**COUN 2000**

**(Section 005)**

Living and Communicating in a Diverse Society

**Haley Center 1435**

**Spring 2019**

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

**(SERC)**

**College of Education**

**Instructor**

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Office Hours

**Tuesday 12 pm - 1 pm**

Others by Appointment

**Office: Haley Center**

**Room 2072**



**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: COUN 2000-005

**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 (10 am – 10:50 am)

Class Location: Haley Center Room #1435 (Section 005)

Instructor: Donielle Curry, M.S.

Office: Haley Center Room 2072

Office Hours: Tuesday 12 pm- 1 pm and by appointment

**E-mail:** [dmc0041@auburn.edu](mailto:dmc0041@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.* |

**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 and critical conversations). The course includes all of the following objectives:

**STUDENT LEARNING OUTCOMES**:

a) To increase one’s knowledge of multicultural and pluralistic trends, including characteristics and concerns between and within diverse groups nationally and internationally.

b) To explore attitudes, beliefs, understandings, and acculturative experiences, **including specific experiential learning activities.**

c) To increase one’s knowledge on strategies for working with diverse populations and ethnic groups (individuals, couples, families, groups, and communities).

d) To enhance one’s 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) To increase awareness of advocacy processes needed to address institutional and social barriers that impede access, equity, and success for diversity individuals.

f) To understand the value of cultural diversity in a progressive society.

g) To increase one’s 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.

**REQUIRED TEXTBOOKS:**

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

**SUPPLEMENTAL READINGS (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.

**COURSE POLICIES:**

1. Students are expected and required to attend all classes and to arrive on time unless pre-approved by instructor. Attendance is vital to your success in this class; therefore,attendance is required. **Students are allowed to miss 1 day of class for personal reasons without grade penalty.** Two or more absences will result in grade deduction. *See grading policy for outline of points.*
2. Policies regarding excused absences (as per the criteria listed in the *AU Tiger Cub*) are as following:
   1. If possible, students must notify instructor prior to absence and make arrangements to get assignments and/or projects due.
   2. Students must provide instructor with a written excused absence *within one week* after students have returned to class.
   3. If a student is late more than 10 minutes of the class time, they are considered absent for that day which is unexcused unless extenuating circumstances are presented.
3. All electronic devices including, but not limited to, cell phones, iPod, mp3 players, iPad, laptops, and tablets *must* be on silent before class starts. The use of computers, IPads, and Tablets may be allowed during class for class purposes based on instructor’s discretion. If electronic devices are being used for other purposes outside of class activities, students will be asked *first* to place the device away. The *second* time will result in the student being dismissed from the class.
4. Incomplete grades will be *considered* only for excused (Doctor’s excuse) medical reasons and other extenuating circumstances approved by the instructor.
5. Written assignments will be submitted to the instructor typed (size 12 font, Times New Roman) and double-spaced via **Canvas**. All reading and assignments are due prior to the beginning of class as outlined on canvas.
6. Students are responsible for initiating arrangements for missed work.
7. **Assignment submission policy:** All assignments, unless otherwise specifically stated in the syllabus, are to be submitted electronically via Canvas on 11:59 pm on the assigned date. Each assignment will have a (1) one week “open” period in which assignments may be submitted at any time during a one-week time period. Due to the nature of this assignment submission policy, there will be no excuse tolerated for late assignments nor will make-up work be allowed with the exception of extenuating circumstances that will be considered at the instructor’s discretion. Please see the following sections for further clarification, *Excused Absences and Make-up Policy.*

If Canvas is not working for unexpected reasons, students may email assignments directly to the instructor. However, the email must be received by the time/date set on Canvas to receive credit.

All submissions must be saved in a Word Document.

1. **Make-up** **Policy:** No in-class assignments, take-home assignments, presentations, or exams will be accepted late or allowed to be made-up. The only exception is of extreme emergencies with proper documentation or if previous arrangements have been made to turn an assignment in early in the case of a planned absence. No assignment will be accepted for grading past the due date. This *includes* papers, presentations, activities, projects, and examinations.Except in extraordinary circumstances, no make-up exams will be arranged during the last three days before the final exam period begins.
2. ***Late assignments are not accepted unless there is a university approved excuse.***
3. **Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and 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).
4. **Honesty Code:** Auburn University expects students to pursue their academic work with honesty and integrity. Students are bound by the policies outlined in the Student Policy e-Handbook. You should become familiar with them if you are not already. They may be found here: <http://www.auburn.edu/student_info/student_policies>
5. **Professionalism:** As faculty, staff, and students interact in professional settings, they are expected to demonstrate professional behavior as defined in the College’s conceptual framework. These professional commitments or dispositions are listed below:
   1. Engage in responsible and ethical professional practices.
   2. Contribute to collaborative learning communities.
   3. Demonstrate a commitment to diversity.
   4. Model and nurture intellectual vitality.

