EAST TENNESSEE STATE
U N I V E R S I T Y

College of Education

Department of Counseling and Human Services

HDAL 2340
Understanding Cultural Diversity

Students are not to share, upload, or distribute course materials in any way.

Course Information

Credit Hours
Three (3) credit hours.

Course Description and Purpose
The course develops competencies for relating to and working with diverse groups, including awareness of personal cultural values and biases, prevalent attitudes of different cultures, and skills for appropriate interactions.

The purpose of this course is to develop the student's awareness and understanding of others within the context of cultural differences, including but not limited to variances in socioeconomic status, political and religious affiliations, affectional orientation, and ethnicity, race and gender statuses.

Course Goals
This course is designed to gradually introduce you to conceptual works, current issues, and applications concerning multicultural practices and competency in your professions. The course also attends to your own professional and personal development as a helping professional. It will be a heavily reflective and experiential learning process. You will be expected to engage in a series of in class activities, group exercises, and discussions. This course seeks to:
- characterize the ways in which race, culture, nationality, ethnicity, gender, affectional orientation, religion, age, and other aspects of identity affect a person's life
- provide theory and research regarding diversity issues within the United States
- examine the effects of oppression, discrimination, institutional barriers, and institutionalized oppression on various groups and individuals

Learning Outcomes
At the completion of this course, the student is expected to be able to:

- recognize and appreciate the differences of others including backgrounds, experiences, attitudes, and values

- clarify personal attitudes, beliefs, biases, and worldview
- characterize the ways in which race, culture, nationality, ethnicity, gender, affectional orientation, religion, age, and other aspects of identity affect a person's life
- explain the effects of oppression, discrimination, institutional barriers, and institutionalized oppression on various groups and individuals
- define ethnocentrism, stereotyping, and prejudice
- survey theory and research regarding diversity issues within the United States
- derive skills to interact with others in a way that honors differences in people based on culture and biology
- evaluate the dimensions along which cultures vary and the implications for understanding cultural differences
- identify individual, family, and cultural development affected by social and geopolitical context
- increase ability as a competent practitioner of civil discourse and debate

Major Topics

Categorization and Stereotyping: Cognitive Processes that Shape Perceived Diversity
Stereotypes Expressed: Social Processes that Shape Actual Diversity
Prejudice: Evaluating Social Differences
Race, Racial Stereotypes, and Racism
Gender Stereotypes and Sexism
Obesity Stereotypes and Weightism
Moral Prejudice: Classism, Homosexism, and Religion
Age Stereotypes and Ageism
Social Stigma: The Experience of Prejudice
Coping with Social Stigma
Responding to Social Inequality: Behavioral and Cognitive Interventions for Reducing Prejudice

CSHSE Standards Linked to this Course:
Standard 11: f
Standard 12: f, g
Standard 13: d, e, f, g
Standard 14: a, b, f
Standard 17: a
Standard 19: d, e
Standard 20: a, b, c
Standard 21: c

Course Requirements

Textbooks and Readings

Required Textbook: Blaine, B. E. (2017). *Understanding the Psychology of Diversity* (3rd edition). Los Angeles, CA: Sage. Additional readings required as assigned by the instructor.

Technical Requirements

Students are required to have regular access to the Internet and a strong working knowledge of the Desire 2 Learn (D2L) online portal. Students must also have access to a word processing program (such as Microsoft Word) to complete written assignments.

Course Policies and Expectations

Classroom and Communication Policies

Email Communication
The ETSU email policy requires all faculty communication with students regarding ETSU business be conducted via the official ETSU email account. It is expected that all students have access to their official ETSU email account and check it on a regular basis. Students should also check the D2L site associated with this course for updates. When communicating via email, students are to use proper email etiquette including appropriate salutation, correct grammar, spelling, and punctuation, and refrain from using unprofessional jargon or slang terms. Students are encouraged to always include their E number in the email.

Attendance and Participation

It is imperative that students attend **each class**. Students will be allowed to miss one day without impacting their attendance grade. After each additional day missed, points will be deducted (see below attendance grading). This course requires a substantial amount of participation in class discussions and activities. Additionally, reading assigned chapters/articles prior to class is required and will enhance your understanding and knowledge of the course material. ALL students are required to attend class, arrive on time, and participate in the class activities.

This course is not a lecture course. Rather, it is reliant upon discussion and, often, debate. As a class, we will likely never agree on all the issues or come to a single understanding on any subject. There are, however, key elements of the material that I will expect you to be able to explain and hold a conversation about— even if, as individuals, we hold differing and/or contradictory opinions about that element/issue. In that vein, everyone is expected to think about popular understandings of, as well as their own assumptions surrounding issues of sexism, racism, heterosexism, classism, ageism, and other forces of inequality that will be discussed throughout the course. It is crucial that we all remain respectful, considerate and open- minded about each other's opinions, thoughts and feelings.

