**AUBURN UNIVERSITY**

**SYLLABUS**

Course Number: 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 10:00am-10:50 am

Class Location: Haley Center Room #3220

Instructor: Alexis Jones, M.A.

Office: TBD

Office Hours: Mondays 11:00-1:00pm and by appointment

**E-mail: azj0049@auburn.edu**

**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.

**Tentative Course Content Outline\***

|  |  |  |
| --- | --- | --- |
| Date | **Class Topic/Activities** | **Assignments Due** |
| **WEEK 1** | | |
| **1/08/2020** | Introductions; Review syllabus |  |
| **1/10/2020** | Overview of basic concepts of race and racism; Defining Diversity | MM Chapter 1  FP Chapter 1 |

|  |  |  |
| --- | --- | --- |
| **WEEK 2** | | |
| **1/13/2020** | Defining Diversity (cont.) | FP Chapter 1 |
| **1/15/2020** | Color of Fear |  |
| **1/17/2020** | Color of Fear (cont.) |  |
| **WEEK 3** | | |
| **1/20/2020** | DR. MLK JR. DAY —NO CLASS |  |
| **1/22/2020** | Group Differences and Dynamics of Ingroup Outgroup; Bennett’s Developmental Model of Intercultural Sensitivity | FP Chapter 2 |
| **1/24/2020** | Ethnicity Overview | MM Chapter 2 |
| **WEEK 4** | | |
| **1/27/2020** | Watch T. Wise video |  |
| **1/29/2020** | Privilege, Prejudice, and Discrimination | MM Chapters 3 & 5 |
| **1/31/2020** | Discuss video and concept of Privilege | **Immersion Experience Paper Due** |
| **WEEK 5** | | |
| **2/3/2020** | African Americans | MM Chapter 7 |
| **2/5/2020** | African Americans (cont.) |  |
| **2/7/2020** | Discussion Day |  |
| **WEEK 6** | | |
| **2/10/2020** | Native Americans | MM Chapter 6 |
| **2/12/2020** | Native Americans (cont.) |  |
| **2/14/2020** | Discussion Day |  |
| **WEEK 7** | | |
| **2/17/2020** | Hispanic and Latinx Americans | MM Chapter 8**/**  **MIDTERM DUE** |
| **2/19/2020** | Hispanic and Latinx Americans (cont.) |  |
| **2/21/2020** | Discussion Day |  |
| **WEEK 8** | | |
| **2/24/2020** | Asian Americans and Pacific Islanders | MM Chapter 9 |
| **2/26/2020** | Asian Americans and Pacific Islanders cont. | **Book Pick due** |
| **2/28/2020** | Discussion Day |  |
| **WEEK 9** | | |
| **3/2/2020** | Arab Americans | MM Chapter 12 |
| **3/4/2020** | Arab Americans (cont.) |  |
| **3/6/2020** | Discussion Day |  |
| **WEEK 10: 3/9/2020-3/13/2020**  **SPRING BREAK (NO CLASS)** | | |
| **WEEK 11** | | |
| **3/16/2020** | Development of Inequality | MM Chapters 14 & 16  **Immersion Experience Paper due** |
| **3/18/2020** | Current Racial Relationships in the U.S. | MM Chapter 13 |
| **3/20/2020** | Discussion Day |  |
| **WEEK 12** | | |
| **3/23/2020** | Class as Diversity | FP Chapter 3 |
| **3/25/2020** | Cultural Competence | Borrego & Johnson (2011) Chapter 1 |
| **3/27/2020** | Cultural Competence—in class group work |  |
| **WEEK 13** | | |
| **3/30/2020** | Cultural Competence—Group Presentations | **Group Field Presentations due** |
| **4/1/2020** | Cultural Competence—Group Presentations (cont.) |  |
| **4/3/2020** | Age as Diversity | Buccigrossi & Robinson, 2003 |
| **WEEK 14** | | |
| **4/6/2020** | Gender as Diversity | FP Chapter 5 |
| **4/8/2020** | Outcomes of Gender Inequity | Assigned sections from World Health Organization Report |
| **4/10/2020** | Discussion Day | **Immersion Experience Paper Due** |
| **WEEK 15** | | |
| **4/13/2020** | Sexual Orientation | FP Chapter 6 |
| **4/15/2020** | Alternative Families & Family Compositions and  Diversity | Coleman & Ganong |
| **4/17/2020** | Religion as Diversity | Kilman, 2007  **Book Review Paper Due** |
| **WEEK 16** | | |
| **4/20/2020** | Disability/Ability Status | FP Chapter 7 |
| **4/22/2020** | Immigrants and Refugees | Oikonomidoy, 2010 |
| **4/24/2020** | Discussion Day |  |
| **4/29/2020** | **Final Exam (8:00am-10:30am)** | |

**\***The contents of this schedule may change; if so, I will notify students in advance.

**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.

**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:**

(30 pts.; 10 pts. 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:

1. 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.

