**COUN 2000**

Living & Communicating in a Diverse Society

**Fall 2023**

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

**College of Education**

Instructor Information:

**Fatmah AlQadfan, MA, RDT**

**Haley Center**

**FHA0006@auburn.edu**

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Office Hours:

**Wednesday, Thursday, and Friday**

**By appointment only**

**SYLLABUS**

**Course Number:** COUN 2000 (3 semester hours)

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

**University:** Auburn University

**Prerequisites:** None

**Instructor:** Fatmah AlQadfan, MA, RDT

**Contact Info:** FHA0006@auburn.edu

**Class Meeting:** Tuesdays and Thursdays, 9:30 – 10:45 AM, Haley 2212

**Date Syllabus Prepared:** June 2020 revised July 2023, August 2023

**Required Readings and Videos**

**Text**: Johnson, A. (2018). *Privilege, Power, and Difference* (3rd Ed). McGraw Hill.

**Chapters, Videos, and Articles:**

Blumenfeld, W. (2006). Christian Privilege and the Promotion of “Secular” and Not-So “Secular” Mainline Christianity in Public Schooling and in the Larger Society. *Equity & Excellence in Education, 39*(3), 195–210.

Dancy, T. E., II, Edwards, K. T., & Earl Davis, J. (2018). Historically White Universities and Plantation Politics: Anti-Blackness and Higher Education in the Black Lives Matter Era. *Urban Education, 53*(2), 176–195

John Templeton Foundation. (2019, May 7). Why intellectual humility matters. YouTube. <https://youtu.be/MW7ItaybXCY>

*Lee County Remembrance Project*. (2020). *YouTube*. Retrieved August 12, 2023, from https://youtu.be/wq7-ndLM9m0.

**Course Description:**

This course meets SLO 9. The class addresses the context of relationships, issues, and trends in a multicultural and diverse society related to 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. Living in a diverse society requires successful communication, thus this course focuses on navigating difficult topics (often referred to as difficult dialogues).

**Course Objectives:**

To support students in becoming competent, committed, and reflective professionals in a diverse world. Upon course completion, students will:

1. Expand their knowledge of multicultural and pluralistic trends, including characteristics and concernsbetween and within diverse groups

2. Gain exposure to a broad array of attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities

3. Become familiar with individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups

4. Gain awareness and understanding of biases, prejudices, and injustice and of intentional and unintentional oppression and discrimination

5. Understand advocacy processes needed to address institutional and social barriers that impede access and equity

6. Learn about the value of cultural diversity

7. Have skills to engage in conversations about race, ethnicity, and culture in ways that are respectful and that support intergroup and intragroup cohesion to work toward common solutions

**Course Philosophy**

There is value in understanding the culture of those around us. This course will expose students to other cultures, and challenge beliefs they may hold about individuals from other cultures that may impede their ability to work and live in a diverse society. The class will blend lectures and readings with experiential learning and self-exploration. It is critical that the environment is one of respect and sensitivity to create a space in which people can share their worldviews.

**Course Content** **and Schedule:** This course schedule is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class or on Canvas, and it is the student’s responsibility to be aware of all changes.

