**COUN 2000**

Living and Communicating in a Diverse Society

**Fall 2019**

**- - - - - - - - - -**

**Department of Special Education, Rehabilitation, Counseling**

**College of Education**

Instructor Information

**Dwayne White M.S., APC, NCC, CCMHC**

**- - - - - - - - - -**

Student Hour

**Thursday**

**12:30-1:30 pm.**

and

By Appointment

**Office: Haley Center**

**Room 2070**



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 2000-009

**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: Tuesday & Thursday 11:00am-12:15pm

Class Location: Haley Center Room 1435

Instructor: Dwayne White, M.S., APC, NCC, CCMHC

Office: Haley Center 2070

Student Hour: Thursday 12:30-1:30pm

**E-mail: dmw0050@auburn.edu**

|  |
| --- |
| *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.

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

**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.

Oikonomidoy, E. (2010). Zooming into the school narratives of refugee students. *Multicultural*

*Perspectives, 12*, 74-80.

**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/outcomes.

1 This syllabus is based on syllabi written by Carey Andrzejewski.

**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 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 value other 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** |
| **8/20/19** | Review of Syllabus; Introductions |  |
| **8/22/19** | Overview of basic concepts of race and racism; Defining Diversity | **Readers Reflection due**  MM ch 1  FP ch 1 |
| **8/27/19** | Defining Diversity (continued) watch Color of Fear |  |
| **8/29/19** | Finish Color of Fear & Discussion |  |
| **9/3/19** | Group Differences and Dynamics of Ingroup  Outgroup; Bennett’s Developmental Model of  Intercultural Sensitivity | **Readers Reflection due**  FP ch 2 |
| **9/5/19** | Ethnicity Overview | MM ch 2 |
| **9/10/19** | Watch T. Wise video and Privilege, Prejudice, and Discrimination | **Readers Reflection due** |
| **9/12/19** | Discuss video and concept of Privilege | MM ch 3 and 5  **Book** **Approval** |
| **9/17/19** | African Americans | **Readers Reflection due**  MM ch 7 |
| **9/19/19** | Native Americans | **Immersion Experience Paper due**  MM ch 6 |
| **9/24/19** | Hispanic and Latino Americans | MM ch 8 |
| **9/26/19** | **Midterm (Take Home)**  **NO CLASS!** | **Midterm (Take Home)** |
| **10/1/19** | Asian Americans and Pacific Islanders | MM ch 9 |
| **10/3/19** | Arab Americans | MM ch 12 |
| **10/8/19** | Development of Inequality | MM ch 14 and 16 |
| **10/10/19** | **Fall Break** | **Fall Break** |
| **10/15/19** | Current racial relationships in the U.S. | MM CH 13 |
| **10/17/19** | Cultural Competence | Borrego & Johnson (2011) ch 1 |
| **10/22/19** | Cultural Competence continued | **Student Field Presentations (groups**  **drawing from topics in Borrego & Johnson** |
| **10/24/19** | Gender & Sexual Orientation as Diversity  **(Guest Speaker)** | FP ch 5**, 6**  **Immersion Experience Paper due** |
| **10/29/19** | Class as Diversity | FP ch 3 |
| **10/31/19** | Outcomes of Gender Inequity | Assigned sections from World Health  Organization Report (Pg. 11) |
| **11/5/19** | Alternative Families & Family Compositions and  Diversity | Coleman & Ganong |
| **11/7/19** | Disability/Ability Status | FP ch 7 |
| **11/12/19-11/14/19** | **CLASS PRESENTATIONS** |  |
| **11/19/19** | Age as Diversity | Buccigrossi & Robinson, 2003 |
| **11/21/19** | **NO CLASS!!!**  Religion as Diversity | **Immersion Experience Paper due** Kilman, 2007 |
| **11/25/19-11/29/19** | **Thanksgiving Break** | **Thanksgiving Break** |
| **12/3/19** | Immigrants and Refugees | **Book Review Paper due**  Oikonomidoy, 2010 |
| **12/5/19** | Language and Pluralistic Society | **Review for Final** |
| **12/9/19-12/13/19** | Final Exam Period | **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 20% for each class they are late.

