University of St. Thomas  
Houston, Texas  
Counselor Education Department  
COUN 5335 - Multicultural Populations  
Summer 2014

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<td>COUN 5335</td>
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<td>Title</td>
<td>Multicultural Populations (Compressed Track)</td>
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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.

Textbook(s)


**General Description**

**Multicultural Populations** examines the cultural context of relationships, issues, and trends in a multicultural and diverse society. Emphasis is placed on a knowledge base related to theories and models of culture and diversity with the concomitant ability to apply content and process to personal and professional life. Students are given opportunities to explore the interaction of racial and ethnic groups with the social, economic, and political foundations of the United States of America (USA) and to examine their own cognitions, feelings, and behaviors regarding race\(^1\), culture, and religious diversity.

**Multicultural Populations** develops in students an awareness of self in a professional setting in such a way that they will be able to evaluate their professional setting for its effectiveness with cultural differences and diversity issues. This course challenges and supports students to grow in their knowledge, abilities, and skills to work effectively with all their publics, including but not limited to communities, families, students, administrators, counselors, clients, patients, teachers, staff, or supervisors. **This course may result in some students feeling discomfort; students will be supported in their journey through painful realities, which are part of the history and experience of living in the USA.**

This course will provide students with opportunities to investigate educational and counseling needs in a culturally pluralistic society. Although this course includes the universal view of multicultural theory, it takes the focused view, which holds that culture and diversity are different constructs, not interchangeable. The theories and practices of the fourth force\(^2\) (multicultural) are explored. The historical, philosophical, and psychological foundations of professionals in a pluralistic society are investigated by identifying and focusing on major racial and ethnic groups in the USA. The impact of the various identifiable racial and ethnic groups on the social, economic, and political foundations of the USA are also explored. Students are given the opportunity to examine their own cognitions, feelings, and behaviors regarding race, culture, and diversity in order to be able to be effective educators and counselors with all populations in the USA in the 21\(^{st}\) century.

This course enhances the practice of the principle values of a democracy in which all are created equal and endowed by their Creator with inalienable rights, among these are life, liberty, justice, charity, and the pursuit of happiness (Adapted from the Declaration of Independents of the United States of America)

\(^1\)In this course race is a socio-political construct with no basis in biology. For the purpose of this class racism is defined as it is in Carmichael & Hamilton (1967):

\[\ldots\] the predication of decisions and policies on considerations of race for the purpose of subordinating a racial group and maintaining control over that group (p. 3).
Specific Student Competencies

Students commit to work:

1. To practice their understanding that respect for persons is the \textit{a priori}, fundamental principle of ethical and moral action;
2. To classify and analyze their feelings, attitudes, and perceptions toward varying cultural and diverse groups similar and different from their own;
3. To demonstrate their ability to reflect on their own cultural history, including and not limited to their land base, language, culture, gender, traditions, history of privilege or oppression, and be aware of how these impact their cognitions, feelings, and behaviors in their professional settings;
4. To develop the knowledge of salient content which is related to understanding the historical experiences and characteristics of cultural and diverse groups in the USA;
5. To experience first hand environments unfamiliar to them in order to enhance their knowledge, abilities, and skills in unfamiliar settings and with unfamiliar persons;
6. To embrace a difference model; to reject a deficiency model; that is, different implies unfamiliar; difference or the unfamiliar do not mean deficient;
7. To hone their interpersonal skills in applying theories and practices of the fourth force\textsuperscript{2};
8. To value the speaking of more than one language; to demonstrate this appreciation by encouraging persons to use their mother tongue;
9. To recognize barriers in their professional settings to effective performance of their responsibilities regarding social justice;
10. To work as advocates of change for success with all persons for whom they are responsible;
11. To be proactive in their commitment to civil rights for all, including and not limited to the reduction of prejudice, discrimination, and racism;
12. To be able to identify situations in which ambiguity is present and address conflict effectively;
13. To become conscious of legal, ethical, and professional behavior and practice these in this course and in their personal and professional lives;
14. To demonstrate respect toward the professor and colleagues by listening, appreciating, and nurturing multiple perspectives and points of view without taking such differences personally or becoming defensive;
15. To want to learn for learning’s sake and for professional development;
16. To pursue education for its own sake, not only for grades, prestige, money, or any other external motives.

