## Format for All Written Assignments


## Social Justice Teaching

<table>
<thead>
<tr>
<th>Proposed Integration within the Counselor Education Program for the Coming Academic Year</th>
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</table>

**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.

## General 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 of the 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.

## Text

Spring, J. *Deculturalization and the struggle for equality: A brief history of the education of dominated cultures in the United States.* Published by McGraw Hill. 8th Edition

Koppelman, K. L. *Understanding human differences: Multicultural education for a diverse America.* Published by Pearson 5th Edition

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**Course** | **Instructor**
---|---
Semester | Summer 2016 Tuesday |
Name | Dr. L.A. Parker |
Number | COUN 5335 KK22 1038 |
Telephone | 832-272-5800 |
Title | Multicultural Foundation |
Email | parker11@stthom.edu |
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 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.

The importance of creating a pluralistic society in a nation of diversity.

Plagiarism involves taking credit for another person’s work. Students must cite sources in APA style any time source material (e.g., books, journal articles, internet material, etc.) has been used, paraphrased, or quoted. Quoted material must be placed in quotation marks and referenced appropriately. Please note that copying information directly from a source without giving credit, using friends’ work, buying papers online, re-using one’s own work from previous classes, etc., all constitute plagiarism. Any instance of plagiarism will result in failure of the course and may result in dismissal from UST. Ignorance is no excuse; if a student remains uncertain about the guidelines for using and citing source material after these issues are addressed in class, the student should seek input from the instructor.

The University of Saint Thomas values the speaking of more than one language. The Master of Education Program in Counselor Education at the University of Saint Thomas 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 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 table in their journey through the Master of Education Program in Counselor Education.
### 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, the student must inform the professor of any disability or needed accommodations. In addition, the student 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 be asked to seek proof of disability and specify 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.

If you have a documented disability that will impact your work in this class, please contact me to discuss your needs. Additionally, you will need to register with the Counseling and Disability Services Office in Crooker Center. This office can be reached at (713) 525-2169 or 6953.

### Class Attendance and Participation (CAP)

Students are expected to attend all sessions, arrive on time to class, and participate in all class discussions in a professional manner. Any unprofessional behavior, non-participation, or surfing/chatting on the internet will result in less credit for the CAP portion of the grade (15%). Late arrival and leaving early is not acceptable and will result in lowering of grade. Three absences will result in failing the course.

### Course Assignments

**Readings:** Weekly Readings in the textbook.

**Lectures:** All Lectures are posted in the Course Documents of Blackboard. There are two to three lectures per week that relates directly to the assignments.

**Hot Topics:** Students will be divided into groups of two, three, or four to discuss the following Hot Topics:

**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 Muslim time for prayer during school hours?

**Session 3** - Self-immolation in the Muslim World Why and for what purpose?

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

**Session 5** - Should Gays be allowed to serve openly in the military or should the military retain the “Don’t ask, don’t tell” policy?
**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. You must also respond to at least one peer with a substantial response of at least 125 words. 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 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.
2. Observe two children (any age) from two different races or ethnic groups. Describe your observation noting their similarities and differences.
3. Create your family tree and discover your family history. Describe your efforts and your findings [http://www.myheritage.com/](http://www.myheritage.com/)

**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.
3. Martin Luther King’s Legacy in American History
4. The Ku Klux Klan and White Supremacy
5. Gender Differences in Current Pay Scales
6. Helen Keller’s Contributions to Ableism
7. The Japanese Internship during World War II

**PowerPoint Presentation:** Teams of three will develop and present a PowerPoint presentation. The presentation must be at least 10 to 15 minutes in length. You and your partner will submit the PowerPoint presentation electronically to the instructor. You must also submit a hard copy of the presentation with no more than four slides to a page to the instructor from your PowerPoint presentation.

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 presentation should start with a thought-provoking question. You should provide background information on key issues surrounding your topic. You should also indicate the impact your topic has (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 us with a thorough understanding of your topic.

**PowerPoint 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
4. The Hispanic Culture in the United States
5. The Native American Culture in the United States
6. The Asian Culture in the United States
7. The Eugenics Movement in the United States
8. Women’s Contributions during World War II
9. The Contributions of Jewish Immigrants in the United States
10. The Rights of Individuals with Disabilities
<table>
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<tr>
<th>Session</th>
<th>Day/Date</th>
<th>Instructional Focus</th>
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<tr>
<td>1</td>
<td>May 31, 2016</td>
<td>Introduction/Syllabus Hot Topics 1 and 2 DB # 1 Koppelman (Chapters 1-4)</td>
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<tr>
<td>2</td>
<td>June 7, 2016</td>
<td>Hot Topic 3 DB # 2 Activity Paper Koppelman (Chapters 5-8)</td>
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<td>MIDTERM 50 Multiple Choice Questions Chapters 1-7 Hot Topics 4 and 5 DB # 3 Koppelm</td>
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<td>4</td>
<td>June 21, 2016</td>
<td>Power Point Presentations DB # 4 and 5 Koppelman (Chapters 13-14)</td>
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<td>5</td>
<td>June 28, 2016</td>
<td>Spring (Chapter Presentations 1-5) Research Paper FINAL EXAM 50 Multiple Choice Que</td>
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**FINAL GRADE**

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<tr>
<td>A-</td>
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