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| **Week** | **Dates** | **Topics** | **Required Readings/videos** | **Assignments & Exams** |
| 1 | Aug 16 | **Introduction**   * Culture Building * Syllabus Overview * Perspective Exploration |  |  |
| 2 | Aug 21 | **Skills for Deeper Conversations**   * Skills for Difficult Dialogue * Defense Mechanisms * Terminology * Implicit Bias | Intellectual Humility Video  Johnson’s Introduction & Chapter 1 |  |
| 3 | Aug 28 | **The Power of Narratives**   * Socioemotional Development * Gardener’s Tale * Emmett Till | Johnson’s Chapter 6  Lee County Remembrance Project Video |  |
| 4 | Sept 5  (Labor Day) | **Institutional Harm**   * Documentary: Race – The Power of Illusion * Historical Context of Race and Racism | Johnson’s Chapter 4 | **Reflection 1: Lee County Remembrance Project** |
| 5 | Sept 11 | **Institutional Harm continued**   * Types of Racism * Anti-Racism |  |  |
| 6 | Sept 18 | **Mapping Differences**   * Social Implications | Johnson’s Chapter 2 | **Video Project: Local History** |
| 7 | Sept 25 | **Mapping Differences continued**   * Types of Privilege | Dancy et al., 2018 |  |
| 8 | Oct 2 | **Racial Identity Models**   * Identity Development * Intersectionality |  |  |
| 9 | Oct 9  Fall Break 10/13 | **Disability Culture**   * History * Health Disparities * Neurodiversity | Brzuzy, S. (1997). | **Reflection 2: Racial Identity Models** |
| 10 | Oct 16 | **Invisible Boxes**   * Gender Norms and Messages * Sexism | Johnson’s Chapter 7 |  |
| 11 | Oct 23 | **LGBTQ+**   * Sex and Gender * Challenges * Heteronormativity | Johnson’s Chapter 8 | **Group Video Project: Discussion on Ableism** |
| 12 | Oct 30 | **Socioeconomic Status**   * Wealth and Income Inequality | Johnson’s Chapter 3 |  |
| 13 | Nov 7 | **Socioeconomic Status continued**   * Classism | Johnson’s Chapter 5 |  |
| 14 | Nov 13 | **Role of Religion**   * Religious Privilege and Oppression * Religious Pluralism | Johnson’s Chapter 9  &  Blumenfeld, 2006 | **Video Project: Wealth Disparity** |
| 15 | Nov 20 | **Thanksgiving Break** |  |  |
| 16 | Nov 27 | **Student Presentations** |  | **Group Project:**  **AU Culture** |
| **Final Exam – Tuesday, December 5th at 8 AM** | | | | |

**Course Requirements:**

**Readings**: At the beginning of each week you should have assigned readings completed prior to attending class. The readings will introduce you to the discussion for the day.

**Reflection Assignment for Lee County Remembrance Project (2 pgs double-spaced + Reference Page, 12pt font; 10 points)** Write a paper answering the following prompts after viewing the Lee Country Remembrance Project Guest Lecture

* **6 points:** Provide a detailed description of the 3 most important pieces of information you learned from the LCRP lecture (2 pts per detailed description). What is “most important” to you will be subjective: for example, these could be points connected to your identity, information that surprised you, connections to our class content, or points that caused an emotional reaction
* **2 points:** Explore in detail whether the information presented to you was new. What did you learn that you had not been previously aware of before this lecture? What experiences in life led to you not being aware of this history? If you were not taught this in school, why do you think that is?
* **1 point:** What information did you already know before this lecture? What experiences facilitated you already being aware of this history? If you were not aware of any of this information, discuss what you wish you had known before today
* **1 point:** Finally, discuss how you might share what you learned from the LCRP presentation with a friend or family member. Discuss who that person is, what their prior knowledge of the topic might be, and why it may be important for you to have that conversation with them
* **1 point will be removed for each of the following:**
  + Failureto reach the page requirement
  + Failure to include references (APA format)

**Video Project – My Local History: 8-10 minutes (10 points)**

**Record a creative multimedia project after researching your local history. You can pick a place where you grew up, the place where you spent the most years or had the most attachment to, or Auburn, AL.**

* **2 points** - Identify the location of your research. Tell a little about the basic history (when it was “founded,” by whom, how to city or town grew)
* **2 points –** Discuss the indigenous history of your town. Who did the land belong to and when/how was it stolen? How did this shape your town in the early years?
* **2 points** - Provide detailed descriptions of any other ways in which your town has been shaped by oppressive forces. Include original sources and multimedia when possible (for example, images, interviews)
* **2 points** – Discuss ways in which community members made changes toward diversity, inclusion, and justice. What were they trying to change? How did they try to change it? Who was trying to change it? For example, was there ever a push for changes in laws, civil rights, or policies? What about local court cases where someone fought for the rights of the community?
* **1 point** - In what ways have you benefitted in your own town and in what ways have you been disadvantaged?
* **1 point** - What reactions did you notice in your body as you researched your town? What emotions came to the surface? What do you think led to these reactions?
* 1 point will be removed for each of the following:
  + the video is not within the required time frame (3-6 minutes)
  + references are not submitted as a separate document (APA format)

**Reflection Assignment for Racial Identity Models (2pgs double-spaced + Reference Page, 12pt font; 10 points)** Write a paper addressing the following prompts after reviewing all the Racial Identity Development Models and viewing the lecture that incorporates Racial Identity.

