**COUN 2000**

Living and Communicating in a Diverse Society

**Fall 2018**

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

**College of Education**

Instructor Information

**Mary anne Messer, M.S.**

Counseling Psychology

 Doctoral Student

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Office Hours

**TR 11:00-12:00**

and

By Appointment

**Office: Haley Center**

**Room 2072**

![Photo of Auburn "conceptual framework" logo Reads: "College of Education. Conceptual framework. Faculty, staff and students strive to prepare and be professionals who are: Competent: equipped with the knowledge, skills and technological expertise to help all individuals learn and develop, committed: dedicated to the ethical practices and collaboration that serve as the foundation of a diverse and intellectually vibrant society, reflective: devoted to analyzing their own past practices in ways that fuel ongoing learning and improve future practices. [New line] A Keystone in Building a Better Future For All [New line] Pictured: Auburn University Samford Logo]()

# AUBURN UNIVERSITY SYLLABUS

1. **Course Number:** COUN 2000-010

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

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

TH 9:30 to 10:45 am

**Class Location:** Haley 2204

**Prerequisites:** None

**Instructor:** Mary Anne Messer, M.S.

**Office:** Haley Center 2072

**Office Hours:** TR 11:00-12:00 and by appointment

**Email:** mzm0149@tigermail.auburn.edu

# Date Syllabus Prepared:

August 2018

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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 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, 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.

1. **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:
2. **Student Learning Outcomes:**
	1. Knowledge of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally
	2. Attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities
	3. Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups
	4. 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
	5. Awareness of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for diversity individuals
	6. Understanding of value of cultural diversity in a progressive society
	7. 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

|  |  |  |
| --- | --- | --- |
|  | **Topic** | **Assignments** |
| **Week 1** |
| **8/21** | Review of Syllabus; Introductions |  |
| **8/23** | Overview of basic concepts of race and racism; watch Color of Fear | MM ch 1 |
| **Week 2** |
| **8/28** | Defining Diversity | FP ch 1 |
| **8/30** | Group Differences and Dynamics of Ingroup Outgroup; Bennett’s Developmental Model of Intercultural Sensitivity | FP ch 2 |
| **Week 3** |
| **9/4** | Ethnicity Overview | MM ch 2 |
| **9/6** | Watch T. Wise video and Privilege, Prejudice, and Discrimination |  |
| **Week 4** |
| **9/11** | Discuss video and concept of Privilege | MM ch 3 and 5 |
| **9/13** | African Americans | MM ch 7**Immersion Paper 1 due** |
| **Week 5** |
| **9/18** | Native Americans | MM ch 6 |
| **9/20** | GUEST SPEAKER | Common Book |
| **Week 6** |
| **9/25** | Asian Americans and Pacific Islanders | MM ch 9 |
| **9/27** | Hispanic and Latino Americans | MM ch 8 |
| **Week 7** |
| **10/2** | Mid-Term | **Mid-Term** |
| **10/4** | Arab Americans | **MM ch 12** |
| **Week 8** |
| **10/9** | In-Class Discussion of Racial Inequality | MM ch 13, 14, 16 |
| **10/11** | **FALL BREAK** | NO CLASS**Must submit book for approval** |
| **Week 9** |
| **10/16** | Library day for Student Field Presentations |  |
| **10/18** | Cultural Competence | Borrego & Johnson (2011) ch 12 |
| **Week 10** |
| **10/23** | Cultural Competence continued | **Student Field Presentations** |
| **10/25** | Cultural Competence continued | **Student Field Presentations** |
| **Week 11** |
| **10/30** | Class as Diversity  | FP ch 3**Immersion Paper 2 due** |
| **11/1** | Gender as Diversity | FP ch 5 |
| **Week 12** |
| **11/6** | Outcomes of Gender Inequity | Assigned sections from World Health Organization Report |
| **11/8** | Sexual Orientation | FP ch 6 |
| **Week 13** |
| **11/13** | Alternative Families & Family Compositions and Diversity | Coleman & Ganong**Immersion Paper 3 due** |
| **11/15** | Disability/Ability Status | FP ch 7 |
| **Week 14** |
| **11/20** | **THANKSGIVING BREAK** | NO CLASS |
| **11/22** | **THANKSGIVING BREAK** | NO CLASS |
| **Week 15** |
| **11/27** | Age as Diversity | Buccigrossi & Robinson, 2003**Book Review Paper due** |
| **11/29** | Religion as Diversity  | Kilman, 2007 |
| **12/4** | Immigrants and Refugees | Oikonomidoy, 2010 |
| **12/6** |  | **Review for Final** |
| **Final** | **Final Exam** |

1. **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 50% for each class they are late.

# 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.

# Final

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

# Immersion Experiences and Reaction Papers:

(30pts.; 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:

 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. You must have *three different types of experiences*, meaning you can go to one house of worship that is different from your personal experiences, but you cannot go to one for each paper. 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. I will pass along any events that might meet the requirements for this paper. You are not required to go to any event I share and my sharing is not an endorsement of the event.

B: After each experience, prepare a reaction paper (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 ).

# Group Presentation, Best Practices Handout and Discussion Questions:

(10pts) – In groups, 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 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. 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).

# Class Activities/Discussion

(5pts) – 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 work ½ point and there will be 10 such exercises which will not be announced ahead of time).

# Book Review Paper:

(10pts) – 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, 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).

1. **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 | 25 |
| Group Presentation | 10 |
| Immersion Experiences | 30 |
| Class Activities | 5 |

Book Review Paper 10

Attendance 50

Total 150

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

# 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). Ultimately, you should treat class as you would work.

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: Late papers, assignments, tests, etc… are not allowed except in the case of excused absences. 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). You are expected to alert me to university approved excuses as soon as you know about them. In other words, if you know in advance you will miss a class, you are expected to make arrangements *before* that day arrives. You are expected to follow up with requests to make up material and failure to do so will result in a zero. Except in extraordinary circumstance, no make-up exams will be arranged during the last three days before the final exam period begins. You are expected to show up to any arranged make-up day and failure to do so without a new excused absence, will result in a zero.

Technology Policy: The use of cell phones is not permitted in this class, except in emergency situations. In emergency situations, the student is responsible for communicating with the instructor *before class* the need to have phone out and getting approval. Use of cell phone in non-approved situations will result in the student being marked absent for that class. Computers may be used to take notes. The instructor reserves the right to ask the student to email said notes to provide evidence the computer is being used for class purposes. Students are not permitted to use technology for non-class or non-emergency purposes. Violation of this policy may result in student being marked absent for that class.

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:

Official Auburn Policy on Classroom Behavior can be found here: https://sites.auburn.edu/admin/universitypolicies/policies/policyonclassroombehavior.pdf

Consistent disruptive behavior will result in being asked to leave class. This will impact your attendance and participation grades.

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