COUN 2620: Diversity and Cultural Awareness  
Summer 2021  
Course Syllabus

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Phone: (940) 565-2910  
Class Meetings: Mon, Tues, Wed, & Thurs from 12:00-1:50pm

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UNT Land Acknowledgements

Land Acknowledgement is a formal statement that recognizes and respects Indigenous Peoples as traditional stewards of this land and the enduring relationship that exists between Indigenous Peoples and their traditional territories. To recognize the land is an expression of gratitude and appreciation to those whose territory we reside on, and a way of honoring the Indigenous people who have been living and working on the land from time immemorial. It is important to understand the long existing history that has brought us to reside on the land, and to seek to understand our place within that history. Land acknowledgements do not exist in a past tense, or historical context: colonialism is a current ongoing process, and we need to build our mindfulness of our present participation. It is also worth noting that acknowledging the land is Indigenous protocol. I would like to open our semester by acknowledging that the land on which we gather is the occupied/unceded/seized territory of the Wichita, Caddo, Commanche, and Cherokee tribes. These tribes have stewarded this land throughout the generations and I would like to pay our respects to elders, both past and present.

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 worldviews, 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, life experiences, and access to resources.
c. Recognize stereotypes, prejudices, and discrimination, and discuss how these phenomena affect outcomes, one’s sense of self, perceptions of others, and access to resources.
d. Problematize and decolonize historic approaches to comparing and contrasting trends in worldview, values, and communication styles among different cultures.
e. Increase knowledge on sociocultural, historical, and political influences on race, ethnicity; gender; sexual/affectual orientation; religion/spirituality; ability; age; and social economic status.
f. Facilitate rich cultural discussions between self and others
g. Address challenges related to individual and distributive justice.
h. Identify resources and develop an advocacy plan for selected cause(s)

**Methods of Instruction**

This 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. Students are encouraged to meet with the instructor as soon as possible if they have special needs or accommodations through the Office of Disability Access (ODA), and/or problems with any aspect of this course. Specific methods of instruction include lectures, discussion, experiential and reflective activities, poetry, and film/video.

**Required Texts**


*Occasional supplemental readings will be assigned in advance. The instructor will provide links.

Assignments

A. Attendance/Participation 10 points
B. In the News 10 points
C. Pre/Post Assessments 10 points
D. Reflection Journals (5 total) 25 points
E. Cultural Self-Analysis Paper 20 points
F. Service Learning/Advocacy Project 25 points

Total: 100 points

Final Grade:  
A = 90-100  B = 80-89  C = 70-79  D = 60-69  F ≤ 59

A. Attendance/Participation – Contributions to class discussions (10 points) – Students will demonstrate a level of participation and engagement in class. Students will be respectful of the opinions and experiences of their peers.

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 = lowered half of one letter on 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 an F (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.

a. 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.

b. 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. In the News – Individual Assignment (10 points) – With increasing diversity among the U.S. population, social justice issues are a constant and present reality. To increase
awareness of socio-cultural and advocacy elements in today's society, students will
monitor the news and select one news story to present at the beginning of class. The
article can be relevant to any topic covered in class such as socioeconomic status, race,
ethnicity, age, gender, religion, spirituality, physical ability, oppression, discrimination,
etc. Students will report the article to the class, highlighting the relevance to cultural and
advocacy themes (i.e., an example of, or efforts to eradicate, racism, sexism, ageism,
heterosexism, prejudice, discrimination, social injustice, etc. as well as articles with
themes of advocacy, social justice efforts, and systemic changes to decrease oppression).
Students must email a link to the story to the instructor by 11:59 p.m. the day before
presenting. Student presenters will address the following prompts:
1) Summarize the article
2) Explain why the article was selected
3) Discuss personal reactions
3) Discuss how the article reflects themes from the course such as privilege, oppression,
   social (in)justice, advocacy, social justice, or the eradication of oppression, etc.
4) Provide at least 1 community or online resource resources to help those seeking to
develop multicultural and social justice awareness/humility/competence regarding the
topic(s) or population(s) covered in the article.
5) Presentations will be approximately 15 minutes long (5 minutes to present and 10
   minutes for discussion)

PLEASE SIGN UP FOR A DATE TO PRESENT HERE
https://docs.google.com/document/d/1AouZ112TmmhetsGdKirWSodnk98Ylf4q82r
XwOeAXUs/edit

C. Pre-Post Multicultural Self and Other Awareness (10 points) – Students will complete the
Cultural Competence Self-Assessment Checklist. This tool is intended to facilitate your
personal and professional development. This is not a test. You will not be evaluated by the
answers you select. Full points will be awarded for completion. You can access the tool here:

D. Journal Reflection Entries (25 points total – 5 points each) – Students will complete 5
process journals throughout the semester based on the topics and material presented and/or
their experience associated with topics pertaining to class. Journals may be submitted either
as a written journal (minimum 1 page - maximum 2 pages) or a video journal (minimum 5
mins - maximum 7 mins). All journals must be submitted via Canvas and are due by 11:59
pm on Thursdays each week. Students may also choose to include pictures and/or create
something for their journals. If you choose to create something for your journal(s), please
include a brief written or video description of your creation in Canvas.

