AUBURN UNIVERSITY

SYLLABUS

Course Number: COUN 2000-001

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: T/Th 9:30 am – 10:45 am

Class Location: Haley Center Room 3212

Instructor: Elizabeth Brittany Dennis M.Ed., ALC, NCC

Office: Haley Center Room 2070

Office Hours: Wednesdays 3:00 pm – 4:00 pm and by appointment

E-mail: ebd0004@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.

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:

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 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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|  | **Topic** | **Assignments** |
| **Week 1**  **1/9/20** | Review of Syllabus; Introductions | *Pretest Due in Class* |
| **Week 2**  **1/14/20** | Overview of basic concepts of race and racism; Defining Diversity | MM Chapter 1  FP Chapter 1 |
| **Week 2**  **1/16/20** | Defining Diversity (Continued) |  |
| **Week 3**  **1/21/20** | Color of Fear |  |
| **Week 3**  **1/23/20** | Color of Fear (Continued); Discussion |  |
| **Week 4**  **1/28/20** | Group Differences and Dynamics of Ingroup  Outgroup; Bennett’s Developmental Model of  Intercultural Sensitivity | FP Chapter 2 |
| **Week 4**  **1/30/20** | Ethnicity Overview | MM Chapter 2 |
| **Week 5**  **2/4/20** | Watch T. Wise video and Privilege, Prejudice, and Discrimination | *Immersion Experience 1 Choice Due* |
| **Week 5**  **2/6/20** | Discuss video and concept of Privilege | MM Chapters 3 and 5  *Form Groups for Field Presentation and Choose Work Settings* |
| **Week 6**  **2/11/20** | African Americans | MM Chapter 7  **Immersion Experience 1 Paper Due** |
| **Week 6**  **2/13/20** | Native Americans | MM Chapter 6 |
| **Week 7**  **2/18/20** | **Midterm – no in-class meeting** | **Midterm Due** |
| **Week 7**  **2/20/20** | Hispanic and Latino Americans | MM Chapter 8 |
| **Week 8**  **2/25/20** | Asian Americans and Pacific Islanders | MM Chapter 9 |
| **Week 8**  **2/27/20** | Arab Americans | MM Chapter 12 |
| **Week 9**  **3/3/20** | Development of Inequality | MM Chapters 14 and 16 |
| **Week 9**  **3/5/20** | Current racial relationships in the U.S. | MM Chapter 13  *Book pick due* |
| **3/9/20 – 3/13/20** | **Spring Break** |  |
| **Week 10**  **3/17/20** | Cultural Competence | Borrego & Johnson, 2011 Chapter 1 |
| **Week 10**  **3/19/20** | Cultural Competence – Group Field Presentations | **Group Field Presentation; All Materials Due**  *Immersion Experience 2 Choice Due* |
| **Week 11**  **3/24/20** | Class as Diversity | FP Chapter 3 |
| **Week 11**  **3/26/20** | Gender as Diversity | FP Chapter 5  **Immersion Experience 2 Paper Due** |
| **Week 12**  **3/31/20** | Outcomes of Gender Inequity |  |
| **Week 12**  **4/2/20** | Sexual Orientation | FP Chapter 6 |
| **Week 13**  **4/7/20** | Alternative Families & Family Compositions and Diversity | Coleman & Ganong, 2000  *Immersion Experience 3 Choice Due* |
| **Week 13**  **4/9/20** | Disability/Ability Status | FP Chapter 7 |
| **Week 14**  **4/14/20** | Disability/Ability Status (Continued)/Catch Up | **Immersion Experience 3 Paper Due** |
| **Week 14**  **4/16/20** | Age as Diversity | Buccigrossi & Robinson, 2003 |
| **Week 15**  **4/21/20** | Religion as Diversity | Kilman, 2007 |
| **Week 15**  **4/23/20** | Immigrants and Refugees | Oikonomidoy, 2010  **Book Review Paper Due** |
| **Week 16**  **4/28/20** | Language and Pluralistic Society |  |
| **Week 16**  **4/30/20** | Catch up and Review for Final |  |
| **\*Monday**  **4/27/20** | **Final Exam**  **Monday 8:00 am – 10:30 am** | **Final Due**  *Pretest Due in Class* |

## Assignments/Projects:

**All assignments are due by the start of class on the date listed on the syllabus and should be submitted via Canvas.** Late papers and assignments will be reduced by 10% for each class they are late.