\textsuperscript{2}The first three forces are psychoanalytic, behavioral, and humanistic.
Retention in Multicultural Populations

For retention in this course students “must continue to demonstrate academic qualities, personal and social qualities, and physical and mental health indicators of fitness for the profession” (University of Saint Thomas School of Education Academic Catalog 2010-2012, p. 2). Students must demonstrate good judgment in all aspects of their participation in this course. The emotional and mental health of professional counselors is essential to their functioning in an ethical, competent, and confident manner. The responsibility of gate-keeping on the part of the professor of this course protects the students, the degree, and the profession.

Integrity
Integrity is the most important quality for success in this course. Integrity requires students to be authentic and honest in all academic and affective work and interaction. Integrity implies students become familiar with and practice at all times the codes of ethics of their professions. Professional counselors and educators perform their services in an environment of trust. They have the potential to do great good and great harm. Integrity is absolutely essential for the adequate performance of their profession. Consequently, the professor has the discretion to fail students who violate their integrity.

Discipline, Commitment, Focus
Success in Multicultural Populations requires personal discipline, commitment to academic excellence, continued professional development, and focus on outstanding performance in this course and in all areas of professional practice. Commitment is demonstrated by punctuality, presence, preparedness, participation, and generosity with colleagues in the learning community.

Honor System
Multicultural Populations requires the practice of the honor system on the part of all students. The honor system includes but is not limited to practicing the codes of ethics of the varying professions represented in this class. Violation of the honor system will result in failing this course.

Plagiarism
Plagiarism is taking credit for any thought, idea, or work that is not original with the student writing the assignment. Plagiarism is a serious offense that will result in failing this course. When writing assignments, reference information, websites, books, etc. The APA Manual (2010) rules for citing and referencing must be followed.

If a student paraphrase ideas, then references must be given. If a student quotes, quotation marks plus reference and page number(s) must be given. There must be a one-to-one correspondence between what is cited in the body of the text and what is placed on the reference page. It might be tempting to copy and paste works from the internet, borrow the work of friends, rephrase a manuscript previously written, or change a few phrases here and there. All of these activities are examples of plagiarism.

In other words, plagiarism involves copying from a source without using the proper APA Manual (2010) notation. If you quote no more than 40 words, you are required to use quotation marks and provide the page number(s). If you quote more than 40 words, you must indent and provide the source and page number(s). A whole lot of copying is not considered masters level work even if the writer cite it properly.

Copying a paragraph or more or changing words here and there is also plagiarism. Paraphrasing a paragraph or more is also plagiarism. Paraphrasing an idea with proper citing is not plagiarism. To avoid plagiarism close all sources while you write. Master’s level work requires integration of information. Drawing from one source, then another source, etc. is not master’s level work. Copying from other manuscripts, which students have previously written, without using proper APA Manual (2010) notation is also plagiarism. The rules are the same as when quoting from outside sources. If students quote no more than 40 words, the requirement is to use quotation marks and provide the page number(s) from the original document. If more than 40 words are quoted, indenting and providing the source and page number(s) are required. A whole lot of copying is not considered master’s level work even if the work is cited properly.

Plagiarism is a violation of integrity. The APA (2010) manual describes plagiarism this way:

Researchers do not claim the words and ideas of another as their own; they give credit where credit is due (APA Ethics Code Standard 8.11, Plagiarism). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The following paragraph is an example of how one might appropriately paraphrase some of the foregoing material in this section.

