

STUDENT WARNING: This course syllabus is from a previous semester archive and serves only as a preparatory reference. Please use this syllabus as a reference only until the professor opens the classroom and you have access to the updated course syllabus. Please do NOT purchase any books or start any work based on this syllabus; this syllabus may NOT be the one that your individual instructor uses for a course that has not yet started. If you need to verify course textbooks, please refer to the online course description through your student portal. This syllabus is proprietary material of APUS.

EDUC638

Course Summary

Course : EDUC638 **Title :** Social & Cultural Diversity in Higher Education

Length of Course : 8 **Faculty :**

Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course examines the influence of cultural and ethnic differences in the administration of student affairs. Students explore a variety of topics including culture, ethnicity, race, nationality, age, gender, sexual orientation, mental and physical characteristics, education, values, and socioeconomic status. Students discuss how cultural variables affect student affairs advisement. Topics include theories, strategies for effective multicultural advisement, ethical delivery of services, and culturally responsive assessments. This course is designed to develop self-awareness, knowledge, and skills in working with diverse populations.

Course Scope:

This course assists students in developing a better understanding of their culturally-based beliefs and assumptions. Students also learn to identify factors (culture, ethnicity, race, nationality, age, gender, sexual orientation, personal characteristics, values, socioeconomic status, etc.) that affect helping relationships and systemic factors that create barriers for marginalized groups.

Objectives

After successful completion of this course, you will be able to:

- CO1: Examine attitudes, beliefs, understandings by participating in specific experiential learning activities designed to foster understanding of self and culturally diverse clients.
- CO2: Analyze cultural, ethical, economic, legal and political issues surrounding diversity, equity, and social justice.
- CO3: Apply individual, couple, family, group, and community strategies for working with and advocating for diverse populations, including multicultural competencies.
- CO4: Identify multicultural and pluralistic trends as well as the characteristics and concerns between and within diverse groups nationally and internationally.
- CO5: Explain ethical issues and considerations in providing services to diverse populations.
- CO6: Evaluate one's professional role in promoting social justice; resolving conflicts; and addressing biases, prejudices, oppression, and discrimination.

Outline

Week 1: Race, Ethnicity, and Culture

Learning Outcomes

- LO1: Explore the basic concepts of culture, race, and ethnicity and understand the differences of each term
- LO2: Describe one's own cultural identity and evaluate one's strengths and limitations in cross-cultural interactions
- LO3: Identify one's own concerns and opinions about multicultural issues
- LO4: Identify multicultural competencies

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Introduction Discussion

Week 2: Politics and Systemic Factors

Learning Outcomes

- LO1. Discuss the institutional prejudice/bias and the role of individuals and government in creating systemic change
- LO2. Evaluate problems from a social justice orientation
- LO3. Recognize community, environmental, and institutional opportunities that enhance as well as impede student/client development and success.
- LO4. Examine one's personal cultural identity through a cultural genogram

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Being "Color-Blind" Discussion
- Cultural Genogram Discussion

Week 3: Communication & Barriers in Cross-Cultural Relationships

Learning Outcomes

- LO1. Explain how culturally different beliefs in individuals affect world view, psychosocial functioning, and expressions of distress
- LO2. Describe the influence of verbal and non-verbal communication
- LO3. Examine relevant research regarding multicultural advising issues and culturally appropriate interventions

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Communication Style Discussion

Week 4: Worldviews

Learning Outcomes

- LO1. Analyze one's own ethnicity, world view, and aspects of culture
- LO2: Explain the theories of multicultural advising, identity development, and social justice in relation to providing services that support and encourage development
- LO3: Summarize influence of biases, prejudices, oppression, and discrimination on clients/students

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Real-World Simulation Discussion

