**COUN 2007**

Living & Communicating in a Diverse Society

***Spring 2023***

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**Department of Special Education,**

**Rehabilitation, and Counseling**

**College of Education**

Instructor Information:

**Fatmah Al-Qadfan**

**MA, RDT**

**3324 Haley Center**

**FHA0006@auburn.edu**

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Office Hours:

**Tuesdays 1-3 PM and/or by appointment**

**SYLLABUS**

**1. Course Number: COUN 2007 (3 semester hours)**

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

**University: Auburn University**

**Pre-requisites: None**

**Instructor: Fatmah Al-Qadfan**

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

**Class Meeting: Tuesdays and Thursdays 9:30-10:45 AM in Haley 3324**

**2. Syllabus Prepared:** June 2020, Updated January 2023

**3. Required Readings and Media Content:**

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

**Chapters 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.

Brzuzy, S. (1997). Deconstructing Disability. *Journal of Poverty, 1*(1), 81-91.

Crenshaw, K. (2016, October). The Urgency of Intersectionality [Video]. TED. [https://www.ted.com/talks/kimberle\_crenshaw\_the\_urgency\_of\_intersectionality?language=en#t-140471](https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en%2525252523t-140471)

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

*Disclosure* documentary on Netflix

Good Ancestor Podcast, Episode 11: <http://laylafsaad.com/good-ancestor-podcast/ep011-robin-diangelo>

*Lee County Remembrance Project* (the link will be provided on Canvas)

The New York Times. (2019, May 31). The Stonewall You Know Is a Myth. And That’s O.K [Video]. YouTube. <https://www.youtube.com/watch?v=S7jnzOMxb14>

Norton, M. I., & Ariely, D. (2011). Building a Better America-One Wealth Quintile at a Time. *Perspectives on Psychological Science, 6*(1), 9–12.

Sacred Land Film Prokect. (2015, May 26). Indigenous Reflections on Christianity [Video]. YouTube. <https://www.youtube.com/watch?v=OoxNyNWFvZw>

4. **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 communication, the course also focuses on communication around difficult topics (often referred to as difficult dialogues).

5. **Course Objectives:** The assumption in this course is that all students in the College of Education are working to be competent, committed, and reflective professionals.

Upon course completion students will:

1. Knowledge of multicultural and pluralistic trends, including characteristics and concernsbetween 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 diverse individuals
6. Understanding of the 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 other 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 thathateful 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.

**6. Course Content** **and Schedule:** *This schedule (including assignments, requirements, and mode of instruction delivery) is tentative and may change at the instructor’s discretion.* Any changes to the schedule will be announced in class and/or via Canvas and it is the student’s responsibility to be aware of such announced changes.

