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College of Education • Department of Counseling and Higher Education
Counseling Program

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COUN 2620 Diversity and Cultural Awareness

Course Syllabus

Fall 2021

Meets T/Th 12:30pm-1:50pm in Language Arts Building Rm 113

Catalog Description

Didactic, experiential and applied learning opportunities prepare students to understand differences and commonalities within diverse cultures. Students learn how cultural identity influences personal and world views, perceptions of experience, and styles of communication. 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.

Prerequisite(s): None.

Core Category: Discovery.

Goal of the Course

Learning objectives: Upon successful completion of the course, students will be able to:

- a. Discuss how their own cultural experiences influence their worldview, expectations, and communication styles.
- b. Explain the ways in which various identities influence a person's sense of self, worldview, and life experiences.
- c. Recognize stereotypes, prejudice, and discrimination and discuss how these phenomena impact one's sense of self and perceptions of others.
- d. Compare and contrast trends in worldview, values, and communication styles among, African American, Asian American, American Indian, European American and

- Latino/a American individuals; men and women; sexual orientations; religions; abilities, ages; and individuals within various SES categories.
- e. Facilitate appropriate discussions regarding cultural differences with individuals who are culturally different from themselves.
 - f. Address challenges related to both individual and distributive justice.

Methods of Instruction

This experience-based course is designed to be highly interactive, and students will be invited to participate in numerous ways. Class discussion 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 and reflective activities, and film/video.

Required Texts

Bucher, R. D. & Bucher, P. L. (2015). *Diversity consciousness: Opening our minds to people, cultures, and opportunities* (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Diller, J. V. (2015). *Cultural diversity: A primer for the human services* (5th ed.). Belmont, CA: Wadsworth.

Assessment

A. Attendance/Participation	100 points
B. Pre-Assessment	15 points
C. Post-Assessment	15 points
D. Weekly Reflection Journals (5 points x 15 journals)	75 points
E. Cultural Self-Analysis Paper	55 points
F. Cultural Interviews Report	55 points
G. Service Learning/Advocacy Project	100 points
H. Midterm	50 points
I. Final	65 points
Total:	530 points

Final Grade: A = 455-530 B = 454-405 C = 404-330 D = 329-280 F ≤ 280

- A. Attendance/Participation – Class Discussion Contribution; professionalism (100 points)** – Students will demonstrate a level of participation and engagement as described in the Contributions to Discussion Rubric. This includes attending class and virtual assignments. All writing assignments should be written using APA Style.

- **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 three 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 7 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 issues. Students who choose 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 and reading 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.
 - i. **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 absence.
 - ii. **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.

B. Pre-Post Multicultural Self and Other Awareness (15 points) – 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. Students will briefly discuss experience taking assessments in process journal.

C. Weekly Reflection Journal entries (75 points total – 5 points each) – Students will write a short process journal (at least 2-3 paragraphs, APA Style 7) each week of the semester (15 total) based on the topic and material presented. All journals are ***due by 6:00pm on Friday*** each week unless otherwise indicated. See rubric in Journal folder on BB for scoring guide.

D. Cultural self-analysis paper (55 points) – Students will write a *4-6 page* paper, APA Style 7, exploring their own cultural identities and the ways in which those identities shape their worldview, relationships, expectations, experiences, and communication styles.

E. Cultural interviews report (55 points) – Students will conduct separate 1-hour interviews with 2 individuals who are culturally different from themselves. The short report (*4 page maximum, APA Style 7*) 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.

F. Service learning/advocacy project (100 points) – Students will volunteer at least 10 hours of their time in which they choose a service opportunity to participate in. Students will submit a brief overview of the proposed project to the instructor by the date indicated on the calendar. Students will write a short report (*max 2 pages, APA Style 7*) about their experiences volunteering and provide a picture of their volunteer activity. The report will include attention to the student's experience and insights related to multiculturalism gained as a result of volunteering. Student will present on project briefly for the class. Presentation may be done with a partner.

G. Midterm examination (50 points) – The midterm examination will be take-home including multiple choice, short answer, and essay prompts regarding topics covered in class, readings, and videos.

H. Final examination (65 points) – The final examination will be take-home including multiple choice, short answer, and essay prompts regarding topics covered in class, readings, and videos.

**** All assignments should be submitted via Canvas unless otherwise indicated.**

Other Requirements and Special Note of Instruction

Canvas

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

Synchronous Class Meetings

We will be using Zoom as a remote learning tool this semester for our scheduled class meetings. Students may access the Zoom links through *Canvas*. Once class begins, students are expected to demonstrate respect and professionalism as if they were participating a face-to-face class. This includes dressing appropriately, limiting movement, minimizing distractions, and leaving video on at all times. Please do not take screenshots, photos, or videos of the online class meetings without permission from the entire class.

Expectations

Students are expected to turn in written assignments no later than the beginning of class on the day they are due. Extensions will be granted at the discretion of the instructor **PRIOR** to the due date of the assignment. **No extensions will be granted the day an assignment is due or after the due date.** Late assignments will be penalized 10 points for *each day* they are late. Assignments turned in more than 5 calendar days past the due date will NOT be accepted for credit.

Electronics: Cell phones and other electronic devices must be silenced during class for the respectful learning of all, unless otherwise requested. Students who need to respond to an emergency call may leave the class with minimal disruption.