Week 5: Cross-Cultural Knowledge

Learning Outcomes

- LO1. Explain the relationship between attitudes, beliefs, values, acculturative experiences
- LO2. Analyze the ethical issues and considerations in providing services to: African Americans, American Indians, Alaskan Natives, Asian Americans, those who identify as Hispanic/Latino, and those of Multiracial Descent.
- LO3. Integrate multicultural understanding into service delivery and advocate for services for diverse populations

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Ethics and Diversity Discussion

Week 6: Between & Within Group Differences

Learning Outcomes

- LO1. Explain how culturally different beliefs affect worldview, psychosocial functioning, and expressions of distress and their corresponding psycho-social and educational needs
- LO2. Analyze the ethical issues and considerations in providing services to: Arab and Muslim Americans, Jewish Americans, and Immigrants and Refugees
- LO3. Examine relevant research regarding culturally appropriate work with cross-cultural clients
- LO4. Integrate multicultural understanding into service delivery and advocate for services for diverse populations
- LO5: Examine educational and counseling/advising issues related to socioeconomic status

Required Readings

- See Readings and Resources in eReserves

Assignments

- Socioeconomic Status
- Multicultural Topic Presentation

Week 7: Addressing Multicultural Needs

Learning Outcomes

- LO1. Examine gender differences in diagnosis and advising practices
- LO2. Develop cross-cultural activities or programs for increasing communication among various populations
- LO3. Explain how cultural, ethical, economic, legal and political issues surrounding diversity, equity, and excellence affect a student's sense for inclusion and belonging which contribute to learning and success.

Required Readings

- See Readings and Resources in eReserves.

Assignments

- Advocacy Discussion
- Cultural Immersion Experience

Week 8: Reflections & Lifelong Learning

Learning Outcomes

- LO1. Apply multicultural competencies in service delivery and advocacy for diverse populations.
- LO2. Apply theories related to multicultural competencies, identity development, appropriate assessment methods, and social justice in relation to providing services that support academic, career, and personal/social development.

Required Readings

- See Readings and Resources in eReserves

Assignments

- Powerpoint Presentation and Discussion
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Evaluation

Discussions

Please join the Discussions (forums) each week. Students must post an initial substantive contribution plus replies to at least 2 other students each week. See the Discussion Guidelines as stated in the Course Overview & Introduction section. Classroom Discussions are for student interaction and input and should be submitted before the week concludes to fully participate in the discussions. Students should demonstrate their own knowledge in their posts and avoid copying and pasting from websites. Evidence of appropriate research should be evident by attributing sources, although APA is not required.

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their

theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation. We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings. In all participation and assignments I am looking for evidence of:

- demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- critical contemplation, e.g., "grapple" with issues and topics;
- appropriate use of knowledge learned;
- imaginative thinking and responses to challenges/problems/issues;
- exploring underlying assumptions about the lifelong value of education and schooling;
- clarity of expression and logical connection among ideas expressed;
- writing that reflects precise and concise thinking;
- excellent grammar, syntax, and spelling.

Cultural Genogram

Focusing on three generations of your family of origin (yours, your parents, and your grandparents), develop a genogram that focuses on your cultural identity. If you do not have information about your family of origin, you may use individuals you consider to be your support system/extended family.

Begin by listing two or three dimensions of your cultural identity (e.g., Latino, male, university-educated). Write down a list of all members of your family at each of the three-generational levels, including those that have passed away. Develop a hierarchical chart that includes notations for how key individuals shaped your cultural identity along the three pre-identified dimensions. Be sure to include notations regarding strengths and challenges associated with your current approach to your cultural identity. You will need to create a legend that explains the symbols and lines in your genogram. Read the Shellenberger, et al. article for information on how to create a genogram and examples.

In the 3-4 page summary of your genogram, answer the following questions:

- What stories were told in your family that reflects your family's values or core beliefs related to power, oppression, privilege, multicultural issues, or reference group identities?
- In constructing this cultural genogram, what reactions (emotional and cognitive) have you had, and what new learning have you gained? How has this affected your personal and professional identity?
- How does this new self-awareness affect how you see students, clients, or think about families?
- How do social and cultural factors relate to the assessment and evaluation of students/clients/colleagues?

