Social Justice Teachings

Subsidiarity: Integrated in each course in the Counselor Education program is a sense of community. Students are guided to respect different perspectives within normed views. By using case study samples, students are exposed to varying situations not otherwise experienced.

Dignity and rights of children: The dignity and rights of all University of St. Thomas counseling program students along with the grade school students in which they work with receive confidentiality, respect, and appropriate supervision.

People have a right to an education: Equality is a major theme integrated in the Counselor Education program. In each course equality is stressed as evidenced in courses such as, however not limited to, Cultural Foundations and Multicultural Populations.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>None</th>
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<tbody>
<tr>
<td>Textbook(s) Required</td>
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<tr>
<td>Spring, J. Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States (6th ed.). Published by McGraw Hill. 2010</td>
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<tr>
<td>Koppelman, K. L. Understanding human differences: Multicultural education for a diverse America. Published by Allyn and Bacon. 2011</td>
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Course Description
The course examines the cultural context of relationships, issues, and trends in a multicultural and diverse society. An emphasis is placed on a knowledge base related to theories, skills, and models of diversity utilized in working with culturally diverse populations. Participants enrolled in this course are given opportunities to explore the impact of racial/ethnic groups on the social, economic, and political foundations of the United States and to examine their own cognitions, feelings, and behaviors regarding race, culture, and religious diversity.

Course Objectives/Learner Outcomes
The course will introduce participants to:

- Individual attitudes and interpersonal relations regarding diverse groups of people.
- Cultural foundations of oppression of diverse groups of people in the United States of America.
- Contemporary dilemmas for intergroup relations among diverse groups of people.
- The challenges of diversity to American institutions.

Student Outcomes:
By the conclusion of this course, participants will demonstrate knowledge and an understanding of:

1. The importance of understanding our personal attitudes, values, and behaviors towards diverse groups.
2. The cause and effects of prejudice on a society.
3. How certain modes of communication can lead to misunderstanding and conflict.
4. The importance of conflict resolution.
5. The start Xenophobia and Nativism in the early history of the United States
6. The politics and social change from the early days to the present.
7. The value of cultural and linguistic diversity.
8. The oppression of people of color in America.
10. The roots, legacy, and suppression of racism.
11. The evolution of sexism from the early years of the United States to the present.
12. The right for legal recognition of a homosexual life style.
13. The culture of poverty and its effect on a society.
14. The culture of Ableism and the rights of individuals with disabilities.
15. The importance of creating a pluralistic society in a nation of diversity.

Student Accommodations
Students who have special needs addressed by the Americans with Disabilities Act who need any test or course material accommodations should request assistance through UST
Please let me know if I can be of any assistance in this regard.

<table>
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<tr>
<th>Professional Standards of Behavior for Students and Faculty</th>
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<tr>
<td><strong>Academic Integrity</strong></td>
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<td><strong>Use of personal technology devices</strong></td>
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<td><strong>Use of UST Email Accounts</strong></td>
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<td><strong>Attendance</strong></td>
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<td><strong>Late Assignments</strong></td>
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ASSIGNMENTS

- **Readings/Chapter Presentations:** All students are required to complete weekly readings from the textbooks; however, only one student will make a presentation of the chapter to the class. Chapters will be assigned dependent upon the number of students enrolled in the class. The presentation modality will be decided by the student that makes the presentation. The only requirement is that the topic is clearly understood by the class.

- **Hot Topics:** Students will be divided into groups of two, three, or four to discuss the following Hot Topics (depending upon the number of students in the class):

  **Session 1** - Will Arizona’s stringent law on immigration solve the illegal immigration problem?

  **Session 2** - What form of religious expression is permissible in public schools?

  Muslims observe five formal prayers each day. The timings of these prayers are spaced fairly evenly throughout the day. Should public schools give Muslims time for prayer during school hours?

  **Session 3** – Self-immolation in the Muslim World... Why? For what purpose?

  **Session 4** – What is the impact of social media on society?

  **Session 5** - Discuss the “Don’t ask, don’t tell” policy. What are your honest feelings?

- **Discussion Board:** You are required to engage in a total of five discussion board topics. Your initial thread or response must be at least 250 words (APA). You must also respond to at least one peer with a substantial response of at least 100 words (not APA – just reply in Bb). Responses should be thoughtful, insightful and well written.