Sharing and Confidentiality

In this course, each student is required to reflect on one's own developmental journey. This reflection will involve self-examination and sharing of personal information with the class. It is important that students strive to be appropriate in personal sharing. To promote an emotionally safe learning environment, each student will be asked to maintain confidentiality of others' personal material shared in class; however, confidentiality cannot be guaranteed. Therefore, each student should be mindful of what one chooses to share. Each student is encouraged to take risks and to challenge oneself while maintaining personal boundaries that are important to one's continued wellbeing and development as a professional in training and a person.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions and memories or uncover previously hidden psychological processes that students may find unsettling. If at any time you feel that you are overwhelmed, please feel free to leave the room, pass from the current activity, and/or talk with the instructor after class time. If you would like counseling to address personal concerns, you may contact UNT's Counseling & Testing at (940) 565-2741 or seek personal counseling at your own expense.

SYLLABUS ADDENDUM

Succeed at UNT:

- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

Face Coverings

UNT encourages everyone to wear a face covering when indoors, regardless of vaccination status, to protect yourself and others from COVID infection, as recommended by current CDC guidelines. Face covering guidelines could change based on community health conditions.

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>.

Acceptable Student Behavior

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 Dean of Students 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, field trips, etc. The Code of Student Conduct can be found at <https://studentaffairs.unt.edu/dean-of-students>

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>. You may also contact them by phone at 940.565.4323.

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.

Emergency Notifications and Procedures

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

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.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Blackboard online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students' records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: <https://studentaffairs.unt.edu/survivor-advocate>. UNT's Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email

that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

Campus Carry Notification

The class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.

TENTATIVE COURSE SCHEDULE

Week	Date	Class Topic/Activity	Prepared Readings	Assignments Due
1	Tues 8/24	Introduction & Syllabus Review	Syllabus	
	Thurs 8/26	What is Diversity? What is Mental Health	Bucher Ch. 1	Pre-assessments MEIM and MCCTS-R & Reflection Journal 1
	8/20-8/27	Student-requested schedule changes may be made during add/drop.		
2	Tues 8/31	Developing Diversity Consciousness	Bucher Ch. 4	Reflection Journal 2
	Thurs 9/2	Culturally Competence & Cultural Humility Guest Speaker Lilliesha Granberry	Diller Ch. 2	
	9/6	Labor Day (University Closed)		
3	Tues 9/7	Understanding Culture and Cultural Differences	Diller Ch. 5	Reflection Journal 3 <i>Report on Service Learning/Advocacy Project</i>
	Thurs 9/9	Diversity Consciousness and Success	Bucher Ch. 2	
4	Tues 9/14	Barriers to Success	Bucher Ch. 3	Reflection Journal 4
	Thurs 9/16	Communicating in a Diverse World	Bucher Ch. 5	
5	Tues 9/21	Racism, Prejudice, and White Privilege	Diller Ch. 4	Reflection Journal 5

	Thurs 9/23	Working with Culturally Diverse Clients	Diller Ch. 3	
6	Tues 9/28	Colorism		Reflection Journal 6
	Thurs 9/30	Bias in Service Delivery	Diller Ch. 8	
	10/1	Last day for change in pass/no pass status.		
7	Tues 10/5	Latinx Culture Guest Speaker	Diller Ch. 11	Reflection Journal 7
	Thurs 10/7	Activity TBD	Supplemental Reading	
8	Tues 10/12	Native American Culture	Diller Ch. 12	Cultural Interviews Report & Reflection Journal 8
	Thurs 10/14	Ableism	Supplemental Readings	
9	Tues 10/19	African American Culture	Diller Ch. 13	Reflection Journal 9
	Thurs 10/21	Ageism	Supplemental Readings	
10	Tues 10/26	Asian American Culture	Diller Ch. 14	Reflection Journal 10
	Thurs 10/28	South Asian American Culture	Diller Ch. 16	
11	Tues 11/2	Arab and Muslim American Culture	Diller Ch. 15	Reflection Journal 11
	Thurs 11/4	Genocide	Diller Ch. 10	
12	Tues 11/9	Gender and Sexual Orientation	Supplemental Readings	Cultural Self-Analysis Paper & Reflection Journal 12
	Thurs 11/11	Socioeconomic Class	Supplemental Readings	
	11/12	Last Day to drop a course. Last day to withdraw from the semester. Process must be completed by 5 p.m. in the Dean of Students Office. Grades of W are assigned.		

	11/13	Beginning this date a student who qualifies may request a grade of I, incomplete. (See “Grading system” in the Academics section of this catalog.)		
13	Tues 11/6	Service Learning/Advocacy Project Presentations		Reflection Journal 13
	Thurs 11/18	Religion & Spirituality	Supplemental Readings	
14	Tues 11/23	<i>NO CLASS – Mental Health</i>		Reflection Journal 14
	Thurs 11/25	Thanksgiving break (university closed) (11/25-11/26)		
15	Tues 11/30	Service Learning/Advocacy Project Presentations		Service Learning/Advocacy Project Paper & Reflection Journal 15
	Thurs 12/2	Service Learning/Advocacy Project Presentations & Last regular class meeting		Post-assessments MEIM and MCCTS-R
	Fri 12/3	Reading day (no classes)		
12/4-12/10/21		Final Examinations Week		
16	Thurs 12/7	ALL FINALS DUE		Finals Due 12/7 by 11:59pm
12/10/2021		Last day of term		
12/10-12/12/21		Commencement Ceremonies		
12/24/21-1/1/22		Winter Break (University Closed)		

Dates on the calendar are subject to change depending on class needs and scheduling conflicts