



Course Syllabus: Human Diversity
West College of Education
COUN 2143- Human Diversity
Summer 2022

Contact Information

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Preferred Form of Communication: Email
Communication Response Time: Within 24 hours Monday- Friday, Within 48 hours on the weekend.

Course Content

Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc. Critically examine minority group contributions to American society. Demonstrate an awareness of the cultural experience of ethnic/diverse groups other than his/her own. Understand what is involved in developing wholesome self-identities. Evidence awareness and justification of the need and value of multiculturalism. Distinguish similarities and differences among majority and minority cultures. Recognize communication patterns in self and others that enhances or inhibits the communication process. Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations. Summarize scholarly resources related to diversity.

Textbook & Instructional Materials

Required:

Koppelman, K. L. (2020). *Understanding human differences: Multicultural education for a diverse America*. Hoboken, NJ: Pearson Education.

Key Assignments

Key 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 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.

1. Creating a Cultural Autobiography to 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 identify. It is not enough merely to state, for example, that you are a White, Irish American, English-speaking male etc. or a second-generation Chinese American, multilingual female who was raised in a middle 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, particularly White, (upper) middle class, and language 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 (Whites) **

African American (Blacks)
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
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)

Links to good examples:

- [Google Slide](#) Example
- [Video](#) Example

2. Using contradictory but widely utilized materials on poverty to enhance Scientific Literacy (adapted from materials by Amy Cass, CA State Univ.):

To better understand research methods, you will analyze two academic articles on the same diversity topic which have conflicting/differing perspectives. You will explore the ways in which they are and are not examples of credible scholarship by answering the guiding questions below for each piece of literature.

1. Identify the author's/authors' research question.
2. Identify the hypothesis/es being tested.
3. Document at least three instances where statistical information was displayed. Where did these numbers come from? Were they believable or trustworthy?
4. If you sought to answer the same research question, what two things would you do to improve the credibility of the study and your findings?
5. Should findings from the study (or your own) be used to modify law? Explain your opinion.
6. What is your personal response to the author's/authors' argument?
7. In what ways does your positioning influence the way you perceive the author's/authors' argument?

3. Partnering with community organizations to collect qualitative data in the form of ethnographic field notes (see Emerson, Fretz, & Shaw, 1995, Chapter Two – In the Field: Participating, Observing, and Jotting Notes):

Students will record ethnographic field notes that focus on your chosen diversity issue, as well as your personal reactions and experiences. You will propose a virtual environment, record ethnographic field notes, and produce a field write up in accordance with the syllabus schedule.

4. Synthesis Paper

You are to take the data that you gathered from your community partnership experience, along with your cultural autobiography and scholarship analyses, and synthesize your findings in a 4-5 page APA style paper. In your paper, you will take a position your diversity issue, 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.

Student Handbook

Refer to: [Student Handbook 2017-18](#)

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.

[Student Handbook 2017-18](#)

Grading

Course Grade - List all graded assignments with their point value and or percentage of total grade. Letter Grade Scale indicate the overall points or % to letter grade scale for example 900-1000 = A

Table 1: Points allocated to each assignment – You can change table information but will need to use table Tool if you add more columns or rows. Do not leave any blanks in table. Follow instructions listed under Course Schedule.

Assignments	Points
Writing Assignments	175
Chapter Quizzes	75
Cultural Autobiography	200
Argument Analysis	200
Field Notes/Summary	100
Synthesis Paper	250
Total Points	1000

Table 2: Total points for final grade.

Grade	Points
A	900 to 1000
B	800-899
C	700-799
D	600-699
F	Less than 600

Late Work

Because all assignments will be submitted online, “make up” work should not be an issue. Exceptions to this are exceedingly rare, and will be considered on a case by case basis with proper documentation. The D2L Dropbox will lock at 11:59pm on the due date and no late will be accepted.

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

WCOE Face to Face Policy: Professionals are dependable, reliable, and responsible. Therefore, candidates are expected to be on time and in attendance at every class, and to stay for the entire class. Tardiness, leaving early, and excessive absences (3) are considered evidence of lack of dependability, and are taken seriously. Candidates will receive a grade of F on the third absence. If a candidate is taking ‘blocked’ courses that are taught at a Professional Development School, requiring field experience, the candidate will be dropped with an F from those classes as well. Attendance and class activity participation grades will be recorded in the Dispositions category.

For the purposes of our online environment, you must log in at least twice a week. This is not arbitrary; you must be logging in regularly in order to ensure that you receive all course communications and remain an active part of the online learning community.

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 which 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](#).

Instructor Class Policies

As we talk in class about our experiences in the community, it is vitally important to **avoid** identifying specific people or groups. Everyone at MSU has worked hard for years to nurture good relationships with our local schools; do your part to maintain them. Also, please remember that it is unethical for you to reveal information from a class discussion outside of the class context.

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 WATC. 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.

Grade Appeal Process

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

Notice

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

Course Schedule:

The schedule below lists assignment due dates. Assignments are listed on the last date for submission; any assignment may be submitted in advance to avoid end of the semester log jam. If you encounter any problems or confusion regarding an assignment or reading, please email with me before the assignment/reading is due. All deadlines are on Central Standard Time

Course Schedule

Week or Module	Activities/Assignments/Exams	Due Date
Week 1 7/5-7/10	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 1 2. Complete Writing Assignment #1 3. Read: Textbook Chapter 2 4. Complete Writing Assignment #2 5. Weekly Quiz due by Sunday 11:30pm 	Writing Assignment #1 Due by 7/10 @11:30pm Writing Assignment #2 Due by 7/10@11:30pm Week 1 Quiz due 7/10 @11:30pm
Week 2 7/11-7/17	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 3 2. Complete Google Form Attitude Inventory 3. Key Assignment #1 Cultural Autobiography 4. Weekly Quiz due by Sunday 11:30pm 	Key Assignment #1 Cultural Autobiography Due by 7/17 @ 11:30pm Week 2 Quiz due 7/17 @ 11:30pm
Week 3 7/18-7/24	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 5 2. Review Research 101 Module 3. Key Assignment #2 Argument Analysis 4. Weekly Quiz due by Sunday 11:30pm 	Key Assignment #2 Argument Analysis Due by 7/24 @ 11:30pm Week 3 Quiz due 7/24 @ 11:30pm
Week 4 7/25-7/31	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 9 2. Complete Writing Assignment #3 3. Read: Textbook Chapter 10 4. Key Assignment #3 Field Work 5. Weekly Quiz due by Sunday 11:30pm 	Virtual Field work Proposal due 7/27 @ 11:30pm Key Assignment #3 Field Work Due by 7/31 @ 11:30pm

		<p>Writing Assignment #3 Due by 7/31 @ 11:30pm Week 4 Quiz due 7/31 @ 11:30pm</p>
<p>Week 5 8/1- 8/4</p>	<ol style="list-style-type: none"> 1. Read: Textbook Chapter 14 2. Key Assignment #4- HD Portfolio Assignment (D2L and TK20) 3. Weekly Quiz due by Thursday 11:30pm 	<p>Key Assignment #4 Synthesis Paper Due by 8/4 @ 11:30pm</p> <p>Week 5 Quiz due 8/4 @ 11:30pm</p>