositions and Diversity | Coleman & Ganong |
| **11** | **10/30/17** | Disability/Ability Status – Physical | FP ch 7 |
| **11/1/17** | Disability/Ability Status - Mental |  |
| **11/3/17** | Age as Diversity | Buccigrossi & Robinson, 2003 |
| **12** | **11/6/17** | Faith and Religion as Diversity | Kilman, 2007 |
| **11/8/17** | Immigrants and Refugees | Oikonomidoy, 2010 |
| **11/10/17** | Language and Pluralistic Society |  |
| **13** | **11/13/17** | Social Justice/Social Change | FP ch 8 |
| **11/15/17** | **Experiential Day – No Class** | **Immersion Experience Paper due** |
| **11/17/17** | **Experiential Day – No Class**  **The Political Self (Canvas)** | **Discussion due** |
| **14** | **11/20/17** | **Thanksgiving Break – No Class** |  |
| **11/22/17** | **Thanksgiving Break – No Class** |  |
| **11/24/17** | **Thanksgiving Break – No Class** |  |
| **15** | **11/27/17** | Advocacy | **Book Review Paper due** |
| **11/29/17** | Review for Final; Posttest (not graded) | **Review for Final**  **Post test** |
| **12/1/17** | Final Exam | **Final Exam** |

**Assignments/Projects:**

**All assignments are due by the start of class on the date listed on the syllabus.** Late papers and assignments will be reduced by 25% for each class they are late.

**A. Midterm:**

(20 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.

**B. Final**

(20 pts.) – The final will be comprehensive requiring students to demonstrate their

knowledge of material covered in the course.

**C. Immersion Experiences and Reaction Papers:**

(30 pts.; 10pts each) – 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:

A: 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 groups that you have not had an opportunity (or had only minimal opportunity) to interact with previously. Although I encourage you to make each of the experiences different in type, you must have at least *two different types of experiences*. Consider scheduling interviews with representatives of a cultural group, attending meetings, social gatherings, discussions, presentations, or workshops; visiting cultural centers or historical sites; or providing volunteer service with/to members of your chosen group. As an example of the requirement to engage in at least two different types of activities, you could go to two different museums and interview an individual for the three experiences, but you could not go to museums for all three experiences.

B: 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/professional development (2 pages) and placing what you observed, learned, heard in the context of the class materials and ideas (2 pages).

*NOTE\* Students should not use their gender as a category for this exercise. As the instructor, I recognize that gender is an important aspect of identity, is non-binary, and can result in experiences of prejudice and discrimination. It has been excluded from this presentation not due to its lack of importance, but due to the complexity in identifying and visiting an “event/location” in which one’s gender is the “minority”. If you have questions/concerns about this exclusion, please let me know and we can discuss the reasoning more in depth*

**D. Group Presentation, Best Practices Handout and Discussion Questions:**

(10pts) – In groups of four, you will present on one of the work settings described in the

Borrego and Johnson text. Only one group can present on each topic. Your group will draw on the text (available in the LRC for brief checkout) and bring in other sources. You will submit a reference list to me the date of the presentation. Presentations will be 20 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. The grade for this will be a product of group-member effort ratings and the grade assigned for the presentation by the instructor (so to get the grade the instructor assigned, one would need to have high effort ratings from peers and low effort grading from peers will proportionately reduce your individual grade from that assigned by the instructor of the group).

**E. Class Activities/Discussion**

(10pts) – 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 1 point and there will be 10 such exercises which will not be announced ahead of time).

**F. Book Review Paper:**

(10pts) – You will write a 5-6 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, or class. You must have your book approved by the instructor not later than the last day of class before Fall Break. 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).

**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 | 20 |
| Final | 20 |
| Group Presentation | 10 |
| Immersion Experiences | 30 |
| Class Activities | 10 |
| Book Review Paper | 10 |
| Total 100 | 100 |

A 90-100%; B 80-89%; C 70-79%; D 60-69%; F <60%

**Class Policy Statements:**

Attendance: Note this class meets three times per week. 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). Ultimately, you should treat class as you would work with a client. You would not take calls while sitting with a client and you would not No Show on a client.