As stated in the sixth edition of the Publication Manual of the American Psychological Association (APA, 2010), the ethical principles of scientific publication are designed to ensure the integrity of scientific knowledge and to protect the intellectual property rights of others. As the Publication Manual explains, authors are expected to correct the record if they discover errors in their publications; they are also expected to give credit to others for their prior work when it is quoted or paraphrased.
The key element of this principle is that authors do not present the work of another as if it were their own work. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the Discussion section of someone else’s article, that person should be given credit. Given the free exchange of ideas, which is very important to the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications. (For additional information on quotations and paraphrasing, see sections 6.03-6.08; for instructions on referencing publications and personal communications, see sections 6.11-6.20.)

Self-plagiarism. Just as researchers do not present the work of others as their own (plagiarism), they do not present their own previously published work as new scholarship (self-plagiarism). There are, however, limited circumstances (e.g., describing the details of an instrument or an analytic approach) under which authors may wish to duplicate without attribution (citation) their previously used words, feeling that extensive self-referring is undesirable or awkward. When the duplicate words are limited in scope, citation of the duplicated words should be the norm. What constitutes the maximum acceptable length of duplicated material is difficult to define but must conform to legal notions of fair use. The general view is that the core of the new document must constitute an original contribution to knowledge, and only the amount of previously published material necessary to understand that contribution should be included, primarily in the discussion of theory and methodology. When feasible, all of the author’s own words that are cited should be located in a single paragraph or a few paragraphs, with a citation at the end of each. Opening such paragraphs with a phrase like “as I have previously discussed” will also alert readers to the status of the upcoming material (pp. 15-16).

Language Diversity

The professor of this course values the speaking of more than one language. She is especially sensitive to issues of language diversity, both on behalf of students for whom English is not their first language and in preparation to work with clients and others for whom English is not their first language. The professor is always available to assist students who might need help with written English. In addition, it is recommended that students who are bilingual or multilingual bring these gifts to the learning community in their journey through this course.

Americans with Disabilities Act

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, the professor will make all possible and reasonable adjustments in policies, practices, services, and facilities to ensure equal and optimal educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students are required to inform the professor of any disability or needed accommodations. In addition, students must contact the University Office for ADA Compliance. Only informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance.

The University Office for ADA Compliance may ask to see evidence of disability and specific accommodations as requested. Contact the professor immediately if you have a need. All information regarding accommodations is confidential. You can see the professor before or after class or request time to discuss any matters found on the recommendations of the University Office for ADA Compliance.

Students with documented special needs requiring academic adjustments or accommodations for enhancing potential for success in this course are requested to speak to the professor during the first two weeks of class. Students with special needs will contact the University Office for ADA Compliance by calling 713-525-3162 or 6953. It is essential that the professor receive official documentation for any accommodations that are made on behalf of students. This protects students’ legal rights.

Andragogy

Multicultural Populations uses a Freirian model as its andragogy. Consequently, the professor believes that students and professor have equal responsibility for the success of this course. Our roles are different; our responsibilities are equally salient. In addition, the professor believes that life experiences shared in the learning community are essential contributions to the development of the knowledge, abilities, and skills needed to succeed in this course.

The role of the professor is to come to class prepared, pace the class, and to facilitate conversation. The role of students is to come to class having mastered the readings and research in order that they can have a scholarly conversation with their classmates and the professor in a learning community.
Evaluation and Grading

Multicultural Populations uses a modified contract system for grading. **Graduate level work** is substantively and qualitatively more complex than undergraduate level work. Graduate level work is never “from a book,” for example, demonstrative of having memorized lists or thoughts unchanged from a book. Graduate level work shows depth, integration, and creativity. Depth requires showing understanding of complexity, comfort with ambiguity, or understanding uncertainty. Graduate level work integrates the domain of the course with students’ lived experiences both personal, while keeping appropriate boundaries, and professional. Creativity is demonstrated when students enhance scenarios or call up lived experiences related to the issues under consideration. Students engage in graduate level work when they demonstrate the ability to look within themselves, for example, to reflect on their own culture and how it influences them; in addition, students may demonstrate meta-cognition regarding the history of oppression, privilege, racism, sexism, etc.