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| --- | --- | --- | --- | --- |
| WEEK |  | TOPIC | READINGS | ASSIGNMENTS |
| 1 | Jan 12 | Introduction to CourseHaving Difficult DialoguesBasic Concepts/TerminologyReflecting on Resistance |  |  |
| 2 | Jan 17 | Critical Thinking & Theory |  | IAT |
| Jan 19 | We’re in Trouble:Discrimination in the US | Introduction & Chapter 1 |  |
| 3 | Jan 24 | Privilege, Oppression, and Difference | Chapter 2 |  |
| Jan 26 | Ep. 011 Good Ancestor Podcast |  |
| 4 | Jan 31 | Intersectionality andRacial identity models | Crenshaw, 2016 |  |
| Feb 2 | Active Learning |  |  |
| 5 | Feb 7 | Making Privilege & Oppression Happen | Chapter 4 | Reflection: Racial Identity Models |
| Feb 9 | Class trip or in class project |  |  |
| 6 | Feb 14 | Racism & Microaggressions | Dancy et al., 2018 | Reflection: Lee CountyRemembrance |
| Feb 16 | Oppression: Whose Problem Is It? | Chapter 5 |  |
| 7 | Feb 21 | The House we Live in |  |  |
| Feb 23 |  |
| 8 | Feb 28 | Capitalism, Class, and Domination | Chapter 3 | Video Project: Poverty Podcast & Exercise |
| Mar 2 | Oppression: What Does It Have to Do with Me? | Chapter 6 |  |
|  | Mar 7 | Spring Break – no classes |
| Mar 9 |
| 9 | Mar 14 | How Racism Harms White Americans | Chapter 7 |  |
| Mar 16 | Sexism | NYT, 2019 |  |
| 10 | Mar 21 | Religion and Oppression | Blumenfeld, 2006 | Reflection:Disclosure Documentary |
| Mar 23 | Active Learning |  |
| 11 | Mar 28 | Ableism |  |  |
| Mar 30 | Brzuzy, 1997 *Crip Camp* – available on Netflix | Video Project: Local History |
| 12 | April 4 | Group projects |  |  |
| April 6 | Active Learning |  |  |
| 13 | April 11 | Defense Modes: Denial,Minimization & Discomfort | Chapter 8 |  |
| April 13 |  | Integrated Research:Intersectionality |
| 14 | April 18 | What can we do? | Chapter 9 |  |
| April 20 | Advocacy and action |  |  |
| 15 | April 25 | Civic Engagement projects |  | Presentations |
| April 27 | NO CLASS |  |  |
|  | May 1 | Final Exam | 8 AM | Final Exam |

1. **Course Requirements/Evaluation:**

**Quizzes (15 points)**: Attendance is required in this class. Assigned readings and videos are to be completed *prior* to attending class. The readings and videos are extremely important as they will introduce you to the discussion for the day. You will be expected to be knowledgeable about the assigned materials. There will be a total of *5* pop quizzes this semester on assigned readings, videos, and podcasts.

**Implicit Association Test (IAT) (5 points)**: You will take the following tests and bring your results to the class meeting (NOTE – you will not be required to share your results with the class if you are not comfortable doing so – but you will need to submit your results to get credit for the assignment):

Go to this link and take the following tests: <https://implicit.harvard.edu/implicit/selectatest.html>

1. Age
2. Race
3. Gender-Science
4. Sexuality

**Reflection Assignments (2 pages double-spaced + Reference Page, 12pt Times New Roman Font)**:

You will have three (3) written reflection assignments in this course.

1. Racial Identity Models
2. Lee County Remembrance Project
3. *Disclosure* Documentary
4. **Reflection Assignment for Racial Identity Models (2 pages double-spaced + Reference Page, 12pt font; 5 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:** The Racial Identity Model that best fits you is clearly named
* **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 privileges you experience, how are your opinions, those you have empathy for, biases, prejudices, and life goals influenced by these experiences? Give 2-3 examples.
* **Loss Points (-2):** Failureto reach page requirement AND/OR failure to include references will result in point deduction from the overall paper score.
1. **Reflection Assignment for Lee County Remembrance Project (2 pages double-spaced + Reference Page, 12pt font; 5 points)**

Write a paper answering the following prompts after viewing the Lee Country Remembrance Project Guest Lecture

* **2 pts:** Provide a detailed description of the 4 most important pieces of information you learned from the LCRP lecture. **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.**
* **1 pt:** 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?
* **1 pt:** 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 pt:** Finally, discuss how what you have learned from the LCRP presentation should be incorporated into this class as we continue our learning.
* **Loss Points (-2):** Failureto reach page requirement AND/OR failure to include references will result in a point deduction from the overall paper score.
1. **Reflection Assignment for Disclosure Documentary (2 pages double-spaced + Reference Page, 12pt font; 5 points)**

Write a paper answering the following prompts after watching the documentary Disclosure