**A. Midterm:**

(40 pts.) – The midterm will be a take home **essay-based exam**. There will be four questions requiring students to demonstrate their knowledge of material covered the first half of the term. These questions will be provided to the class one week before the midterm.

**B. Final:**

(50 pts.) –The final will take place during the scheduled final exam period for this class and will also be **essay based**. Students will be given four questions to prepare for leading up to the final that will be comprehensive requiring students to demonstrate their knowledge of material covered in the course. On the day of the final exam, students will be required to complete two brief assessments that relate to the Student Learning Outcomes (SLOs) of this course. This does not impact grade. The exam will consist of two of the four questions students prepared for, assuring students have time to complete the SLOs and the exam. **Students will be allowed to bring a list of citations on a piece of paper, but nothing else.** Students must answer the exam questions in the classroom. **The final exam will be given in class on Thursday, December 12th from 12:00pm-2:30pm.**

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

(30pts.; 10pts each) – Research suggests that the development of appreciation for

different cultures require 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. 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. After each experience, prepare a reaction paper (4 pages, double-spaced, not including the title page and references). **More detailed information on each of the immersion experiences you are required to complete over the course of the semester is provided in CANVAS.**

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

(10pts) – In groups of five, 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).

**E. Class Activities/Discussion Posts:**

(20pts) – 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 and share your ideas/observations/questions. There will also be reflection discussions posted on Canvas throughout the semester as well (each class exercise/discussion question that is graded will be worth ½ point and there will be 20 such exercises which will not be announced ahead of time except for discussion questions).

**F. 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. 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. Reader’s Reflections (5points x 10 weeks = 50 points total):** The reading for this class is not casual. To demonstrate that you have read, and engaged with the course readings, a weekly reflection is due, based on the assigned readings, at midnight the Monday before our class meeting. **As this assignment is meant to prepare you for class discussion, you will not earn credit for reflections if you do not attend the subsequent class.**

**Reflection Rubric:**

1. Unpacks at least 2 specific concepts or points from the readings (with in-text citations). (1point)

2. Relation of new information to old information learned in the course to date or in previous

coursework. (1point)

3. Relation of information in article or reading to personal experience. (1point)

4. Discussion at a critical level, not just recitation and summary, from all of the readings. (1point)

5. Length of posting: approximately 1 page, 12 font, Times new romans, double-space. (1point)

Note: Discussion at a critical level means discussing the concepts and ideas raised by the readings. You should synthesize the main ideas or themes across the readings, rather than respond to each reading in a laundry list. What are the cohesive ideas/patterns that go across the readings? Or, where do the readings seem to disagree? What questions do you have, after unpacking the readings? A "critical" discussion would NOT include your feelings about the author's writing style (e.g. “I like this article” or "This article is boring") but aim for an intellectual/academic treatment of the ideas. Do not just tell me what the article or reading states...I already know this.

**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 | 40 |
| Final | 50 |
| Group Presentation | 10 |
| Immersion Experiences | 30 |
| Class Activities/Discussions | 10 |
| Readers Reflections | 50 |

Book Review Paper 10

Total 200

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/discussions and readers reflections; 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). If found to be excessively on your cell phone, this could result in a loss of class points on the day. 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: 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.**

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:

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

Use of Electronics: The subject matter of this course is difficult to master and will require your undivided attention if you are to succeed. Use of cell phones in class is disrespectful to both the instructor and your classmates who are distracted by the sights and sounds of you on your phone. Therefore, 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). **If you are found to be excessively on your phone, you will not receive class participation points on the day which could negatively impact your grade.** Computers and electronic notepads are welcomed, but may be used for class purposes only and must not be a distraction.

SYLLABUS DISCLAIMER: The instructor reserves the right to make changes to the syllabus as needed due to the developmental needs of the students. In the event that changes are deemed necessary, the instructor will inform students at the earliest date possible in class or via email.