* **1 pt: Use of the chosen Racial identity development model that best fits you**
* **1 pt:** Exploration of at least 2 stages you feel most closely align with where you fit from said model. This should include a description of the stages and practical applications from your own life (e.g., descriptive examples that indicate being at said stage)
* **1 pt:** Examination of how your identity and experiences have helped your racial identity development growth
* **1 pt:** Examination of how your identity and experiences have hindered your racial identity development growth
* **1 pt: Based on what you presented above regarding the different oppressions and privilege you experience**, how are your opinions, those you have empathy for, biases, prejudices, and life goals influenced by these experiences? Give us 2-3 examples
* 1 point will be removed for each of the following
  + Failureto reach page requirement
  + Failure to include references (APA format)

**Group Video Project - Ableism: 25-30 minutes (20 points)**

**You will be assigned a group in class. Record a group discussion on Zoom after you watch the documentary *Crip Camp—A Disability Revolution*. Your group should hold a thorough and nuanced discussion of the documentary which should include the following:**

* **6 points:** Each member should provide a description of the two most important pieces of information gained in the documentary. What is “most important” to you will be subjective: for example, these could be points connected to your identity, or information that surprised you or caused an emotional reaction
* **6 points:** Group members will engage in a thorough discussion by asking and answering questions with one another. This discussion should be organic as if members are talking with one another naturally about the documentary. Points will be awarded based on the following:
  + questions are insightful and reflective of a thorough understanding of the documentary
  + questions and answers connect to other course content learned across the semester
  + it is clear from the question-and-answer content that all group members have reflected on their personal identities as they related to the documentary
* **4 points:** Based on the group discussion, the group will consider together how their opinions, biases, empathy for, and/or prejudice for diverse abilities have been shaped and impact their engagement
* **4 points:** The presentation is creative and exciting. Everyone is respectful and engaged in challenging conversations throughout the discussion. The recording is 25-30 minutes long

**Video Project - Poverty: 3-4 minutes (10 points)**

**Discuss the following questions on video after listening to the assigned podcast and engaging in the assigned poverty simulation:**

* **2 points:** Describe your relationship, understanding of, and experiences with money and/or socioeconomic status. Utilize 1-2 key life experiences (for example, experiences that helped you grow, molded you, or had a deep impact) to illustrate this relationship
* **3 points:** Discuss how your identity intersected or influenced the experiences you described above. How does **your intersectionality** influence how you think and engage in economics?
* **2 points:** Discuss the aspects of the podcast and/or simulation that were most eye-opening or meaningful to your learning
* **3 points:** How are your opinions, those you have empathy for, biases, prejudices, and/or life goals influenced by your intersectionality and your understanding of poverty in America? Give 3 examples

**AU Culture (25)**

**This is your biggest project this semester; it gives you and others the chance to reflect on your growth, conduct meaningful research about Auburn, and share your learning.**

**Options:**

1. Disability
2. Gender and Sexuality
3. Race and Ethnicity
4. Religion and Spirituality
5. Veteran Status and Veteran Affairs

* **10 points:** Describe the history of the topic you were assigned, both at Auburn and nearby institutions in comparison to the country at large (this is a good place to include facts and statistics)
  + Who is impacted? What has been done to address this issue in past years?
  + How does the community discuss this issue?
* **10 points:** Describe how this issue is *currently* viewed and experienced on campus by students, administration, and the community at large
  + Were there any recent events that were covered by newspapers or radio stations? What have you found on social media?
  + Interview 3 individuals who are connected to this issue in some capacity
    - You will include a 1-minute video of each individual you interview
  + Discuss groups and individuals who have made changes in this area
    - What can still be done to improve the current services in this area?
    - Reflect on the visibility and access of these services, as well as any neglect you may have noticed
* **5 points:** Each group member discusses how they were impacted by this project
  + Discuss your strengths and areas of growth as a group member
  + What did you contribute to the project?