* **2 pts:** Provide a detailed description of the 2 most important pieces of information you learned from the Disclosure documentary. **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.**
* **1 pt:** 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? Integrate into this conversation, a description of any defenses or reactions you noticed throughout the presentation (Some questions to get you started: Did you notice a desire to distance yourself from the material? Did you notice a desire to suppress any emotional reactions? Where did you feel tension?)
* **1 pt:** As you answer these questions, consider your personal gender identity and the experiences you’ve had because of your gender identity. Discuss the first time you can remember seeing them represented on screen. How difficult was it for you to remember this? What do you think made it easy/hard to remember? How was the character portrayed in your memory? What were your emotional reactions to this portrayal? Be thorough as you consider your identity with these questions.
* **1 pt:** Based on what you presented above, consider how your opinions, biases, empathy for, and/or prejudice toward transgender individuals were shaped by the media you were exposed to and other life experiences. Give 3 well-articulated examples.
* **Loss Points (-2):** Failureto reach page requirement AND/OR failure to include references will result in a point deduction from the overall paper score.

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

**Discuss the following questions after listening to the podcast and engaging in the simulation:**

* **3 pts:** Describe your relationship, understanding of, and experiences with money and/or socioeconomic status. Utilize 1-2 key life experiences (i.e. experiences that helped you grow, molded you, or had a deep impact) to illustrate this relationship.
* **3 pts:** Discuss how your identity intersected or influenced the experiences you described above. How does **your intersectionality** influence how you think and engage in economics? (For help here, listen to Robin DiAngelo’s description of how her understanding that she was White distanced her from her understanding of being poor to help frame your own ideas of how your intersectionality may have influenced you).
* **2 pts:** Discuss aspects of the podcast and/or simulation that were most eye-opening or meaningful to your learning.
* **2 pts: Based on what you presented above regarding your intersectionality**, 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 us 2-3 examples.
* **Loss Points (-2):** Going over 4 minutes or under 3 minutes AND/OR failure to include references (read or written) will result in a point deduction from the overall score.

**Video Project – Local History (3-6 minutes; 10 points)**

**Record a creative multimedia project after researching more about 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.**

* **1 pt:** Clearly identify the location of your research. Tell a little about the basic history (e.g., when “founded” officially, by whom, town growth, etc.)
* **3 pts:** Locate Indigenous history in your town. Who did the land belong to and when/how was it stolen? Reflect on how this may have shaped your town in the early years.
* **1 pt:** Provide detailed descriptions of any other ways in which your town has been shaped by oppressive forces. Include original sources and multimedia when possible (e.g., images, interviews). **Be clear and descriptive when discussing what forms of oppression shaped the community you selected to research. This could include anything from laws and local ordinances to statues/symbols of respect for White supremacists to buildings that are inaccessible. Be thorough and creative in what you research and connect this to your understanding of intersectionality.**
* **2 pts:** Detail any attempts that you can find of community members attempting to make changes toward diversity, inclusion, and justice in your town. What were they trying to change? How did they try to change it? Who was trying to change it and why? What about local court cases where someone fought for rights for the community?
* **2 pts: In what ways have you benefitted from the oppressive structures in place in your town? In what ways have you been disadvantaged? In what ways have you been complicit throughout your lifetime in maintaining oppressive forces (**i.e., in what ways have you been inactive because your town “is the way it is”)**?**
* **1 pt:** What reactions did you notice in your body as you researched your town? What emotions came to the surface? What tensions did you feel? What do you think led to these reactions? Did you find this exercise physically or mentally exhausting in any way? If so, discuss. If not, describe what you think may have kept it from being exhausting.
* **Loss Points (-2):** Going over 6 minutes or under 3 minutes AND/OR failure to include references (read or written) will result in a point deduction from the overall score**.**

**Group Project - Civic Engagement (Project and presentation; 15 points):**

**You will take an action to improve the quality of life for members of your community. You will reflect on the experience and present your work in class (25-minute presentation)**

* **2 pts:** Identify and discuss the concept of civic engagement
* **2 pts:** Describe the work that has been done in the past by others before you and describe how you have honored that work and/or learned from it
* **1 pts:** Discuss each group member’s strengths and areas of growth. What challenges did you face in working together?
* **6 pts:** Description of project including photos and videos, a measure of accomplishment.
* **2 pts:** Present a detailed plan of how this project could have grown in 3 months, 6 months, and 12 months. What are some expected barriers? What kind of support would your group need to make this work sustainable?
* **2 pts:** All members of the group are active in the process of reflection. How did you feel engaging in this work? What did you believe about this issue previously? Have your ideas changed? Why/why not? Did you find this exercise physically or mentally exhausting? If not, describe what you think may have kept it from being exhausting. Discuss your identities in relation to the work you engaged in.