Assignments and Submission Guidelines

[All assignments should be submitted on D2L via Dropbox.]

Attendance & Participation (100 points total: 50 attendance + 50 participation)

a. Attendance – only 1 excused absence will be permitted without penalty. Each additional absence will incur a 20 point deduction
b. Participation – students are required to participate substantially in class discussions and activities.
c. Quizzes – Unannounced "reading checks" will be given randomly. Questions missed will count against your total class participation grade at a 2-point deduction per missed question.

Self-care (100 points)

Each student is required to create and implement a self-care practice this semester. Self-care can be defined as, **the practice of taking an active role in protecting one's own well-being and happiness, in particular during periods of stress**. And if college isn't stressful, I don't know what is. I encourage each student to identify what a self-care practice looks like for them, and implement during this semester. Some example of self-care could include hobbies, going to bed early, eating healthy, exercise, practicing saying "no", bubble baths, cuddle time with a furchild, etc. I ask that each student write a **two (2) page reflection** on this assignment, and what it was like for them. No need to cite any references, just tell me about YOUR experience. What does your self-care practice look like? Were you successful in implementation? What were your barriers? Did you like this, not like this, or something different? What do you think about this assignment? Will you continue this practice after this semester?

Cultural Self-Reflection, Part 1 (100 points)

Each student is required to self-reflect on their own cultural identity at the beginning of the semester in a three plus (3+) page reflection. **In addition to the reflection, each student will be required to bring one item that represents their cultural identity to share with the class (examples include but aren't limited to: a Bible. Koran, a family member's piece of jewelry, a flag, picture, décor, etc.)** For the reflections students are required to answer the following questions:

- How would you describe your cultural identity? What components (i.e., race, ethnicity, gender, age, religion, spirituality, geographic location, ability, socioeconomic class, etc.) make up your cultural identity?
- Have there been people and/or events that have significantly influenced your worldview?
- What is your familiarity and/or experience with **oppression**?
- What is your familiarity and/or experience with **privilege**?

You will need to reflect upon the most striking aspects of your identity (i.e. including but not limited to race/ethnicity, gender, sexual orientation, religion/spirituality, geography, family attitudes, beliefs, food culture, holiday tradition, etc.) **and history that shapes how you view diversity, intersectionality of identity, the nature of human challenges and resilience, -isms, as well as the reasons that you have chosen a helping profession.**

Songs for Social Justice (100 points)

Each student is required to find *TWO* songs that promote social justice issues. The student will present only one of the two songs in class. This includes playing the song for the class, distributing the lyrics of the song, and leading a class discussion on your song. Additionally, for BOTH songs, each student will turn in a reflection paper (**2-3 pages each**) describing the reason the song was chosen, what it means to them, and any other pertinent comments to tie it into class material. **Please Note: There are *TWO* papers for this assignment.** No two students may present the same song. Students will have the opportunity to pick their assignment due date. A sign-up sheet will be provided in class and students will select a date to present on a first come first serve basis. Students must have a song chosen prior to signing up for a presentation date. Both papers for this assignment will be due the day of your presentation.

Hot Topic Group Presentation (100 points)

Students will form groups and co-present on a "hot topic" of your choice. Presentations will be 30-40 minutes, must include a visual aid (PowerPoint or Prezi for example), and include a "creative application" piece (activity or video for example). You will collaborate with a small group of classmates to research, formulate, and conduct a presentation to the class on a topic of shared interest pertaining a specific group, identity, and/or multicultural issue. Each group, with the consultation and approval of the instructor, will generate the specific topic on which they will focus. All groups will present on the same day. No two groups may present on the same topic. *All students will be providing feedback to instructor for their group in regards to their classmate's participation and helpfulness in completing this group presentation.*

Cultural Self-Reflection, Part 2 (100 points)

The primary goal of this assignment is to provide students an opportunity to observe how they may have grown in self- awareness throughout the semester by exploring how their cultural identity values/beliefs may have changed. Each student is required to reflect in a three plus (3+) page paper on their responses to their cultural self-reflection, part 1 from the beginning of the semester. Students are required to answer the following questions:

1. After reviewing my cultural self-reflection, part 1, I am surprised to learn ... about myself
2. My cultural identity is significant to me because ...
3. Something new I learned about a different culture from this class is ...
4. Something I can do to continue growing in relation to my cultural identity is ...
5. Moving forward, I plan to respond to social inequality by ...
6. This learning impacts my future career ...

Late and Missing Submission Policy

All assignments are due on the date indicated on the syllabus. Assignments are typically due by 11:59PM of the due date as listed on the course schedule at the end of this syllabus. Any assignment submitted past the official due date/time will be considered late. *Late assignments will be subjected to the deduction of 5 points per day late.* **Assignments will not be accepted past one week late and will receive a zero**. Please note that computer/printer malfunctions are not an acceptable excuse for a late or missing assignment.