E. Cultural Self-Analysis Paper (20 points) – Students will write 4 - 6 pages (double spaced)
exploring their own cultural identities and the ways in which those identities shape their
worldview, relationships, expectations, experiences, and communication styles. Students can
choose to include expressive arts components/pictures or something that represents who they
are as cultural beings. Students will turn in the paper via Canvas by 11.59 pm on
Monday, June 27.
F. **Service Learning/Advocacy Project (25 points)** – Students will select an opportunity/training/advocacy project and volunteer at least 10 hours of their time. 1) Students will complete an hours log documenting the days, times, and service activities. 2) Students will write a short report (1-2 pages) or make a 7–10-minute VLOG about their experiences volunteering/training/advocating. Student will provide a picture of their volunteer/advocacy activity. The report will include attention to the student’s experience and insights gained because of volunteering/advocating.

OR

Students will identify an advocacy cause and write a 5-page report (not including title and reference pages) about the following:

**The Three Domains: Self- Examples:** What work do you need to do as an individual? What kind of advocacy/action can you do as an individual? What kind of information or education do you need to learn? How can you get informed? What are your first steps? **Institution- Examples:** Identify institutions (i.e. UNT, particular communities, local organizations, student organizations, fraternities/sororities, professional organizations, schools) and reflect on how they can take action to advocate for your chosen community (be specific). What kind of policies do they need to implement? How can they reach these populations/serve this cause? What resources must they have? How can they be more accessible? **Society- Examples:** What can society do to help? How can local leaders or politicians help? What kind of changes need to occur as a society in order to advocate for this population? Must include a minimum of 3 scholarly sources.

** All assignments should be submitted via Canvas unless otherwise indicated. Course Calendar on pages 9-10.

**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](http://learn.unt.edu) or links on [http://my.unt.edu](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.

**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 1 point for each day they are late. Assignments turned in more than 1 week past the due date will not be accepted for credit.

**Electronics**
Cell phones and computers 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 a courageous and 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 human being.

Discussions, exercises, activities, and presentations in this course may elicit unexpected emotions, 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. 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

**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 www.deanofstudents.unt.edu

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 Canvas 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 Canvas 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. 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: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara is UNT’s Student Advocate and she 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Class Topic/Activity</th>
<th>Prepared Readings</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Mon 6/6</td>
<td>Welcome! Introductions &amp; Syllabus</td>
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<td></td>
<td>Tues 6/7</td>
<td>What is Diversity? Bucher Ch. 1</td>
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<td>Cultural Competence Self-Assessment Checklist</td>
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<td></td>
<td>Wed 6/8</td>
<td>Culturally Competence &amp; Cultural Humility Diller Ch. 2</td>
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<td></td>
<td>Thurs 6/9</td>
<td>Privilege, Power, &amp; Difference Bucher Ch. 3, Diller Ch. 4</td>
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<td>Journal 1 (open Thurs-Sunday)</td>
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<td>2</td>
<td>Mon 6/13</td>
<td>Understanding Culture and Cultural Differences Diller Ch. 5</td>
<td></td>
<td>In the News</td>
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<td></td>
<td>Tues 6/14</td>
<td>Diversity Consciousness and Success Bucher Ch. 2 Barriers to Success Bucher Ch.3</td>
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<td>In the News</td>
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<td>Wed 6/15</td>
<td>Developing Diversity Consciousness Bucher Ch. 4</td>
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<td>In the News</td>
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<td>Communicating in a Diverse World Bucher Ch. 5</td>
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<td>Thurs 6/16</td>
<td>Implicit and Explicit Bias Diller Ch. 8</td>
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<td>Journal 2 (open Thurs-Sunday)</td>
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<td>3</td>
<td>Mon 6/20</td>
<td>Racism, Prejudice, and White Privilege Diller Ch. 4</td>
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<td>In the News</td>
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<td></td>
<td>Tues 6/21</td>
<td>Watch <em>The Color of Fear</em> (instructor available for processing) In the News</td>
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<td>In the News</td>
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<td></td>
<td>Wed 6/22</td>
<td>Intersectionality &amp; Decolonization Supplemental readings In the News</td>
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<td>In the News</td>
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<td></td>
<td>Thurs 6/23</td>
<td>Native American &amp; Indigenous Cultures Supplemental readings In the News</td>
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<td>Journal 3 (open Thurs-Sunday)</td>
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<tr>
<td>4</td>
<td>Mon 6/27</td>
<td>Black &amp; African American Cultures</td>
<td>Diller 12</td>
<td>Cultural Self-Analysis Paper</td>
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<td>Tues 6/28</td>
<td>Latinx Cultures</td>
<td>Diller Ch. 13</td>
<td>In the News</td>
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<td>Wed 6/29</td>
<td>Middle Eastern Cultures</td>
<td>Diller Ch. 15</td>
<td>In the News</td>
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<td>Thurs 6/30</td>
<td>Asian &amp; South Asian Cultures</td>
<td>Diller Ch. 14, 16</td>
<td>In the News</td>
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<td>5</td>
<td>Mon 7/4</td>
<td>HOLIDAY</td>
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<td></td>
<td>Tues 7/5</td>
<td>Gender/Gender Expansive/ Sexual/Affectional Orientation</td>
<td>Supplemental Readings</td>
<td>Service Learning/Advocacy Project</td>
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<td></td>
<td>Wed 7/6</td>
<td>Ableism and Ageism</td>
<td>Supplemental Readings</td>
<td>In the News</td>
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<tr>
<td></td>
<td>Thurs 7/7</td>
<td>Spirituality and Socioeconomic Class</td>
<td>Supplemental Readings</td>
<td>In the News</td>
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Dates on the calendar are subject to change depending on class needs and scheduling conflicts. Topics may change according to class discussions.