**Integrated Research - Intersectionality paper (15 points):**

**Develop and strengthen your knowledge of intersectionality theory by incorporating what you have learned in this class into one paper. You will utilize a TV show discussed in class. (At least 3 pages double-spaced + Reference Page, 12pt Times New Roman Font):**

* **2 pts:** Identify and discuss the theory of intersectionality. Reflect on your awareness of intersectionality before and during this class. What were some areas of growth for you personally?
* **4 pts:** Name two times in class when you experienced defensiveness. What topics were we discussing? What did you notice? Discuss how you dealt with that experience.
* **6 pts:** Choose two adult characters from the TV show we have discussed this semester. Talk us through their identities and struggles. Discuss ways in which these characters are similar/different to each other. Discuss their intersecting identities and ways in which their identities help/hinder them.
* **2 pts:** Discuss your familiarity with each of these characters. In what way is their struggle/life familiar to you? What aspects of their experience were you not aware of previously?
* **1 pt:** Excellent grammar, punctuation, and spelling. The paper should be organized, well-written, and creative.

**Final Exam (15 points)**

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

### **Assignment Grading System**

**Class Activities**

In-class Quizzes 15 points

 IAT Test 5 points

**Reflections**

 Racial Identity Models 5 points

 Lee County Remembrance Project 5 points

 Disclosure Documentary Discussion 5 points

**Video Projects**

 Poverty Podcast & Exercise 10 points

 Video Project: Local History 10 points

**Group Project**

 Civic Engagement 15 points

 **Integrated Research**

 Intersectionality Paper 15 points

**Assessments**

 Final Exam 15 points

**Total 100 points**

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

A 90 - 100 points

 B 80 – 89 points

 C 70 – 79 points

 D 60 – 69 points

 F < 60 points

1. **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 your instructor 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 each class member is able to hear and respect 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 your instructor know if something said or done in the classroom, by myself or by 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. If this occurs, there are several ways to alleviate some of the discomforts 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 of 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*

**9. Class Policy Statements:**

Late Assignment Policy: Late assignments are not acceptable without express written communication and permission from the instructor. It is expected that you have completed all assignments by 11:59 pm on the day assignments are due. All assignments will be turned in via Canvas. If you run into technical 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.

**Turning in any assignment late will result in an immediate 10% grade deduction for *each day* that the assignment is late*.***

Attendance Policy: Attendance is required. Active, collaborative learning is strongly emphasized in this class. Thus, open participation is expected from students. In case Auburn University directs us to online learning, students are required to be present with cameras on and not engage in side conversations or other tasks.

If you are unable to attend a lecture or turn in an assignment on time due to an excused absence please contact your instructor immediately. 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 handbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%2525252525253a%2525252525252f%2525252525252fwww.auburn.edu%2525252525252fstudentpolicies) 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 during the first week of classes, or as soon as possible if accommodations are needed immediately. 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 Handbook (http://www.auburn.edu/student\_info/student\_policies/) will 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.

Face Coverings: In this class, we will be monitoring and *following* Auburn University’s guidelines on COVID-19. You will find more information about safe practices on Auburn’s COVID-19 Resource Center: <https://auburn.edu/covid-resource-center/> This means that if directed by Auburn to wear face masks in the classroom, we will be following that policy and face masks will be required.

Office Hours: I am available during my office hours and by appointment via Zoom. Campus email is the best way to reach your instructor to schedule an appointment. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it. I am happy to meet with you via Zoom at any time throughout the semester.