



Course Syllabus: COUN 2143: Human Diversity
Gorddon T. & Ellen West College of Education
10358 X12
Fall 2025

Contact Information

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Instructor Response Policy

I aim to respond to student inquiries within 24-48 hours on weekdays. If I anticipate delays, I'll communicate them in advance.

For urgent concerns, please indicate "Urgent" in the subject line or reach out via cell phone.

Textbook & Instructional Materials

No textbook will be utilized for the course. Open Educational Resources will be the primary source of instructional material during this semester,

Course Description

A study of individual, family, and cultural community diversity.

Course Content and Skills Core Content

1. Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc.
2. Critically examine minority group contributions to American society.
3. Demonstrate an awareness of the cultural experience of ethnic/diverse groups other than his/her own.
4. Understand what is involved in developing wholesome self-identities
5. Evidence awareness and justification of the need and value of multiculturalism

6. Distinguish similarities and differences among majority and minority cultures
7. Recognize communication patterns in self and others that enhances or inhibits the communication process
8. Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations
9. Summarize scholarly resources related to diversity

Core Skills

1. To learn to respond appropriately to diverse needs
2. Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
3. To learn to apply concern for diversity in professional and social environments 4. Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
4. To communicate and work effectively with diverse groups
5. Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
6. To develop a vision of society that promotes the success of all members, based on relevant knowledge and theories

Study Hours and Tutoring Assistance

The TASP offers a schedule of tutoring assistance for selected subjects. Please contact the TASP at (940) 397- 4684, or visit the ASC homepage for more information, [Tutoring & Academic Support Program](#)

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or

the submission for credit of work not the individual's to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Assignments

There will be five major assignments in this course which are described within the course assignments folder: Cultural Autobiography, Research Topic Proposal, Argument Analysis, Field Notes Paper, and Synthesis Paper. You will also receive a grade for participation in the discussion boards and/or other various activities. Information related to the participation and quizzes will be posted on D2L.

Core Assessment

Core Assessment Core Assessment will be conducted in a research portfolio that requires students to be engaged in the research process, rather than to simply read about it. The student will have an analytical, hands-on, active-learning grasp of various aspects, related to the research process. Students will also engage in undergraduate-level research projects as part of their portfolio. The following are some of the assignments and research projects that will be included in the research portfolio. The research portfolio will be graded using elements of the AACU Ethical Reasoning, Critical Thinking, Intercultural Knowledge and Competence, Written Communication, Civic Engagement, and Oral Communications rubrics.

Human Diversity Research

To find a topic/event that is related to Human Diversity, you need to discuss why you selected the topic, what the topic/event means to you or your community, and you also need to discuss a better way to manage the topic or event. For example, you can select a topic related to race, ethnicity, gender, sexual orientation, age, social class, physical ability, online/social media influence, attitude to work/study, or political beliefs.

Creating a Cultural Autobiography

Explore and interrogate researcher positioning (adapted from materials by Marybeth Peebles, Marietta College):

To better understand researcher positioning, you will create a Cultural Autobiography that explores the sociocultural factors that inform your own positioning.

There are many facets that contribute to our identity. All of us belong to many cultural groups and subgroups, and our identity is based on 1) the relation between us and the dominant group/subgroup, and 2) on the interaction among groups/subgroups.

In your cultural autobiography, you must address many aspects of your identity. It is not enough merely to state, for example, that you are a White, Irish American, English-speaking female, etc., or a first-generation Italian-Peruvian, multilingual male who was raised in a lower class family, etc. You must take each cultural group/subgroup one at a time and explain how your membership in a particular subgroup has helped to create the kind of person you are and is likely to influence the ways in which you perceive the world and those around you. Begin with the cultural group/subgroup that currently has the most impact on your identity and work down to the least influential group/subgroup. This should take some careful thinking. If you are part of any dominant subgroups, you must address the concept of privilege. The cultural autobiography should be an honest expression of who you perceive

yourself to be along a cultural continuum. Think carefully about each category and provide enough details to create a vivid portrait of your unique cultural identity. The cultural groups/subgroups below should be used to help you work through your cultural positioning.

