**COUN 2620 Diversity and Cultural Awareness**

**Fall 2013**

**Course Syllabus**

**Instructor:** Yi-Ju Cheng

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**Office Hours:** By appointment

**Class Meetings:** Tuesday and Thursday 9:30 to 10:50 in Wooten Hall, Rm. 121

**Department of Counseling, Development, and Higher Education**

**University of North Texas**

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**Faculty Supervisor:** Lisa Schulz, PhD., LPC-S, LPSC, NCC

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1. **Catalog Description:**

Didactic, experiential and applied learning opportunities prepare students to understand differences and commonalities within diverse cultures. With a focus on developing intra- and interpersonal awareness, students cultivate attitudes and practice skills necessary for relating constructively with diverse individuals in a variety of work settings. 3 hours.  
Prerequisite(s): None.   
**Core Category:** Discovery.

1. **Goal of the Course:**

This course is intended to provide didactic and experiential preparation for understanding culturally diverse individuals. Students will learn how cultural identity influences one’s worldviews, communication styles, and perceptions of experience. In so doing, students will develop self-awareness and awareness of others regarding one’s experiences, cultural beliefs, and values.

1. **Learning Objectives**: Upon successful completion of the course, students will be able to:
   1. Discuss how their own cultural experiences influence their worldview, expectations, and communication styles
   2. Explain the ways in which various identities influence a person’s sense of self, worldview, and life experiences
   3. Recognize stereotypes, prejudice, and discrimination and discuss how these phenomena impact one’s sense of self and perceptions of others
   4. Compare and contrast trends in worldview, values, and communication styles among European American, African American, American Indian, Asian American, and Latino/a American individuals; men and women; sexual orientations; religions; abilities, ages; and individuals within various SES categories
   5. Facilitate appropriate discussions regarding cultural differences with individuals who are culturally different from themselves
   6. Address challenges related to both individual and distributive justice
2. **Methods of Instruction:**

This lecture-based course is designed to be highly interactive, and students will be invited

to participate in numerous ways. Class lectures will be supplemented with written and experiential activities, discussions, videos, and student presentations. Please see instructor as soon as possible if you have special needs or problems with any aspect of this course. Specific methods of instruction include lectures, discussion, experiential activities, and film/video.

1. **Required Texts:**

Bucher, R. D. & Bucher, P. L. (2010). *Diversity consciousness: Opening our minds to*

*people, cultures, and opportunities* (3rd ed.). Upper Saddle River, NJ: Prentice

Hall.

Diller, J. V. (2010). *Cultural diversity: A primer for the human services* (4th ed).

Belmont, CA: Wadsworth.

1. **Student Performance Evaluation Criteria:** 
   1. **Attendance and Participation – Class Discussion Contribution and Professionalism (10%) –** Students will demonstrate a level of participation and engagement as described in the Contributions to Discussion Rubric.
   2. **Pre-Post Multicultural Self and Other Awareness (5%)** – Students will be administered the: Multigroup Ethnic Identity Measure (MEIM) – 12 items on 3 scales and the Multicultural Counseling Competency Training Survey-Revised (MCCTS-R) Awareness subscale.
   3. **Weekly Reflection Journal Entries (15%)** – Students write a process journal each week of the semester based on the topics and materials presented. Due every Saturday 11:59 pm. Further details will be provided.
   4. **Religion Mini-Presentation (10%)** **–** Students will choose a religion presented in the *Essentials of Faith* video series on Video on Demand to present on to the class as a group of 4 or 5. Students may choose a religion to present on that is same or different from the religion that they identify with. Students may choose from the following religions: Buddhism, Christianity, Hinduism, Humanism, Islam, Judaism, or Paganism. Further details will be provided.
   5. **Cultural Self-Analysis Paper (15%)** – Students will write a 6-8 page paper exploring their own cultural identities and the ways in which those identities shape their worldview, relationships, expectations, experiences, and communication styles. Further details will be provided.
   6. **Cultural Interview Report (10%)** – Students will conduct a 1-hour interview with an individual who is culturally different from themselves. The short report (approx. 3-4 pages) will include attention to the interviewer’s experience in the interview and insights gained regarding the ways in which cultural identity impact one’s experiences. Further details will be provided.
   7. **Service Learning/Advocacy Project (15%)** – Students will volunteer at least 6 hours of their time in which they choose a service opportunity to participate in. Students will write a short report about their experiences volunteering and provide a picture of their volunteer activity. The report will include attention to the student’s experience and insights gained as a result of volunteering. Student will present on project briefly for the class. Further details will be provided.
   8. **Midterm Examination (10%)** – The midterm examination will be take-home including multiple choice, short answer, and essay prompts regarding topics covered in class, readings, and videos.
   9. **Final Examination (10%)** - The final examination will be take-home including multiple choice, short answer, and essay prompts regarding topics covered in class, readings, and videos.

