**COUN 2000**

Living & Communicating in a Diverse Society

***Summer 2017***

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

**College of Education**

Instructor Information:

**Evelyn A. Hunter, PhD**

**Assistant Professor**

**2052 Haley Center**

**eac0006@auburn.edu**

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Office Hours:

**by appointment**



**SYLLABUS**

**1. Course Number: COUN 2000 (3 semester hours)**

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

**University: Auburn University**

**Prerequisites: None**

**Instructor: Evelyn A. Hunter, PhD**

**Contact Info: 2052 Haley (mail: 2084); eac0006@auburn.edu**

**Class Meeting: MWF 9:00-12:30pm in Haley 2124**

**2. Date Syllabus Prepared:** June 2017

**3. Required Readings:**

**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.

Other Readings as Assigned.

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 communicating, 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 diversity individuals
6. Understanding of value of cultural diversity in a progressive society
7. Ability to engage in conversations about race, ethnicity, and culture in ways that are respectful, increase understanding among participants in the conversation, and support intergroup and intragroup cohesion to work toward common solutions

**Course Philosophy**

As individuals living in a diverse society, there is value in understanding the culture of those around us. This course will expose students to opportunities to learn about other cultures, challenge beliefs they may hold about individuals from other cultures that may impede their ability to work and live in a diverse society, and gain awareness of ways diversity in society is enriches society. The class will blend the tradition of knowledge acquisition with experiential learning and self-exploration/reflection. It is critical in classes such as this that the environment is one of respect and sensitivity and is a safe environment for people to speak and share. As such, I expect that you will approach the content of this course as a student and good citizen who values others people as human beings. This means that you are expected to make a distinction between your ideas/beliefs that reflect your worldview and those that reflect the body of knowledge. Finally, this also means 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 course schedule is tentative and may change at the instructor’s discretion. Any changes to the schedule will be announced in class and/or via email and it is the students’ responsibility to be aware of such announced changes.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WEEK** |  | **TOPIC** | **READINGS DUE** | **DUE** |
| 1 | M 6/26 | Introduction to Course  Having Difficult Dialogues  The Basic Concepts |  |  |
| W 6/28 | The Challenge: Getting to Know One Another |  |  |
| F 6/30 | More on Empathy  Assessing Our Privilege / The Diversity Spectrum  The Color of Fear  Biased? Not Me. | Reading as Assigned on CANVAS | **IAT Tests** |
| 2 | M 7/3 | Where we want to go. Stepping Stones  Prejudice, Discrimination, & Oppression  Class |  |  |
| W 7/5 | Gender  Sexual Orientation | WHO Report |  |
| F 7/7 | Racial Identity Models  Social Justice | Reading as Assigned on CANVAS |  |
| 3 | M 7/10 | Who AM I Presentations |  | **Who Am I** |
| W 7/12 | Cultural Competence  Ethnic Relations in America & the World | Borrego & Johnson |  |
| F 7/14 | EXPERIENTIAL DAY  (No Class) |  |  |
| 4 | M 7/17 | Physical Ability  Mental Ability |  |  |
| W 7/19 | Family Composition  Faith & Religion  The Political Self | Coleman & Ganong  Kilnam, 2007 |  |
| F 7/21 | EXPERIENTIAL DAY  (No Class) |  |  |
| 5 | M 7/24 | Immigration  Age  On Intersectionality | Oikonomidoy, 2010  Buccigrossi & Robinson, 2003 |  |
| W 7/26 | Immersion Experience Presentations |  | **Immersion Experience** |
| F 7/28 | Final Exam |  |  |

**7. Course Requirements/Evaluation:**

**Readings**: At the beginning of each week you should have assigned readings completed prior to attending class. The readings are extremely important as they will introduce you to the discussion for the day. You will be expected to be knowledgeable about the assigned material.

**Implicit Association Test (IAT)**: You will take the following tests and bring your results to class (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 show your results to me 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

**Who AM I Presentation**: 15-20 minutes

You will use the ADDRESSING model discussed in class to present a collection of your intersectionality. This may require some research into your background, discussion with relatives, and examination of what frames your worldview (and your point of reference in the dialogues you engage in during class). The assignments should BE CREATIVE, and should have some sort of theme that connects to who you are as an individual.

**Who AM I Presentation Components (present on the following questions):**

* **5 pts: Use of each element in the ADDRESSING model**
* **2 pts:** Describe 2-3 key life experiences (i.e. experiences that helped you grow, molded you, or had a deep impact).
* **3pts:** Discuss how your identity intersected or influenced the experiences your described above.
* **4 pts:** Examination of how your identity and experiences developed you – how did you become the person we have met today? Final description of who you are – **your intersectionality**
* **5pts: Based on what you presented above regarding your intersectionality**, how are your opinions, those you have empathy for, biases, prejudices, and life goals influenced by your intersectionality? Give us 2-3 examples.
* **1 pt:** Presentation is creative and interesting. References are included.