Cultural Group/Subgroup

* = immutable

** = the dominant subcultures

A. Class (socioeconomic status)

Underclass – below poverty level, homeless Working class – lower middle class, blue collar

Middle class – white collar and low-level managerial/administrative **

Upper middle class – professionals, high-level managerial/administrative Upper class – professionals, top-level managerial/administrative, inherited wealth and social status

B. Race

* Caucasian (White) *

* African American (Black)

American Indian, Eskimo

Asian/Pacific Islander

Hispanic

Other

C. Ethnicity *

Western European **

Central/Eastern European

Asian

African

Latino

Other

D. Gender/sexual orientation *

Male **

Female

Heterosexual **

Homosexual

Bisexual

Transgender

Other

E. Language

Monolingual (English only) **

Bilingual (English as primary language)

ESL (English as a second language)

Multilingual (fluent in more than two languages)

F. Religion

Christianity – Protestantism **

Christianity – Catholicism Christianity

Other (e.g. Mormon, Jehovah's Witness, Christian Scientist)

Eastern Orthodox
Judaism
Islam
Buddhism
Hindu
Other

G. Exceptionality *

Non-disabled **
Physically disabled
Mentally challenged
Learning disabled
Gifted/talented

H. Age*

Infancy
Youth
Adolescence
Young adulthood **
Middle age
Aged (elderly)

I. Geography

Regional (e.g. Midwest, New England, Southwest, etc.)
Location (e.g. urban, suburban, rural)
Environmental (e.g. mountains, desert, coastal)

You may need to read a written example on the D2L to get information to present in your cultural autobiography. You need to submit your power point presentation to the Dropbox.

Argument Analysis

You need to select two articles that are related to human diversity (e.g., poverty, SES, language, race, etc). Use contradictory, but widely utilized materials, to enhance Scientific Literacy (adapted from materials by Amy Cass, CA State Univ.). Writing instruction as following

1. Select two articles that are related to Human diversity (e.g., gender difference in sport or reading interest, poverty, SES, language, race, political views, etc.). You can select any topic that you are interested in. The two articles must be on the same topic, but written by different authors.
2. You can go to the MSU library website to search for articles. The two articles must be peer-reviewed and published from 2019 to 2025.
3. You need to briefly summarize each article (e.g., the purpose of the study, findings, any participants in that article, etc.)
4. Then you need to compare the two articles.

5. The more detailed writing instruction will be provided in class.

Field Notes

This assignment allows you to contribute to the understanding of diverse groups through **virtual ethnographic research**. You will engage with online communities, organizations, or structured digital interactions to expand your multicultural competency.

Assignment Steps:

1. **Field Proposal:** Submit a brief but thorough proposal (available in course materials) outlining your chosen online community or organization. Approval is required before you begin.
2. **Virtual Engagement:** Partner with online community spaces, forums, or digital events that align with your research topic. Your participation should contribute meaningfully to their discussions or initiatives.
3. **Ethnographic Field Notes:** Document observations, interactions, and reflections each week, focusing on how the community perceives your research topic as well as your own experiences.
4. **Weekly Meetings:** Engage **at least once per week for eight weeks** in structured interactions, whether through discussion boards, live virtual events, or coordinated digital collaborations.

Synthesis Paper

You need to take the data that you gathered from your field notes experience, along with your cultural autobiography and argument analysis paper, and synthesize your findings in a 4-5 page APA style paper. Please select one of the following topics to write your paper: (1) Why is human diversity important? (2) What does diversity mean to you? (3) What can diversity teach us? (4) How does diversity enrich your life? (5) How has the Human diversity course changed your perspective of diversity? In your paper, you will take a position on your research topic, acknowledging the impact of your own positioning on your perception, and defend your position with the ethnographic data you collected during your community partnership experience.

Grading/Assessment

Students will demonstrate mastery of standards by the following criterion: Class participation, completion of assignments, quizzes, and various activities.

Table 1:

Assignments	Points
Introduction Post	10
Course Quiz	20
Discussions & Activities	100
Research Proposal	100
Cultural Autobiography	200
Argument Analysis Paper	150
Field Notes	80

Assignments	Points
Introduction Post	10
Synthesis Paper	250
Disposition & Participation	90
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Exams

There is no mid-term exam, your synthesis paper will count as your final exam and be turned in as a key assessment.