Grading Policy

1) Attendance and Participation: 100 points
2) Songs for Social Justice Presentation (+2 reflection papers): 100 points
   a) Presentation = 30 points
   b) Reflection Paper**s** = 70 points (**2 papers** @ 35 points each)
3) Hot Topic Group Presentation: 100 points
4) Self-reflections, part 1 & 2: 200 points (2 @ 100 points each)
5) Self-care (100 points)

Total Possible Points = 600
Final grade calculation: Points earned/total possible points (600) x 100% = Final grade

100% to 94% = A

93% to 90% = A-

89% to 87% = B+

86% to 83% = B

82% to 80% = B-

79% to 77% = C+

76% to 73% = C

72% to 70% = C-

69% to 66% = D+

65% to 60% = D

59 and below = F

Course Schedule

WEEK	DATE	CLASS CONTENT	READINGS & ASSIGNMENTS
Week 1	January 27	Welcome ☺ Introductions, Course Overview, Review of Syllabus, Fun Activities	*Review Syllabus*
Week 2	February 3	Share pt. 1 item / Intro to psychology of Diversity / Bring your item for self-reflection pt.1	*Read Chapter 1* *Self-reflection, pt.1 due* *Sign up: Songs*
Week 3	February 10	Cognitive processes that shape diversity / example songs / Activity	*Read Chapter 2*
Week 4	February 17	Social process that shape diversity / Guest speaker Enneagram	*Read Chapter 3*
Week 5	February 24	Evaluating Social Difference / Activity	*Read Chapter 4*
Week 6	March 2	Racial Stereotypes & Racism	*Read Chapter 5*
Week 7	March 9	Sex Stereotypes & Heterosexism / Guest Speakers / Activity	*Read Chapter 6*
Week 8	March 16	**Spring Break**	*Enjoy! ☺*
Week 9	March 23	Sex & Sexism / Activity / Guest Speaker TSPN & Values	*Read Chapter 7*
Week 10	March 30	*Work on hot topic group presentations*	*Group work*
Week 11	April 6	Hot Topic Presentations	*Read Chapter 8* *Hot Topic Presentations*
Week 12	April 13	Weightism & Ageism / H&I guest speakers @ 6:00pm	*Read Chapter 9*
Week 13	April 20	The experience of prejudice / Coping with Social Stigma / privilege walk	Read Chapter 10 & 11
Week 14	April 27	Responding to social inequality / Final Class	*Read Chapter 12* *Self-reflection, pt. 2 due*
		Self-care Assignment due: up to you! By May 1 @ 11:59PM at the latest	

Please note that course schedule is **tentative. The instructor reserves the right to modify or change topics, dates, and/or assignments as long as students are notified within reasonable time.**

OFFICIAL SYLLABUS WILL BE PROVIDED IN THE COURSE

Student Services and Technical Resources

Student Services

The ETSU Services webpage includes a comprehensive list of services available to all ETSU students.

Academic Accommodations for Students with Disabilities
It is the policy of ETSU to accommodate students with disabilities, pursuant to federal law, state law and the University's commitment to equal educational access. Any student with a disability who needs accommodations, for example arrangement for examinations or seating placement, should inform the instructor at the beginning of the course. Faculty accommodation forms are provided to students through Disability Services in the D.P. Culp Center, Room 326, telephone 423-439-8346. Visit the Disability Services webpage for more information.

Technical Resources

Help Desk
The Information Technology Services (ITS) Help Desk is the best resource for most technical problems. Find answers to common questions on the Help Desk website, call, email, or stop in to see them on the first floor of the Sherrod Library. Phone: 423-439-4648 Email: itshelp@etsu.edu

Desire2Learn (D2L) Online Help
Many answers to D2L related questions can be found on the D2L Help Student Home. If you are still having trouble finding what you need, contact the Help Desk.

Microsoft Office Software
Microsoft Office productivity applications, including Word, PowerPoint, Excel, OneNote, and more, are available free for students through the University's Office 365 campus agreement. For instructions on how to obtain the software, see the Office 365 page of the ITS Help Desk website.

Turnitin Plagiarism Detection
Turnitin is a plagiarism detection service available to students and faculty at ETSU. This tool compares student written work against a comprehensive database of other work as well as various internet sources. Faculty may employ this service for some or all written assignments, in order to help students learn to cite sources accurately and to ensure academic integrity. Learn more on the Turnitin home page.

ETSU Technical Resources
Many other technical resources can be found on the Online Help webpage.

University Information

Syllabus Attachment

The ETSU syllabus attachment includes important material such as permits and overrides, advisement, hours, dates and other ETSU information.

ETSU Catalogs Current Undergraduate Catalog   Current Graduate Catalog