A = 90 – 100% B = 80 – 89% C = 70 – 79% F < 70%

1. **Due Dates and Deadlines:**

Students are responsible for submitting assignments on or before the due date. Please share any obstacles that might prevent you from submitting an assignment on time with the instructor prior to the due date. Late assignment without advance discussion with the instructor will receive the following deductions from total points earned: *Less than 1 week late = 10%, 1-2 week late = 15%, more than 2 weeks late = 20%.* **Instructor will not accept late journals for credits**.

1. **Attendance:**

Students will gain the most from this course by being present and participating fully in all classes and assignments. Per university policy, students may miss up to **3** classes during this semester without consequence. Additional absences will result in the following: *4 absences (1/2 letter grade reduction in final grade), 5 absences (1 letter grade reduction in final grade), 6 absences (2 letter grade reduction in final grade). Students who have more than 6 absences will receive a WF (withdraw-fail) for nonattendance.*

The above policy is intended to allow for reasonable accommodation in case of illness, family emergencies, or transportation problems. Individuals who chose to use non-penalized absences for other situations risk not having allowable absences available when needed. Accommodations will only be made in situations when all absences are severe, extenuating, and documented. Students are responsible for signing the daily roster. Students are responsible for ALL material and assignments covered on days they are absent. In the event of an absence, please contact a classmate to get pertinent class notes, handouts, etc.

* 1. **Lateness/leaving early**: Class will begin promptly at the scheduled time and end at the scheduled time. The instructor may choose to document late arrivals and early departures as 1/2 absences.
  2. **Observation of Religious Holy Days**: If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

1. **Blackboard Learn:**

We will be using Blackboard Learn as a course management tool this semester. Students may access the course using their EUID and password via <http://ecampus.unt.edu> or links on <http://my.unt.edu> Once within Blackboard Learn, students will be able to view announcements, download and print copies of materials, access assigned readings, and submit homework.

1. **Disability Accommodation:**

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.  For additional information see the Office of Disability Accommodation website at [http://www.unt.edu/oda](https://webmail.unt.edu/OWA/redir.aspx?C=YUGO8pbq1EOOALhrfxCQqwybdgkkl88IAc8VFxSJdhTz5mYzMQ-8uOZ0tdH1iTZ3RxgThOO2UN4.&URL=http%3a%2f%2fwww.unt.edu%2foda). You may also contact them by phone at 940.565.4323

1. **Acceptable Student Behavior in the Classroom:**

Student behavior that interferes with an instructor’s ability to conduct a class or other

students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, and field trips. The Code of Student Conduct can be found at: [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

Please put all pagers and cell phones on vibrate during class time and make sure that you only check your phones before and after the class. If you need to make an emergency phone call, please quietly excuse yourself from the class to do so. You can use electronic devices in the classroom ONLY for class purposes (Sorry, no Facebook or Twitter☺).

1. **Academic Integrity and Academic Dishonesty:**

Academic Integrity is defined in the UNT Policy on Student Standards for Academic

Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication,

facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: <http://vpaa.unt.edu/academic-integrity.htm>.

1. **SETE:**

The Student Evaluation of Teaching Effectiveness (SETE) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught.  I am very interested in the feedback I get from students, as I work continually to improve my teaching. I consider the SETE to be an important part of your participation in this class.

1. **EagleConnect:**

All UNT students should activate and regularly check their EagleConnect (e-mail)

account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit <https://eagleconnect.unt.edu>. This is the main electronic contact for all course-related information and/or material.