Extra Credit

Extra credit will be assigned depending on the flow of the class, and overall participation of the student.

Late Work

Work must be turned in when it is due for full credit. Late work will only be accepted if cleared with instructor and due to an emergency. Late work will receive a **25% deduction per day per assignment (including Saturday and Sunday)**. This means if the assignment is for 100 points, you can make a maximum score of 75 after one day, 50 after two days, 25 after three days, and zero after 4 days if all your answers are correct. ***There is NO late work on discussion boards or quizzes!** All this is non-negotiable!!! If there are any issues or you are confused about an assignment, contact me ***BEFORE*** the assignment is due (at least 24 to 48 hours before the assignment is due). Time shown on D2L, or email will be used. *Assignments are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time for submission.

Make Up Work/Tests

There will be no make-up or resubmissions allowed on assignments, quizzes, discussion boards, or any other activity in class.

Important Dates

Last day for term schedule changes: **August 28, 2025** Check date on [Academic Calendar](#).
Deadline to file for graduation: **September 22, 2025**. Check date on [Academic Calendar](#).
Last Day to drop with a grade of "W:" **October 8, 2025**. Check date on [Academic Calendar](#).
Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Attendance

Online Course Attendance Policy:

Regular participation is expected in this course. Students should engage in discussions, complete assignments, and attend scheduled virtual sessions when available.

Requirements:

Live Sessions: Attend when possible or review recordings if absent.

Weekly Engagement: Login regularly and contribute to course activities.

Communication:

Check announcements and emails frequently.

Reach out for support if you are facing access or participation challenges.

Consistent engagement is **critical** to course success, please contact me with any concerns.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ***Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. **Your computer being down is not an excuse for missing a deadline!!** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Inclement Weather

Since this is an online course, inclement weather may still impact participation due to **power outages, internet disruptions, or personal safety concerns**. Please follow these guidelines during severe weather events:

Course Continuity:

- Online activities will continue **unless widespread outages occur**.
- If you experience connectivity issues, notify the instructor as soon as possible.

Deadlines & Flexibility:

- Assignment deadlines may be adjusted if severe weather impacts multiple students.
- Students should check announcements and emails for updates.

Communication:

- In case of an emergency, updates will be shared via **email and D2L**.
- If unable to access the course due to weather-related issues, reach out for alternative arrangements.

Your safety comes first, please prioritize staying safe and informed during inclement weather. Contact Mr. Martini for assistance.

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the [Schedule of Classes](#) each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees and room/board charges that were paid to MSU for the semester. **HOWEVER**, if the student received financial aid (federal/state/institutional grants, loans and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by MSU TEXAS. Adult students may smoke only in the outside designated-smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibits the unlawful possession, use or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes has prohibited. The new Constitutional Carry law does not change this process. Concealed carry still requires a License to Carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [Safety / Emergency Procedures](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Obligation to Report Sex Discrimination under State and Federal Law

Midwestern State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. State and federal law require University employees to report sex discrimination and sexual misconduct to the University’s Office of Title IX. As a faculty member, I am required to report to the Title IX Coordinator any allegations, personally observed behavior, or other direct or indirect knowledge of conduct that reasonably may constitute sex discrimination or sexual misconduct, which includes sexual assault, sexual harassment, dating violence, or stalking, involving a student or employee. After a report is made, the office of Title IX will reach out to the affected student or employee in an effort to connect such person(s) with resources and options in addressing the allegations made in the report. You are also encouraged to report any incidents to the office of Title IX. You may do so by contacting:

Laura Hetrick

Title IX Coordinator
Sunwatcher Village Clubhouse
940-397-4213
laura.hetrick@msutexas.edu

You may also file an online report 24/7 at [Online Reporting Form](#)

Should you wish to visit with someone about your experience in confidence, you may contact the MSU Counseling Center at 940-397-4618. For more information on the University's policy on Title IX or sexual misconduct, please visit [Title IX Website](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