  **Discussion Board 1** - Discuss your Human Relations Attitude Inventory results and your belief on whether they reflect your true attitudes toward diversity. Can we measure attitudes on diversity?

  **Discussion Board 2** - Does Diversity Training Change Personal Attitudes and Beliefs on Diversity?

  **Discussion Board 3** - Should the United States be a Melting Pot or a Salad Bowl? Discuss these two concepts and give your opinion.

  **Discussion Board 4** - Discuss the impact of poverty in urban (inner city) schools. Discuss possible solutions.
Discussion Board 5 - To Include or Not to Include: Are students with disabilities improving their academic skills in the general education classroom?

- **Activity Paper:** Select one of the following three activities and write a two-page paper summarizing the results and providing your personal reflections of the experience.
  1. Interview an individual from a diverse group other than yours and compare and contrast your philosophies of life in general, your attitudes on diversity, your learning styles, your personality traits and any other traits or beliefs. **Mariana**
  2. Observe two children (any age) from two different races or ethnic groups. Describe your observation noting their similarities and differences. **Donnette**
  3. Create your family tree and discover your family history. Describe your efforts and your findings. [http://www.myheritage.com/](http://www.myheritage.com/) **Laura**

- **Research Paper:** Select one of the following topics and write a three-page paper.
  1. Holocaust Revisionism in the U.S.A. and Around the World
  2. Gay Marriage in the U.S.A. - **Andrew**
  3. Martin Luther King’s Legacy in American History
  4. The Ku Klux Klan and White Supremacy
  5. Gender Differences in Current Pay Scales **Mariana**
  6. Helen Keller’s Contributions to Ableism **Laura**
  7. The Japanese Internship during World War II

- **Final Examination:** Develop and present a paper on one of the topics below. Submit the paper electronically to the instructor (via Blackboard).

  Topics will be assigned on a First Come, First Served Basis. Once a topic is selected, it will not be assigned to another student. Once you have a topic, you will conduct a literature search to gain a greater understanding of your topic and the issues surrounding it. Your literature search can result in your reading journal articles, Internet documents, or sections of books.

  Ideally, from your reading, you will identify one or more interesting facts, and/or issues that are controversial and related to your topic. If you cannot identify something controversial about your topic, then you should develop some questions on your topic that are of interest to you and your university classmates.

  Your paper should begin with (or be titled) a thought-provoking question. You should provide background information on key issues surrounding your topic. You should also indicate the impact your topic has or had on society and provide your opinion as to whether the impact was positive or negative. Feel free to be creative and be sure to provide a thorough understanding of your topic.
Topics
1. The Arab Muslim Culture in the United States
2. The Indian Hindu Culture in the United States
3. The Gay Culture in Different Parts of the World Andrew
4. The Hispanic Culture in the United States Laura
5. The Native American Culture in the United States
6. The Asian Culture in the United States Donnette
7. The Eugenics Movement in the United States
8. Women’s Contributions during World War II Mariana
9. The Contributions of Jewish Immigrants in the United States
10. The Rights of Individuals with Disabilities

Grading

ASSIGNMENTS: PERCENTAGE:

Hot Topic Discussions/CAP (Class Attendance & Participation) 15%
Discussion Board (5 topics a 3% each) 15%
Chapter Presentations 30%
Activity Paper (2 page paper) 20%
Final Exam 20%
TOTAL 100%

FINAL GRADE

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<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range</th>
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<tr>
<td>A</td>
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<td>94-100%</td>
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<td>A-</td>
<td>3.7</td>
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<td>B+</td>
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<tr>
<td>B</td>
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<td>D+</td>
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<tr>
<td>D</td>
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<td>Below 65%</td>
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Criteria for Grading Written Work

- Address the topic with accuracy and insight
- Writing skills are expected to be at a graduate school level.
- Follow directions
- Present material in a clear and logical manner
- Give evidence of the scholar’s ability to synthesize information from various sources to support the topic
- Use elements of form such as grammar, spelling, sentence structure, and punctuation correctly
- Is on time. Late work usually results in grade reduction.

The following APA guidelines must be used for all written papers.