**Tentative Class Calendar**

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| --- | --- | --- | --- | --- |
| **Week** | **Date** | **Class Topics** | **Reading** | **Assignments Due** |
| Week 1 | 8/29 | Introduction & Syllabus | N/A |  |
| Week 2 | 9/3 | What is Diversity?  What is Culturally Competent? | Ch. 1 (DC)  Ch. 2 (CD) | Pre-Multicultural Self and Other Awareness Survey |
| 9/5 | Understanding Culture and Differences | Ch. 4 (CD) | \*Weekly Reflection |
| Week 3 | 9/10 | Personal and Social Barriers to Success | Ch. 3 (DC) | Cultural Interview Question Ideas |
| 9/12 | Diversity Consciousness & Developing Diversity Consciousness | Ch. 2 (DC)  Ch. 4 (DC) | \*Weekly Reflection |
| Week 4 | 9/17 | Communication in a Diverse World | Ch. 5 (DC) |  |
| 9/19 | In Class Movie: “A Class Divided” | VOD: “Race: Power of an Illusion” Ep 1 | \*Weekly Reflection |
| Week 5 | 9/24 | European/white culture in America | VOD: “Race: Power of an Illusion” Ep 2 | Cultural Interview Report |
| 9/26 | Racism, Prejudice, & White Privilege | VOD: “Race: Power of an Illusion” Ep 3  Ch. 3 (CD) | Service Learning Project Proposal  \*Weekly Reflection |
| Week 6 | 10/1 | Latino/a Culture in America | Ch. 10 (CD) |  |
| 10/3 | Native American Culture | Ch. 11 (CD) | \*Weekly Reflection |
| Week 7 | 10/8 | African American Culture Video: “Ethnic Notions” | Ch. 12 (CD) |  |
| 10/10 | Asian American Culture | Ch. 13 (CD) | \*Weekly Reflection |
| Week 8 | 10/15 | Middle Eastern Culture in America | Ch. 14 (CD) |  |
| 10/17 | Socioeconomic Class | VOD: TBA | \*Weekly Reflection |
| Week 9 | 10/22 | Spirituality | VOD: Essentials of Faith video for religion chosen | Group Spirituality Presentations |
| 10/24 | Spirituality |  | Group Spirituality Presentations  \*Weekly Reflection  **Take Home Midterm Due**  **October 24th by 5 pm** |
| Week 10 | 10/29 | Gender | VOD: TBA |  |
| 10/31 | Video: “Middle Sexes: Redefining He and She” |  | \*Weekly Reflection |
| Week 11 | 11/5 | Sexual Orientation | VOD/Reading: TBA |  |
| 11/7 | Video: “Out of the Past” | VOD/Reading: TBA | Cultural Self-Analysis Paper \*Weekly Reflection |
| Week 12 | 11/12 | Ableism | Webinar: “Recognizing and Undoing Ableism” |  |
| 11/14 | Ageism | PBS: Fighting Ageism  PBS: Ethnicity, Race, and Aging | \*Weekly Reflection |
| Week 13 | 11/19 | In Class Movie |  |  |
| 11/21 | In Class Movie & Discussion of Service Projects |  | Service Learning Project \*Weekly Reflection |
| Week 14 | 11/26 | Genocide & Video | Ch. 8 (CD) |  |
| 11/28 | Thanksgiving Day  No Class ☺ |  | \*Weekly Reflection |
| Week 15 | 12/3 | Finish video & Discussion |  |  |
| 12/5 | Personal Growth Reports & Class Celebration |  | \*Weekly Reflection |
| Week 16 | 12/10 | Finals Week  No Class ☺ |  | **Take Home Final Exam due December 10th by 5 pm** |
| 12/12 | Finals Week  No Class ☺ |  |  |

**Note:** 1. Dates on the calendar are subject to change depending on class needs and scheduling

conflicts.

2. \*Weekly Reflection due every Saturday by 11:59 pm on Blackboard Learn.

3. (CD) stands for the “Cultural Diversity” text

(DC) stands for the “Diversity Consciousness” text