Excused Absences: *Unexcused absences will result in a 10 point grade reduction per absence.*

Students are granted excused absences from class for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, the death of a member of the student’s immediate family, trips for student organizations sponsored by an academic unit, trips for university classes, trips for participation in intercollegiate athletic events, subpoena for a court appearance, and religious holidays. Students who wish to have an excused absence from class for any other reason must contact the instructor in advance of the absence to request permission. The instructor will weigh the merits of the request and render a decision. In no case shall notification occur more than once a week after the absence. Appropriate documentation for all excused absences is required. Please see *Student Policy eHandbook* for additional rules and regulations.

Make-Up Policy: Arrangement to make up a missed major examination (e.g. midterm or final) 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 unusual circumstances, such as the continued absence of the student or the advent of university holidays, a make-up exam will take place within two weeks of the date that the student initiates arrangements for it. Except in extraordinary circumstance, no make-up exams will be arranged the last three days before the final exam period begins.

Assignments:All written assignments are expected to conform to the current style manual of the American Psychological Association (APA). Written assignments are expected to be typewritten, grammatically accurate, and free of spelling and typographical errors. Assignments are to be at the level of quality expected of a professional.

All assignments must be turned in the day each are due and in the manner requested by the instructor. Assignments must be turned in by the student completing the assignment. No late assignments will be accepted unless accompanied by a university approved excuse. If a student misses turning in an assignment and has a university approved excuse, he or she will have one week from the time he or she returns to class to tum in the assignment. *Late assignments will receive a 25% deduction in the grade for each day they are late.*

Those assignments and projects that are to be typed need to be done in the following format:

Font: Times New Roman, 12 inch font;

Margins: 1”;

Spacing: Double Spacing;

Include the Running head

Class lectures may be supplemented with reflection questions and activities that can be completed outside of class. In addition, a discussion group may be established in order to provide for greater interaction between the instructor and students with regard to the content.

Alternative assignments will be posted on Canvas for students and will be assigned as needed. These assignments will be submitted electronically.

Some exams may be completed on Canvas, thus exams can be proctored from a different location.

Classroom Behavior: "Behavior in the classroom that impedes teaching and learning and creates obstacles to this goal [learning] is considered disruptive and therefore subject to sanctions ... Students have the responsibility of complying with behavioral standards ... Examples of improper behavior in the classroom (including the virtual classroom of e-mail, chat rooms, telephony, and web activities associated with courses) may include, but are not limited to the following: arriving after a class has begun; use of tobacco products; monopolizing discussion; persistent speaking out of tum; distractive talking including cell phone usage; audio or video recording of classroom activities or the use of electronic devices (including cell phones) without the permission of the instructor; refusal to comply with reasonable instructor directions; employing insulting language or gestures; verbal, psychological, or physical threats, harassment, and physical violence." (See *Tiger Cub)*

Academic Honesty Code: The University Academic Honesty Code and the Tiger Cub Rules and Regulations pertaining to **cheating** will apply to this class. The Auburn Academic Honesty Code is found in both the Tiger Cub and the Student Government Association's Code of Laws. Students are to read the honor code carefully, making sure they understand the policy, its implications for their work (e.g., tests, reports, papers, projects), and the consequences of code violation. Non-compliance with this policy will result in formal action with the university academic honesty procedures. Among other things, students are responsible for understanding the definition of plagiarism. Individuals are to (a) reference materials they use, and (b) reference only material they access directly. Individuals who copy or use ideas from the works of others without properly acknowledging the author, risk grave consequences.

Use of Electronics:Cell phones must be put on silent and stored during class times, unless the instructor is notified of special circumstances (e.g. on-call professional services, family emergencies). Computers and electronic notepads are welcomed, **but may be used for class purposes only and must not be a distraction.**

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).

Access to Course Content:

All class lecture notes and Power Points will be posted on Canvas for all lectures presented in class.

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:

a. Engage in responsible and ethical professional practices

b. Contribute to collaborative learning communities

c. Demonstrate a commitment to diversity

d. Model and nurture intellectual vitality