**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 2000-007

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

Prerequisites: None

Credit Hours: 3 Semester hours credits/Graded

Class Meeting Times: Tuesdays 5:00 – 7:50PM

Class Location: Haley Center Room #3309

Instructor: Garry Morgan, M.Ed.

Office: 313 Mary Martin Hall

Office Hours: Thursdays 9:00-10:30 and by appointment

**E-mail: gdm0015@auburn.edu**

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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.

Harro, B. (2000). The Cycle of Socialization (M. Adams, Ed.). *In Readings for diversity and social*

*justice* (pp. 15-21). New York: Routledge.

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.

**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:

**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**

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| Date | Topic | Assignments |
| January 16 | Introductions, Syllabus review, Diversity and Inclusion key concepts, setting the context | Reading:  Assignments:   * Pre-assessment |
| January 23 | Defining Diversity Continued: Social identities and Worldview | Reading:   * Harro (2000) * Pincus Ch. 1 & 2   Assignments:   * Pre-assessment |
| January 30 | Group difference, privilege and oppression, and Bennett’s Developmental Model of  Intercultural Sensitivity | Reading:   * Marger Ch. 3 & 5   Assignments: |
| February 6 | Privilege, Oppression, and Discrimination | Reading:  Assignments:   * Immersion Experience paper due |
| February 13 | Race, Ethnicity, Color and Nationality | Reading:   * Marger Ch. 1 & 2   Assignments:   * Social Identities and their Impact paper due |
| February 20 | Native Americans and African Americans | Reading:   * Marger Ch. 6 & 7   Assignments: |
| February 27 | Hispanic and Latino Americans and Asian Americans and Pacific Islanders | Reading:   * Marger Ch. 8 & 9   Assignments:   * Mid-term exam |
| March 6 | Arab Americans and European/ Caucasian Americans | Reading:   * Marger Ch. 12   Assignments:   * Immersion Experience paper due |
| March 13 | Spring Break |  |
| March 20 | Gender and Sexual Orientation | Reading:   * Pincus Ch. 5 & 6   Assignments:   * Immersion Experience paper due |
| March 27 | Age and Disability/Ability Status | Reading:   * Pincus Ch. 7 * Buccigrossi & Robinson (2003)   Assignments: |
| April 3 | Religion and Socioeconomic Class | Reading:   * Pincus Ch. 3 * Kilman, 2007   Assignments:   * Book Review paper due |
| April 10 |  | Reading:  Assignments: |
| April 17 | Group Presentations | Reading:  Assignments:   * Group Presentation |
| April 24 | Wrap up | Last Class Day |

**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.

1. **Midterm Exam: (15%)**

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.

1. **Final Exam: (15%)**

The final will be comprehensive requiring students to demonstrate their knowledge of material covered in the course.

1. **Immersion Experiences and Reflection Papers: (3 papers = 30%)**
2. Immersion experiences are meaningful interaction with persons from cultures and groups unfamiliar to you and/or different from your own. Students are required to engage in three experiences with *three different* *diverse populations* over the course of the semester.
3. 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*.
4. After each experience, prepare a reflection paper (3-4 pages, double-spaced, not including the title page and references) focusing 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 (1-2 pages).
5. **Social Identities and their Impact paper (10 %)**

Students are required to complete a writing assignment exploring of their multiple social identities and how they impact their perspective and behavior.

1. Students will be required to write a 2-3 page (double-spaced) reflection exploring the concept of multiple social identities or social group memberships and their impact including personal experiences. Students will:

* summarize their understanding of social identities from the readings and class discussions,
* Discuss your multiple social identities (Be sure to state the obvious and go beyond those that are visible to others)
* Explore two (2) of your social identities that are most prominent to you. Why did these social identities have emerged as more salient?
* Explore one (1) of your social identities that you believe is most prominent to others. How have you come to that conclusion?
* Discuss how your social identities have shaped your perspective and/or your behavior [Feel free to explain through an example]
* Share any social identities or social group memberships that may cause discomfort. Describe situations in which you experience discomfort with your social identities of social group memberships [Feel free to explain through an example]

1. **Group Presentation, Best Practices Handout and Discussion Questions: (10 %)**
2. 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).
3. **Book Review Paper: (10%)**
4. 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 Spring 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.).
5. **Class Activities/Discussion (virtual and in-person): (10pts)**
   1. 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.

**Grading Scale:**

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

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| --- | --- | --- |
| Assignment | Maximum points | Earned points |
| Social Identity & Impact | 10 |  |
| Immersion Experiences | 30 |  |
| Mid-term exam | 15 |  |
| Group Presentation | 10 |  |
| Book Review Paper | 10 |  |
| Class Activities | 10 |  |
| Final exam | 15 |  |
| Total | 100 |  |

Grading Scale

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 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 50% 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