2. 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:**

(10 pts.) – 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**

(5 pts.) – 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 worth ½ point and there will be 10 such exercises that will not be announced ahead of time. Participation will be assessed in two ways:

1. Class Activities—These will consist of exercises such as short in-class reflections, pop quizzes, and other in-class activities.
2. Discussion Days— There are days listed in the course schedule as ‘Discussion Days’. You are responsible for preparing 2 questions related to the content covered that week, which will be submitted at the beginning of class. Questions will serve to facilitate the class discussion that day. Additionally, on days during which we will have a guest speaker, you will be responsible for preparing two questions for the speaker, which will be due the day before the discussion. You will be notified at least a week in advance if a guest speaker will be joining our class.

**F. Book Review Paper:**

(10 pts.) – 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).

**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 | 5 |
| Book Review Paper | 10 |

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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 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. Persons who have religious or cultural observances that conflict with this class should let me know in writing (preferably by email) prior to the date of said religious or cultural observances.

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.

Email: 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 or stop by my office. If you do not receive a response from me within 24-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.

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.

Class Cancellation: In the event that class is canceled or the university closes, I will post the planned class activities on canvas, and students are responsible for completing these assignments before the next class period. Additionally, I will notify students if class is canceled at least 24-hours in advance through email, therefore, it is expected that students are regularly checking their official Auburn email.

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 25% deduction in grade for each day they are late.

Extra Credit: Auburn University provides research participation opportunities through a web-based system called SONA. The system provides students access to sign up for research studies for course extra credit. These studies can be in person or online. For every SONA credit that you earn, you earn 2 cumulative points (i.e., NOT points on your final grade). No more than 6 extra credit points can be applied to your grade through SONA. If you have questions about participating in studies or experiencing issues accessing SONA, please email [sona@auburn.edu](mailto:sona@auburn.edu).

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

**Measurement of Student Learning Objective # 9.**

The following scoring metric will be used to provide a final rating of level of competence for each specific SLO 9 competency:

9.1 The 6 items will be averaged and rounded to the nearest whole number to assign the student to Little/None (0), Basic (1), Intermediate (2), and Advanced (3)

9.2 The following will be used to categorize level of competence

a. Little/None (0-2 items correct)

b. Basic (3 items correct)

c. Intermediate (4 items correct)

d. Advanced (5 items correct)

9.3 The 10 items will be averaged with the following used to categorize level of competence

a. Little/None (0.0-2.0)

b. Basic (2.1-3.0)

c. Intermediate (3.1-4.0)

d. Advanced (4.0-5.0)

**9.1 Recognize the roles various people play in their culture: be able to relate the contributions of groups and individuals to cultures, societies, or history; to critically analyze one’s own culture, history, or society, and to critically analyze other cultures within and outside the United States**

This will be measured by instructor evaluation of the book review and instructor rating of class and small group discussions following in-class privilege activities.

The rubric for the book review specifically addresses the last portion of the book review where the student must evaluate strengths and compare another culture to their own.

|  |  |  |  |
| --- | --- | --- | --- |
| **Little/None (0)** | **Basic (1)** | **Intermediate (2)** | **Advanced (3)** |
| Does not identify elements of culture | Identifies elements of culture | Articulates complexities about culture | Able to describe complex elements of culture and relate it to history, values, beliefs/practices, communication styles, and economy |
| Elements of culture focus on surface things such as food or music or political summaries for either the culture in the book or their own | Is able to connect surface level things like food or music or political summaries with cultural values for the culture within their book and their own | Identifies major values of culture within their book and their own | Identifies unique strengths of each culture that contribute in positive ways to beliefs/practices, communication styles, economy, and values |
| Any strengths referenced are superficial | Clearly struggles to provide meaningful strengths for one of two cultures | Implies strengths of unique culture | Includes awareness of unique strengths of each culture in a direct way |