**Group Norms**

1) Healthy accountability (call-in)
2) Have an open mind
3) Listen (do not talk over others)
4) Do not hijack the conversation/ do not overpower others
5) Do not make someone else’s story your story
6) Do Not Tokenize!!!!!
7) Do Not Invalidate!!!!!
8) Be attentive for EVERY topic
9) Build a safety plan (Triggers, supports/safe people, calming activities, how can I take care of myself in the moment, resources for after, how to facilitate healthy resolution in the moment/one-on-one/with a mediator)

**Additional Resources**
Books:

1. How to Be an Antiracist by Ibram X Kendi
2. Stamped From the Beginning by Ibram X Kendi
3. So You Want To Talk About Race by Ijeoma Oiuo
4. The New Jim Crow: Mass Incarceration in the Age of Colorblindness by Michelle Alexander
5. White Tears, Brown Scars by Ruby Hamad
6. Sister Outsider by Audre Lorde
7. Black Feminist Thought by Patricia Hill Collins
8. Borderlands/La Frontera: The New Mestiza by Gloria Anzaldúa
9. This Bridge Called my Back: Writings by Radical Women of Color by Cherríe Moraga and Gloria Anzaldúa
10. Eloquent Rage: A Black Feminist Discovers Her Superpower by Brittney Cooper
11. White Fragility: Why It's So Hard for White People to Talk About Racism by Robin DiAngelo
12. We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom by Bettina Love (I highly recommend this for all MHP)
13. Fearing the Black Body: The Racial Origins of Fatphobia by Sabrina Strings
14. Exile and Pride by Eli Clare
   - Talks about the intersections of LGBTQ+ Liberation, Disability Justice, and Environmental Justice
15. The Fat Studies Reader edited by Esther Rothblum and Sondra Solovay
   - Specifically the chapter written by Paul Ernsberger titled "Does Social Class Explain the Connection Between Weight and Health”
16. Disability as Diversity Developing Cultural Competence by Erin E. Andrews
17. My Grandmother’s Hands: Racialized Trauma and the Pathway to Mending Our Hearts & Bodies by Resmaa Menakem
18. Eliminating Race-Based Disparities in Mental Health by Monnica T. Williams
19. Restorative Yoga for Race-based Stress & Trauma by Gail Parker
   https://www.drgailparker.com/book
20. Why All the Black Kids Sitting Together in the Cafeteria by Beverly Daniel Tatum
   - Education discrimination bias
21. Nobody: Casualties of America’s War on the Vulnerable from Ferguson to Flint and Beyond by Marc Lamont Hill
   - Police Violence and Mass Incarceration
22. The Color of Law by Richard Rothstien
   - Segregation and Housing Discrimination
23. Unapologetic: A Black, Queer and Feminist Mandate for Radical Movement by Charliene A Carruthers

Websites:
Black Therapists Rock
https://www.blacktherapistsrock.com/

BEAM (Black Emotional and Mental Health Collective)
https://www.beam.community

The Trevor Project
https://www.thetrevorproject.org

Inclusive Therapists
https://www.inclusivetherapists.com/

Panel discussions-Racial Injustice and Trauma: How Therapists Can Respond Sessions:
https://landinghub.pesi.com/en-us/racial-injustice-racial-trauma-videos_email_sqlanding?fbclid=IwAR2yiPe-IGyfI9c3KWCZYkvcAheTJVJr3g4FKpkOiX9v6zjE1Fz9yrUH6w

I’m Gay- Eugene Lee Yang
https://www.youtube.com/watch?v=qpipLfMiaYU

Why I’m Coming Out as Gay (if you see the top video, see this one too)
https://www.youtube.com/watch?v=QruHsyt8paY

Podcasts:
NPR Code Switch
Intersectionality Matters!
About Race
Seeing White
Musings of a Modern Muslim

Documentaries and Films:
13th
I am Not Your Negro
When They See Us
If Beale Street Could Talk
The Mask You Live In
Crip Camp
Disclosure Trans Lives On Screen
Immigration Nation