**Incompletes**

Incompletes are given only at the discretion of the professor for reasons considered serious. Only unforeseen hospitalization or other equally serious life experiences can postpone a final examination. If students can foresee a problem with being present for a final examination, they plan with the professor to take the final examination early.

**Explanation of Grading**

If students are not meeting course requirements, the professor will have a private conversation with them. Students will be asked to make an appointment with the professor; the situation will be addressed, and solutions will be documented. Unless otherwise noted in the syllabus, the requirements for each written assignment are either met or not. The evaluation of written work is either evaluated as accepted or opportunity. Accepted means the knowledge, abilities, or skills demonstrated by the assignment have met course expectation. Opportunity means the knowledge, abilities, or skills represented by the written assignment have not met course expectations. Students are given the opportunity to make the necessary improvements as indicated by the professor within one week of the return of the assignment.

APA format (2010), Times New Roman, 12-point, and double space are required for all written assignments unless otherwise stated in the directions. Assignments are submitted in the format demonstrated by the professor and in formal, academic English. The professor is available to help students who are unfamiliar with formal, academic English or for whom English is not their first language. Students who have all their assignments accepted and have met attendance, punctuality, and engagement responsibilities will come into the final examination with a B in this course. All other things being equal, the final examination separates the Bs from the As.

The comprehensive, in-class, final examination is graded either by numbers or letters at the discretion of the professor, and the final examination is taken only once. The final examination must be taken without help. Number grades transfer to letter grades in the following manner: 95-100% A; 90-94% A-; 87-89 B+; 84-86 B; 80-83% B-; 77-79 C+; 72-76 C; 70-71% C-; below 70% F. Minuses are reserved for the consequences of absences or being late for class. Absence can result in the renegotiation of this contract. Three absences will result in a reduction in grade by one-half. Four absences will result in an F in this course. Punctuality is defined as being seated and ready for class no later than 5:30 PM. The assignments and the final examination are designed in such a way students will be able to meet course expectations only when they have completed all reading assignments on time and have engaged in the conversations with other students and the professor in every class.
Course Requirements

Attendance, Punctuality, and Participation Responsibilities

Students are expected to be present for and participate in all class discussions. All assigned readings are expected to have been completed at the time class begins; assignments are submitted when required by the syllabus unless otherwise renegotiated with the professor before the assignment is due.

Role-Play Assignments

Students will form dyads. For 10 minutes in class, students will demonstrate a counseling session. One student will role-play the counselor, and the other student will role-play the client. Then they will swap places. Each student will have the opportunity to role-play the counselor, and each student will have the opportunity to role-play the client. The context will have something to do with culture or diversity, privilege or oppression, or another topic in the domain of this course. Students will demonstrate they can use the microskills effectively. Level 3 reflection of content and feeling, paraphrasing, summarizing, and probing with declarative sentences are expected to be demonstrated.

Students will write a one-page reflection on what it was like to be the counselor. Students will write another one-page reflection, this time, on what it was like to be the client. Since this is not a formal manuscript, students will not compose a title page. Students will place their names, COUN 5335 Multicultural Populations, date of role play, and page number in the header. Double space, Times New Roman, and 12-point are required. These reflections will be emailed to the professor no later than 48 hours after the role-play. The assignment will be placed in one document.

Collective Memory Cultural Story

Students will write a manuscript of no more than two pages. Students will write their own cultural story as it pertains to their collective memory. Collective memory refers to the stories, traditions, language, land base, etc. of extended or nuclear families of origin. Your story may take any direction you wish to recount, relive, and retell your story. First Part. The following questions are a guide. The professor expects depth, integration, and creativity. What event/situation/experience/role-model/memory first defined you as to who you are as part of a cultural/racial/gender/social/religious, etc. group? What memories first defined who you are today? What? When? Where? Who? How? Who were the key players in your life who gave you your cultural identity? How did you know you were African, African American, Asian, Asian American, Guatemalan American, Mexican American, Middle Eastern, Egyptian American, Indian, Native American, European American, etc. What place did gender and the socio-political construct of race play in your cultural identity? Second Part. This section of the manuscript is a reflection on what you wrote in the first section. It should explain your feelings and thoughts and what you learned from writing your collective memory cultural story. In short, what did you learn about yourself that you had not previously considered? This assignment will be emailed to the professor no later than noon on the due date.