Multicultural Topic Presentation

Each student will prepare a PowerPoint presentation on a multicultural topic. The presentation should address an area of diversity germane to the content of this course. Examples of topics could be supporting Asian-American students, or students identifying as LGBTQI, or students living with disabilities, etc. However, regardless of the student's preference, the professor must approve the topic during Week 4. Your PowerPoint presentation should provide background information on the topic (based on research found in peer-reviewed journal articles and your textbook), as well as explanations for how culturally competent professionals can adequately address needs/issues (select role based on career goals). The presentation should cover 30-minutes as if it was being presented as professional development.

These headings should be covered in your presentation:

- The topic and rationale for selecting the topic (brief)
- Research specific to the multicultural counseling topic including characteristics and concerns within and among the diverse group you selected
- Identify issues related to barriers that impede the academic, career, and personal/social needs of the diverse population selected

- The professional's role in addressing the needs of students and families OR in addressing needs of students/clients/employees and what approach you would take to address those needs.
- The professional's role in advocacy in social justice related to your topic.
- Conclusion
- References
 - References should be listed on the final slide with research references included throughout the presentation and should follow accurate American Psychological Association (APA) formatting.

Due by 11:55 p.m. on Sunday of Week 6.

Cultural Immersion Experience

Each student will participate in an experiential activity that will give insight into another culture. The purpose of the immersion is to heighten your awareness of a diverse group, so you should pick the type of experience that will give you the most potential for personal development. Obviously, papers will vary based on students' experiences.

You could attend a religious service different from your own, volunteer to assist at an event that has a culture predominately different from your own, spend a night with a family of a different culture, visit another country, etc. The expectation is to interact in this environment, not simply observe. Also, make note of your feelings during this experience.

From your experience, you should write a 4-5 page report including:

- summary of the event (may include pictures);
- your feelings before, during, and after the immersion experience
- discuss cultural strengths, attitudes, beliefs of the diverse group you discovered;
- discuss attitudes, beliefs you brought into the experience (reflection of self-awareness, personal biases, stereotypes, etc.)
- describe what approach and culturally appropriate strategies you would select if working with someone from this culture for students OR describe what strategies/approaches you would use to address needs of the culture in your professional setting.

It is not necessary to include an abstract for this paper. Please include peer-reviewed references as mentioned in the rubric below. You will need to include a title page and use APA format. You will need to have your experience proposal approved by the instructor by Week 2. This assignment is due by Sunday of Week 7.

Special note:

If you have an e-portfolio, this assignment could provide an appropriate artifact you would like to display regarding your experience with social and cultural diversity.

Grading:

Name	Grade %
Discussion	20.00%
W1: Introductions	2.50%
W2: Being Color-Blind	2.50%
W3: Communication Style	2.50%
W4: Real-World Simulations	2.50%
W5: Ethics and Diversity	2.50%
W6: Socioeconomic Status	2.50%
W7: Advocacy	2.50%
W8: Power Point Presentation and Discussion	2.50%

Genogram	20.00%
W2: Cultural Genogram	20.00%
Multicultural Topic Presentation	35.00%
W6: Multicultural Topic Presentation	35.00%
Cultural Immersion Project	25.00%
W7: Cultural Immersion Experience	25.00%

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author: No Author Specified

Publication Info:

ISBN: N/A

Book Title: Multiculturalism on Campus : Theory, Models, and Practices for Understanding Diversity and Creating Inclusion, 2nd ed. (Ebook available through the APUS Online Library)

Author: Cuyjet, M.J., Mary F. Howard-Hamilton, Diane L. Cooper, and Chris Linder

Publication Info: Stylus Publishing, LLC Lib

ISBN: 9781620364161

Course Guidelines

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied For more information regarding our DSA services, please contact DSA@apus.edu.

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Discussions” of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors’ publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.