**Final Exam**

The final exam will be administered using an online format. If you do not have the capability to access an online exam (smartphone, laptop, tablet, etc.), please contact me immediately after the first class. The exam format will be multiple choice and short-answer response questions, based on the readings, videos, class lectures, and discussions. The best way to do well is to stay actively involved in the course material (take notes as you read, review lectures, quiz yourself).

### **Assignment Grading System**

**Video Projects**

Video Project: My Local History 10 points

Understanding Poverty Podcast & Exercise 10 points

Group Video Project: Ableism 20 points

**Reflections**

Racial Identity Models 10 points

Lee County Remembrance Project 10 points

**Presentation**

AU Culture 25 points

**Assessments**

Final Exam 15 points

**Total 100 points**

**Grade Criteria** (grades will be rounded to the nearest whole number)**:**

A 90 - 100 points

B 80 – 89 points

C 70 – 79 points

D 60 – 69 points

F < 60 points

**Respect for Diversity**

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

I will attempt to foster an environment in which class members are able to hear each other. It is critical that each class member show respect for all worldviews expressed in class. It is expected that some of the material in this course may evoke strong emotions, please be respectful of others' emotions and be mindful of your own. Please let me know if something said or done in the classroom, by either me or other students, is particularly troubling or causes discomfort or offense. While our intention may not be to cause discomfort or offense, the impact of what happens throughout the course is not to be ignored and is something that I consider to be very important and deserving of attention. When this occurs, there are several ways to alleviate some of the discomfort or hurt you may experience:

1. Discuss the situation privately with your instructor. I am always open to listening to students' experiences and want to work with students to find acceptable ways to process and address the issue.
2. Discuss the situation with the class. Chances are there is at least one other student in the class who had a similar response to the material. Discussion enhances the ability for all class participants to have a fuller understanding of the context and impact of course material and class discussions.
3. Notify your instructor of the issue through another source such as your advisor, a trusted faculty member, or a peer. If you do not feel comfortable discussing the issue directly with your instructor, I encourage you to seek out another, more comfortable avenue to address the issue.

*Diversity Statement Adapted from Lynn Hernandez, Behavioral and Social Sciences, School of Public Health, Brown University*

**Class Policy Statements:**

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by 11:59 pm on the due date. All assignments will be turned in via Canvas. If you run into technology difficulties on Canvas, it is your responsibility to make sure the assignment is still completed and received on time. Contingency plans include an email with the assignment attached or a link to the assignment in a University box folder. Failure to turn an assignment in on time OR failure for the instructor to access the electronic version of an assignment will result in unsatisfactory completion of that course requirement, and in many instances, would mean an inability to pass the class. It is therefore imperative that students complete all course requirements on time. I reserve the right to allow exceptions to this policy, for example, in the event of an emergency.

Attendance Policy: Attendance is required.Students are granted excused absences for the following reasons: illness of the student or serious illness of a member of the student’s immediate family, 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 excused absences 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. 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 one week after the absence. Appropriate documentation for all excused absences is required. Please see the *Student Policy eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) for more information on excused absences. For an excused absence to not count against the attendance grading requirement, students must make up the missed class period in a manner acceptable to the course instructor within one week of the absence or notification of absence (in cases when notice prior to the absence is not possible—but again, all excused absences must be communicated to the instructor no later than one week of the absence).

Accommodations: Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting with me, your instructor, during the first week of classes. 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).

Honesty Code: All portions of the Auburn University student academic honesty code (Title XII) found in the Student Policy eHandbook (http://www.auburn.edu/student\_info/student\_policies/) apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Office Hours: I am available by appointment only. Campus email is the best way to reach me to schedule an appointment. I encourage you to make an appointment if you have any questions or concerns about the course or your performance in it. I am happy to meet with you via Zoom or in person on Wednesdays, Thursdays, or Fridays. Response time to e-mails is 48-hours Monday-Friday 8 AM – 5 PM.