In Vivo Assignment

Students will make arrangements to visit a site where they will have an unfamiliar experience with people with whom they do not socialize to any great extent or people who speak a language different from theirs, for example, a place of worship unfamiliar to them, a social setting unfamiliar to them, a school with a religious affiliation different from theirs, an ethnic festival, a counseling center which primarily serves a specific population, etc. Students will have a conversation with at least one person. If students go to a place where an unfamiliar language
**Court Cases, Laws, or Act Theories Assignment**

All students will discuss in class significant cases, acts, or laws as well as related theories to issues of justice in the USA. Each student will share one significant case and/or theory that relates to their personal cultural story. 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 story. You should provide background information on key issues surrounding your story. You should also indicate the impact your experience has (had) on society and provide your opinion as to whether the impact was positive or negative.

<table>
<thead>
<tr>
<th>Cases, Acts, or Laws to Address</th>
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<tr>
<td>U.S. v. Bhagat Singh Thind (1923)</td>
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<td>Mendez et al v. Westminster (1946)</td>
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<td>Delgado v. Bastrop ISD (1948)</td>
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<td>Bolling v. Sharpe (1952)</td>
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<td>Cisneros v. Corpus Christi ISD (1972)</td>
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<td>Assimilation Theory</td>
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<td>Acculturation Theory</td>
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<td>Deculturalization Theory</td>
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<td>Pluralism Theory</td>
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<td>Hegemony Theory</td>
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<td>Cognitive Dissonance Theory</td>
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<td>Conflict Theory</td>
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<td>Multicultural Counseling Theory</td>
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<td>Feminist Theory</td>
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<td>Deficit Theory</td>
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<td>Labeling Theory</td>
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## Grading

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<td>Court Cases, Laws, or Act Theories Assignment</td>
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Schedule (subject to change)

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<td>May 27</td>
<td>Class Norms&lt;br&gt;Introduction/Syllabus&lt;br&gt;Case, Acts, Law and Theory Review&lt;br&gt;Role Play Assignments/Topics</td>
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<td>2</td>
<td>June 3</td>
<td>Koppelman Chapters 1-4&lt;br&gt;Spring Chapter 1-2&lt;br&gt;Role Plays&lt;br&gt;&lt;b&gt;Collective Memory Cultural Story Due&lt;/b&gt;</td>
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<td>June 10</td>
<td>Koppelman Chapters 5-8&lt;br&gt;Spring Chapter 3-4&lt;br&gt;Role Plays</td>
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<td>June 17</td>
<td>Koppelman Chapters 9-12&lt;br&gt;Spring Chapter 5-6&lt;br&gt;Role Plays&lt;br&gt;&lt;b&gt;In Vivo Assignment Due&lt;/b&gt;</td>
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<td>June 24</td>
<td>Koppelman Chapters 13-14&lt;br&gt;Spring Chapter 7&lt;br&gt;Role Plays</td>
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Resources

Sources of the Catholic Church, African American Catholic Literature, and Theology


Sources by or about Paulo Freire or His Pedagogy [Andragogy]


**Sources for Understanding Racial History in the USA**


**Sources for Understanding Immigration and People Who Have Recently Arrived in the USA**


**Books by Juan González and Other Latin American Authors**


**Books by James H. Cone**


**Sources by Faubert, Gonzalez, or Locke**


Paper presented at the 2012 Sister Conference at Wenzau Ursuline College of Languages, Kaohsiung, Taiwan.


**Sources about Sexual Orientation**


**Miscellaneous Sources**