1. At any time throughout this class, if you would like to meet with me about your reflections or issues/difficulties you are experiencing regarding this course, please feel free to visit me during my office hours or set up an individual appointment. Appointments to see the instructor may be made by e-mail.
2. **Communication:** E-mail is the official communication at Auburn University. Throughout the semester, students will periodically receive e-mails and announcements via Canvas regarding class. Students are responsible for the information contained in those e-mails and announcements, whether or not one checks his/her university account or Canvas regularly. I will respond to student e-mails within 24-48 hours (not including Saturday and Sunday) from their initial receipt unless otherwise noted. Emails past 7:00pm CST may not be responded to until the next day.
3. **Classroom Behavior:** The AU Classroom Behavior Policy is strictly followed in the course; please refer to the Student e-Handbook at <http://www.auburn.edu/student_info/student_policies> for details of this policy.
4. **Participation:** All students are expected to participate in class, contribute to group discussions, and take part in in-class assignments. Participation will be reflected in the final grade.

**ASSIGNMENTS/PROJECTS:**

**All assignments are due by the start of class on the date listed on the syllabus.** Late assignments will not be accepted unless with a University approved excuse.

1. **Midterm:** (20 pts.)

The mid-term will be a multiple choice, short answer, and essay test requiring students to demonstrate their knowledge of material covered the first half of the term.

**2. Final:** (40 pts.)

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

**3. 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:

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 APA (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 (2pages) and placing what you observed, learned, and heard in the context of the class materials and ideas (1-2 pages). Please include a scan copy of the pamphlet, program, photo, etc. of the event after the reference page saved in the word document.

**4. Group Presentation, Best Practices Handout and Discussion Questions:** (10 pts)

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 (minimum 4). You will submit the presentation and reference list on Canvas 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). ***Each group member is to upload the presentation, best practices handout, and reference list for group presentation.***

**5**. **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).

**6. Book Review Paper:** (20 pts)

You will write a 5-6 page APA format (title page and references not included) paper on a book 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 bring your book for approval to the instructor on the class date September 27. Instructor will approve books the beginning of this class period. 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 (1-2 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.).

**8. Quizzes** (30 points)

Quizzes will be given periodically throughout the semester on unannounced

Dates. Quizzes cannot be made up.

**Grading:**

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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| **Assignments** | **Maximum Points** | **Earned Points** |
| Mid-term | 25 |  |
| Final | 40 |  |
| Group Presentation | 10 |  |
| Immersion | 30 (10x3) |  |
| Class Activities | 5 |  |
| Book Review Paper | 20 |  |
| Quizzes | 30 |  |
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**Total: 160 Sub-total\_\_\_\_\_\_\_\_\_\_**

**Bonus Points Earn + \_\_\_\_\_\_\_**

**Final Points: \_\_\_\_\_\_\_**

**Final Grade: \_\_\_\_\_\_**

A 90-100%

B 80-89%

C 70-79%

D 60-69%

F <60%

**Class Calendar**

\*This calendar is subject to change. Any changes will be communicated with students and the syllabus will be updated as necessary.

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| **Week** | **Topic** | **Readings** | **Assignments Due** |
| 1  Jan 9 | Review of the Syllabus and Course Introduction,  Group Rules, Overview of Basic Concepts | Class Syllabus,  Diversity Vocab Sheet, MM ch 1 |  |
| 2  Jan 14 | Native Americans | MM ch 6 |  |
| 3  Jan 21 | Arab Americans  ***(No Class on Jan 21)*** | MM ch 12 |  |
| 4  Jan 28 | African Americans | MM ch 7 | **Immersion Paper 1 Due Friday, Feb 1st at 11:59 pm via Canvas** |
| 5  Feb 4 | Hispanic and Latinx Americans | MM ch 8 |  |
| 6  Feb 11 | Asian Americans and Pacific Islanders  *(Review for Midterm & Student Groups Assigned)* | MM ch 9 | **Immersion Paper 2 Due Friday, Feb 15th at 11:59 pm via Canvas** |
| 7  Feb 18 | Color of Fear and Discussion | Borrego & Johnson (2011) ch 1 |  |
| 8  Feb 25 | Group Differences and Dynamics of Ingroup Outgroup, Bennett’s Developmental Model of Intercultural Sensitivity and Various Models | FP ch 1 & 2 | **Midterm (In class) on Monday, Feb 25** |
| 9  March 4 | T. Wise video and Privilege, Prejudice, and Discrimination | MM ch 2, 3, & 5 |  |
| 10  March 18 | Current racial relationships in the U.S.,  Cultural Competency, Social Justice & Advocacy | MM ch 13 | **Book Approval on Monday, March 18th, (Bring book to class)** |
| 11  March 25 | **Student Field Group Presentations**  Development of Inequality | MM ch 14 & 16 | **Student Field Group Presentations Due Monday, March 25th at 9:30 am via Canvas** |
| 12  April 1 | Gender and Sexual Orientation as Diversity,  Alternative Families & Family Compositions and Diversity | FP ch 5 & 6  Coleman & Ganong |  |
| 13  April 8 | Religion as Diversity  Immigrants and Refugees | Kilman, 2007,  Oikonomidoy, 2010 | **Immersion Paper 3 Due Friday, April 12th at 11:59 pm via Canvas** |
| 14  April 15 | Social Class as Diversity | FP ch 3 | **Book Review Paper Due Friday, April 19th at 11:59 pm via Canvas** |
| 16  April 22 | Disability/Ability Status, Age as Diversity  *(Review for Final Exam)* | FP ch 7,  Buccigrossi & Robinson, 2003 |  |
| 17  May 3 | **Final Exam** |  | **Final Exam Friday, May 3 at 8 am – 10:30 am.** |