



Human Diversity COUN 2143
Midwestern State University
Gordon T. & Ellen West College of Education
Fall 2020

Monday Group A Face to Face, Group B Zoom
Wednesday Group B Face to Face, Group A Zoom
Bridwell 205 9-9:50 am
Friday Online Activity

Professor Information

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Office Hours: Monday and Wednesday 10:00 am-12:00 pm, Tuesday 10:00-11:00 am

Instructor Response Policy

Please feel free to contact me via cell phone BUT you need to leave a voice or text message so that I can get back to you. I will respond within 24 hours M-F

Required Reading

Bucher, R. D. (2015). Diversity Consciousness, 4th Edition.

Everyday Diversity: Developing Cultural Competency and Information Awareness
(1st Edition)

Course/Catalog Description

COUN 2143 A study of individual, family, and cultural community diversity. (MSU Undergraduate Catalogue, 2020-2021).

WCoE Conceptual Framework

The outcomes for graduates of professional programs are based upon knowledge, skills, and dispositions in the following elements:

- **Learner Development** - understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and design and implements developmentally appropriate and challenging learning experiences.
- **Learning Differences** - understand individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
- **Learning Environment** - work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
- **Content Knowledge** - understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
- **Application of Content** - understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- **Assessment** - understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
- **Planning for Instruction** - plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
- **Instructional Strategies** - understand and use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
- **Professional Learning and Ethical Practice** - engage in ongoing professional learning and use evidence to continually evaluate his or her practice, particularly the effects of his or her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

- Leadership and Collaboration - seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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
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
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate

7. To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with others
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
8. To develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
9. To develop responsiveness to diverse sociological, linguistic, cultural, and other factors
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
10. To serve as an advocate
11. Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
12. To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate

Assessment

Students will demonstrate mastery of these objectives 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.

Grading Procedures

Grades

A 90 - 100%	Work is outstanding and exemplary
B 80 - 89%	Work that is above the minimum requirements
C 70 - 79%	Work meets expected level of performance for most students
D 60 - 69%	Work that falls short of minimum criteria
F 59% or below	Work that falls well below the expected level of performance for most students

Assignments

1. Cultural Autobiography: *Creating a Cultural Autobiography to explore and interrogate researcher positioning (adapted from materials by Marybeth Peebles, Marietta College): 20%*

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 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.

2. Academic Analysis: *Using contradictory but widely utilized materials to enhance Scientific Literacy (adapted from materials by Amy Cass, CA State Univ.): 20%*

To better understand research methods, you will analyze two conflicting articles on a diversity issue of your choice (approved by the professor). You will explore the

ways in which they are and are not examples of credible scholarship by answering guiding questions for each piece of literature.

3. Field Notes Paper: 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): 20%

This is your opportunity to add to the body of knowledge concerning diverse groups of people. You will record ethnographic field notes by conducting virtual ethnographic field work. This will be completed by watching first-hand account experiences that focus on your research topic, and your personal reactions to what you observe. For this assignment you must use the Field Work template to log and summarize 2 hours per entry for a total of 4 hours of virtual ethnographic field work.

4. Synthesis Paper Key Assessment 20%

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 on the diversity issue chosen, 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 and findings from the argument analysis and what was learned in the course.

5. Active Participation 20%

You are expected to read assignments and to actively participate in group discussions and class and online activities. In addition, there may be assignments students will work on for various chapters.

Attendance Policy

You are expected to complete all coursework and fully participate in the online course and be in attendance at all face to face meetings.

Other Class Policies

- Disability Support - As the faculty of the West College of Education, we are dedicated to helping meet the needs of our students with disabilities and

are eager to provide the accommodations to which such students are entitled. If you have a documented disability but are not registered with the Office of Disability, please contact that office immediately to register.

- Academic Honesty Policy - Honesty is a fundamental assumption in all academic activities. Students who belong to a university community have the obligation to observe the highest standards of honesty and to expect the same standards of others. —Academic honesty involves the submission of work that is wholly the student's own work, except in the case of assigned group work. Additionally, academic honesty involves the proper citation of other authors' works.
- Professionalism Policy - Conduct as a professional educator is expected at all times. —Attendance, punctuality the quality of your interactions with colleagues and supervisors, and the quality and timeliness regarding completing assignments all determine your professionalism, which in turn, signals your readiness to advance in the teacher education program.
- Late Assignment Policy - Assignments need to be turned in on the due date and time. If for some reason you are unable to bring in an assignment, you must e-mail it, or send it in with a friend when it is due. Points will be deducted each day it is late. Extenuating circumstances must be discussed with the instructor at least 2 days.
- Americans with Disabilities Act-The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Students with a disability must be registered with Disability Support Services before classroom accommodations can be provided. If you have a documented disability that will impact your work in this class, please contact me to discuss your needs.
- Plagiarism Statement-"By enrolling in this course, the student expressly grants MSU a 'limited right' in all intellectual property created by the student for the purpose of this course. The 'limited right' shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality, authenticity, and educational purposes." from Student Handbook
- Senate Bill 11 Handgun Policy -Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at: [Campus Carry](#)

Please note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course.

The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity, and for educational purposes.

In accordance with the law, MSU provides students with documented disabilities academic accommodations. If you are a student with a disability, please contact your instructor as well as Disability Support Services, Clark Student Center, Room 168, Phone: 397-4140.

References

Midwestern State University. *Midwestern State University Undergraduate Catalog*, [MSU Catalog](#)

Midwestern State University. *Mustangs Midwestern State University Student Handbook*. [Student Handbook](#)

Bucher, R. D. (2015). *Diversity Consciousness*, 4th Edition.

Everyday Diversity: Developing Cultural Competency and Information Awareness (1st Edition)

McIntosh, P. (2001). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies. In M. L. Andersen & P. H. Collins, *Race, class, and gender: An anthology* (4th ed., pp. 95-105). Belmont, CA: Wadsworth.

Nagda, B. A. (2006). Breaking barriers, crossing borders, building bridges: Communication processes in intergroup dialogues. *Journal of Social Issues*, 62,553-57

Solorzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69,60-73.

Banks, J. A. & Banks, C. A. (1993). *Multicultural education: Issues and perspectives*. Boston, MA: Allyn & Bacon.