Notice

Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 8/25 to 8/29	Course Introduction/Student Introduction	Discussion Post – 8/29
Week 2 9/1 to 9/5 9/1* Labor Day Holiday	Diversity: An Overview *Submit your field proposal to the dropbox	Discussion Post – 9/8 *Extra Day given due to holiday
Week 3 9/8 to 9/12	Diversity Consciousness & Success *Submit your field proposal to the dropbox	Field Proposal – 9/12
Week 4 9/15 to 9/19	Personal & Social Barrier to Success *Submit your Field Notes 1 to the Drop Box	Field Notes 1 – 9/19
Week 5 9/22 to 9/26	Developing Diversity Consciousness *Submit your Field Notes 2 to the Drop Box	Filed Notes 2 – 9/26
Week 6 9/29 to 10/3	* Submit Field Note 3 to the Drop Box	Field Notes 3 – 10/3
Week 7 10/6 to 10/10	Human Diversity: Live Session	N/A
Week 8 10/13 to 10/17	Communicating in a Diverse World Social Networking *Submit your Field Note 4 to the Drop Box	Field Notes 4 – 10/17
Week 9 10/20 to 10/24	Recognizing and Addressing Implicit Bias *Submit your Filed Note 5 to the Drop Box	Field Notes 5 – 10/24
Week 10 10/27 to 10/31	Analyzing Imbalances in Society *Submit your Field Note 6 to the Drop Box	Field Note 6 – 10/31
Week 11 11/3 to 11/7	N/A *Submit your Field Not 7 to the Drop Box	Field Note 7 – 11/7
Week 12 11/10 to 11/14	Leadership & Teamwork * Submit your Field Note 8 to the Drop Box	Field Note 8 – 11/14
Week 13 11/17 to 11/21	Human Diversity: Live Session	N/A
Week 14 11/24 to 11/28	*HOLIDAY BREAK *	*HOLIDAY BREAK*
Week 15 12/1 to 12/5	Reflecting on Personal Growth and Learning *Work on your synthesis paper	N/A

Week or Module	Activities/Assignments/Exams	Due Date
Week 16 12/8 to 12/12	Work on you synthesis paper *Submit synthesis paper	Synthesis Paper – 12/12

NOTE: * Schedule, assignments, and due dates may change as per the needs of the class

References/Scientifically-Based Research/Additional Readings:

Adams, M., Blumenfeld, W, Catalano, D., Dejong, K., Hackman, H., Hopkins, L., Love, B., Peters, M., Slasko, D. & Zuniga, X. (2018). Readings for Diversity and Social Justice. New York: Routledge.

Bucher, R. D. (2015). Diversity Consciousness (4th Ed.). New York: Pearson

Appendix B:

Assignment/Module/ Course Activities	Standard or Competency
Cultural Autobiography	<ul style="list-style-type: none"> • Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc. • Understand what is involved in developing wholesome self-identities
Research Topic Proposal	<ul style="list-style-type: none"> • To learn to apply concern for diversity in professional and social environments
Argument Analysis	<ul style="list-style-type: none"> • Summarize scholarly resources related to diversity
Field Notes	<ul style="list-style-type: none"> • Demonstrate an awareness of the cultural experience of ethnic/diverse groups other than his/her own
Synthesis Paper	<ul style="list-style-type: none"> • Evidence awareness and justification of the need and value of multiculturalism • Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations • To develop a vision of society that promotes the success of all members, based on relevant knowledge and theories
*Online Activities:	<ul style="list-style-type: none"> • Recognize communication patterns in self and others that enhances or inhibits the communication process

Assignment/Module/ Course Activities	Standard or Competency
<p>Discussion Board Questions, Reflection, Questions, Lecture and/or Guided Reading, Videos, Assignments, and various other activities</p>	<ul style="list-style-type: none"> • Distinguish similarities and differences among majority and minority cultures • Critically examine minority group contributions to American society. • To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects • To serve as an advocate • To develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community • To develop responsiveness to diverse sociological, linguistic, cultural, and other factors • To learn to respond appropriately to diverse needs • To communicate and work effectively with diverse groups • To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with other