- Times New Roman
- Font 12
- Indent new paragraphs with tab.
- Double space the entire paper, including between paragraphs
- Margins - 1" top, bottom, left and right
- Every assignment (except PowerPoint presentations) must be submitted with a cover page and follow full APA formatting.
## Schedule (subject to change)

All Deadline times are 11:59pm

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Instructional Focus</th>
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<tbody>
<tr>
<td>1</td>
<td>Tuesday</td>
<td>Hot Topics (1&amp;2) <strong>Dr. Bren</strong>&lt;br&gt;Introduction/Norms/Syllabus/Human Relations Attitude Inventory – <strong>Dr. Bren</strong>&lt;br&gt;Koppelman: <em>Understanding Human Differences</em>&lt;br&gt;Overview of Koppelman’s Book – 4 Sections <strong>Dr. Bren</strong>&lt;br&gt;Chapter 1 -Understanding Ourselves and Others: Clarifying Values <strong>Dr. Bren</strong>&lt;br&gt;Chapter 2 -Understanding Prejudice and Its Causes <strong>Donnette</strong>&lt;br&gt;Chapter 3 –Communication, Conflict, and Conflict Resolution <strong>Laura</strong>&lt;br&gt;Chapter 4 –Immigration and Oppression <strong>Andrew</strong>&lt;br&gt;DB # 1 – Initial post <strong>due Saturday, 5/30</strong> -Peer Response <strong>due Sunday, 5/31</strong></td>
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<td>2</td>
<td>June 2</td>
<td>Hot Topic 3 <strong>Dr. Bren</strong>&lt;br&gt;Koppelman: <em>Understanding Human Differences</em>&lt;br&gt;Chapter 5 –Race and Oppression <strong>Donnette</strong>&lt;br&gt;Chapter 6 –Religion and Oppression <strong>Laura</strong>&lt;br&gt;Chapter 7 –Rejecting Oppressive Relationships <strong>Donnette</strong>&lt;br&gt;Chapter 8 –Racism <strong>Mariana</strong>&lt;br&gt;Activity Paper – <strong>due Sunday, 6/7</strong>&lt;br&gt;DB# 2 - Initial post <strong>due Saturday, 6/6</strong> and Peer Response <strong>due Sunday, 6/7</strong></td>
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<td>3</td>
<td>June 9</td>
<td>Koppelman: <em>Understanding Human Differences</em>&lt;br&gt;Chapter 9 – Classism <strong>Laura</strong>&lt;br&gt;Chapter 10 – Sexism <strong>Mariana</strong>&lt;br&gt;Chapter 11 – Heterosexism <strong>Andrew</strong>&lt;br&gt;Chapter 12 - Ableism <strong>Andrew</strong>&lt;br&gt;DB # 3 – Initial post <strong>due Saturday, 6/13</strong> and Peer Response <strong>due Sunday, 6/14</strong></td>
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<td>4</td>
<td>June 16</td>
<td>Hot Topics (4&amp;5) <strong>Dr. Bren</strong>&lt;br&gt;Koppelman: <em>Understanding Human Differences</em>&lt;br&gt;Chapter 13 – Pluralism in Schools <strong>Andrew</strong>&lt;br&gt;Chapter 14 – Pluralism in Society <strong>Mariana</strong>&lt;br&gt;DB # 4 – Initial post <strong>due Saturday, 6/20</strong> and Peer Response <strong>due Sunday, 6/21</strong></td>
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<td>5</td>
<td>June 23</td>
<td>Spring: <em>Deculturalization and the Struggle for Equality</em>&lt;br&gt;Chapter 1 –Deculturalization &amp; the Claim of Racial and Cultural Superiority by Anglo-Americans <strong>Mariana</strong>&lt;br&gt;Chapter 3 –African-Am: Globalization and the African Diaspora <strong>Donnette</strong>&lt;br&gt;Chapter 5 –Hispanic/Latino Americans: Exclusion and Segregation <strong>Laura</strong>&lt;br&gt;Chapter 7 –Re-segregation of American Schools in a “Post-Racial” Society <strong>Dr. Bren</strong>&lt;br&gt;DB # 5 – Initial post <strong>due Saturday, 6/27</strong> and Peer Response <strong>due Sunday, 6/28</strong>&lt;br&gt;Final Paper – <strong>due Tuesday, 6/30, by 11:59pm</strong></td>
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