The instructor will provide a rating for each student in the course based on the individual student’s participation in class and small group discussions following in-class privilege and cultural raising activities. The instructor will provide one final rating for each of the three behaviors below for each student.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expected Behavior** | **Absent (0)** | **Marginal (1)** | **Competent (2)** | **Advanced (3)** |
| The students can articulate insights into own cultural rules (and the meaning of those rules) |  |  |  |  |
| The student can articulate insight into own biases and assumptions |  |  |  |  |
| The student can discuss others’ experiences of oppression without use of minimization of others’ experiences |  |  |  |  |

**9.2 Appreciate socio-cultural and international diversity among people: be able to demonstrate knowledge of issues in the United States and world that concern people of different races, ethnicity, nationalities, religions, gender, sexual orientation, socioeconomic status, or those with disabilities or from different geographical locations; and be able to demonstrate knowledge of cultures outside the US, including knowledge of values, beliefs, traditions.**

This will be measured by the following five pre- and post-test items.

**1.** Which of the following are family circumstances associated with abuse and neglect of the elderly?

a. Overcrowded quarters

b. Negative affect in the elderly person

c. Financial burdens

d. Both a and c

**2.** Which of the following describes a model of disability affecting the way the condition is perceived, which focuses on the presence of a physical defect that resides in the individual and taking action to remedy or rehabilitate the defect?

a. Medical Model

b. Minority model

c. Mitchell Model

d. Moral model

e. Multicultural model

f. None of the above

**3.** Using the definition of “underemployment,” which of the following best illustrates underemployment?

a. Mr. V is unable to find work

b. Mr. Q has a master’s in business administration and works as a barista at a coffee chain earning an hourly wage

c. Ms. B has a master’s in education and volunteers for a school

d. Mr. K works at a bar and is primarily paid through tips

e. Ms. J works three jobs serving at a restaurant, cleaning houses, and stocking shelves at a home improvement store

f. Ms. F has a bachelor’s degree in journalism and owns a chain of photography businesses and a chain of gyms across the country

**4.** For which group(s) is it most difficult for a member to trace their family history due to practices that were part of the United States historically?

a. African American/Black

b. Asian American

c. Caucasian American

d. Latino/Latina American

e. A and C

f. All of the above equally share this problem

**5.** Which is true of research on parenting by same sex couples?

a. Children of same-sex couples have more emotional problems

b. Children of women in a same-sex relationship have fewer emotional problems

c. Children of same-sex couples are more likely to grow up to be in a same-sex relationship

d. A and C

**9.3 Demonstrate understanding of the need for awareness of intercultural diversity when relating to others in various cultures and situations.**

This will be measured by instructor rating on the 3rd immersion experience paper and student ratings on attitudinal items (given that part of skill in working in a diverse world requires an individual to have an accepting attitude toward diverse individuals, and that an accepting attitude is one in which differences are seen and allowed to hold equal value).

|  |  |  |  |
| --- | --- | --- | --- |
| **Expected Behavior** | **Absent**  **(1)** | **Marginal (3)** | **Competent (5)** |
| Explored complex aspects of the culture in describing experience |  |  |  |
| Reflected on similarities of what was observed the culture relative to what was presented in the text |  |  |  |
| Reflected on differences in what was observed in the culture relative to what was presented in the text |  |  |  |
| Articulates how experience can inform their ability to work with individuals from the culture |  |  |  |
| Discusses observations about culture in the context of multiple cultural perspectives |  |  |  |
| Demonstrates an ability to suspend judging others’ cultural practices in order to learn |  |  |  |

The following four items taken from a measure on attitudes towards diverse groups and attitudes toward the value of appreciating differences. Because colorblindness as an attitude is one that minimizes cultural differences, rather than values them, items that reflect colorblind attitudes are indicative of attitudes that different worldviews cannot be equally valuable and that one’s own worldview is universal. Although this is self-report, not all items are obvious in what the highest level of awareness is (given that most of the country focuses on minimization of differences, agreement with numbers 1, 2, and 4 actually reflect poorer performance on the items).

Rated on a 5 point scale from 1 – disagree to 5 – agree

1. I really think affirmative-action programs on college campuses constitute reverse discrimination.

2. Talking about racial issues causes unnecessary tension.

3. I feel somewhat more secure that a man rather than a woman is currently president of the United. States.

4. Everyone who works hard, no matter what race they are, has an equal chance to become rich.