**A. Midterm:**

(20 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:**

(25 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.

**C. 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 with). 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. Each experience must be submitted to me via Canvas for approval at least one week in advance. Should an experience not be approved, I will provide feedback and suggest alternative options.

After each experience, prepare a reaction paper (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 (2 pages) and placing what you observed, learned, heard in the context of the class materials and ideas (2 pages).

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

(10pts) – In groups of around five, you will present on cultural competence related to work settings, some of which are described in the Borrego and Johns (2011) 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. 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. Your presentation must include a Best Practices handout for me and your classmates and 1-2 discussion questions to engage your classmates in the presentation. You will submit a reference list to me on the date of the presentation, in addition to the Best Practices handout and the questions used to engage the class in discussion.

The grade for this will be a product of group-member effort ratings (5 points) and the grade assigned for the presentation by the instructor (5 points). One would need to have high effort ratings from peers to do well on this project. Low effort ratings from peers will proportionately reduce your final individual grade from that assigned by the instructor.

**E. 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, willing to participate in the class exercises, and share your ideas/observations/questions. Participation will be assessed based on class attendance and active participation in activities and discussion.

**F. Book Review Paper:**

(10pts) – 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 (including cognitive/intellectual disabilities and severe mental illness), or social class/socioeconomic status. You must have your book approved by the instructor not later than the last day of class before Spring Break. *Failure to have your book approved will result in a grade of 0 for the Book Review Paper.*

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. SONA Extra Credit:**

The College of Education has a subject pool operated through SONA system. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. You received an email for the SONA administrator asking that you login to the system and create a password. If you are struggling to access this, please email [sona@auburn.edu](mailto:sona@auburn.edu).

For every SONA credit you earn, you earn 2 cumulative bonus points. No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about how these extra credit points are applied, please email me. If you have any questions about participating in studies, please email [sona@auburn.edu](mailto:sona@auburn.edu).

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

Midterm 20

Final 25

Group Presentation 10

Immersion Experiences 30

Class Activities/Participation 5

Book Review Paper 10

Total 100

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 or absences pre-approved by the instructor 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.

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 10% deduction in grade for each day they are late.

Personal Technology: If you need a laptop, tablet, or any other device for taking notes or otherwise participating in class, that’s fine. However, please do not use a personal device for any purpose unrelated to our class. All devices should be silenced. Cell phones should be put away, except in the rare instance that I ask you to use them for an activity. If there is a serious need to use your cell phone during class, such as a family emergency, please let me know. Otherwise, if you are using your cell phone, you will be marked as absent for the class period and you will not receive participation points.

Communication: Outside of class, I will communicate primarily through email. Therefore, all students are expected to regularly check their Auburn email for class updates and announcements. Additionally, if you have any questions regarding class material, feel free to email me using your official Auburn email. If I do not receive a response from me within 48 hours of sending an email, please be sure to follow-up with me.

Recording: In order to create a safe classroom and learning environment and to respect students’ rights to privacy, recording of class is prohibited. This includes audio and video recordings. However, a student may record classroom activities as an accommodation; in this case, I will notify all students should this occur. If a student is found to be recording without permission, they will be asked to leave the classroom.

Class Cancelation: In the event that class is canceled or the university closes, I will either adjust the syllabus or post planned activities and lectures on Canvas. Students are responsible for covering the material and completing these assignments by the due date given if applicable. Additionally, I will do my best to notify students if class is to be canceled at least 24 hours in advance through email, therefore, it is expected that students are regularly checking their official Auburn email.

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