**Immersion Experience Presentation:** 15-20 minutes

Professionals often work with individuals that represent various categories of minority identities. However, we often lack experience of what it is like to be the minority in various aspects of our own identities. For this exercise, you will **select 1 “majority aspect” of your identity.** (For example, Dr. Hunter might select sexual orientation, because she is in the majority in this country as a Heterosexual, or she might select religion, because she is in the majority in this country as a Christian. Dr. Hunter **could not select race/ethnicity,** because she is **not in the majority** as an African American).  ***(****\*NOTE\* Students should not use their gender as a category for this exercise. Please see extended note regarding use of gender below.)* **You will then go to an event/location in which you are the minority in your selected identity category, and stay for a minimum of 30-60 min.**  (For example, Dr. Hunter might go to an LGBT conference OR she may visit a Mosque/Islamic place of worship). You may bring 1 person for safety, but please split up when you get to the location. The purpose of this exercise is to experience what it is like to be the minority, but if you are with a friend or group you will not fully experience what it is like because you will rely on the comfort of those you know. If possible, interact with individuals you meet at the place. Examples of places to visit may be churches/places of worship, concerts, sporting events, community events, etc. Your immersion experience presentation must include the following components:

**Immersion Experience Components (present on the following questions):**

* **1 pt:** Identify which “majority aspect” of your identity you chose (e.g. Heterosexual or White) to place in the minority position
* **1 pt:** Provide a description of the event you attended, and if possible, estimate how many other people were in the same “minority” position as you (e.g. there were 2 other obviously White people in attendance other than myself). Include how long you stayed and if you interacted with anyone while at the event. What were those interactions like? Did people seem friendlier or less friendly to you as the “minority.”
* **5 pts: Include pictures of the event and proof of your attendance** (e.g. program, ticket, etc. – “selfies” work as well if appropriate – i.e. you should not take a self during a religious service)
* **2 pts:** Describe your level of comfort with being the “minority” in this situation. Were you completely comfortable, uncomfortable the entire time, or did you start in an uncomfortable place and become more comfortable as time passed? If you became more comfortable, what created that change? If you did not become comfortable, can you imagine anything that might have made you more comfortable?
* **3pts:** As the “minority”, did you change any parts of your normal behavior to fit in? In other words, was there anything that you remember doing consciously to make yourself OR those around you more comfortable?
* **3pts:** 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.
* **5pts:** What might it be like if you were always the minority in this aspect of your identity? Is there anything you can think of that might be easier for you since you are not the “minority” in this aspect of your identity?

***(****\*NOTE\* As the instructor, I recognize that gender is an important aspect of identity, is non-binary, and can result in experiences of prejudice and discrimination. It has been excluded from this presentation not due to its lack of importance, but due to the complexity in identifying and visiting an “event/location” in which one’s gender is the “minority”. If you have questions/concerns about this exclusion, please let me know and we can discuss the reasoning more in depth.)*

### **Assignment Grading System**

**Class Activities**

Reading Discussion & Class Activities 15 points

IAT Test 20 points

**Presentations**

Who Am I Presentation 20 points

Immersion Experience Presentation 20 points

**Assessments**

Final Exam 25 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

**8. Class Policy Statements:**

Late Assignment Policy: Late assignments are not acceptable. It is expected that you have completed all assignments by the start of class on the day assignments are due. Failure to turn an assignment in on time or missing a presentation 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.

Attendance Policy: Attendance is required. Students are expected to attend all class meetings. Active, cooperative, and collaborative learning are strongly emphasized in this class. Thus, open and active participation is expected from students. **Students with more than one unexcused absence will result in an Unsatisfactory grade in this class. After one unexcused tardy or early departure of 15 minutes or more, each subsequent tardiness or early departure will be considered an unexcused absence from class.**

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 eHandbook* at [www.auburn.edu/studentpolicies](https://cas.auburn.edu/owa/redir.aspx?C=ef2eb0b81d90495098a27dc4053361aa&URL=http%3a%2f%2fwww.auburn.edu%2fstudentpolicies) 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 eHandbook (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.

Office Hours and Clinical Emergencies: I am available by appointment. Campus email is the best way to reach me to schedule an appointment, but you can also see me after class or call my office phone. I encourage you to make an appointment with me if you have any questions or concerns about the course or your performance in it.