καθολικός

ONLINE, 2016 SUMMER SYLLABUS

Professor: Sister Marie Faubert, CSJ, EdD, PSC, LPC-S, NCC

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Sister may be emailed or called on the telephone any time. Do not leave a message on the telephone. Emails will be answered within 24 hours.

Integrity of the Course: The Southern Association of Colleges and Schools Commission on Colleges (SACScoc) requires responsibility for 42 hours of class time and 3 hours of final examination time for this course. This is approximately 3 hours per week writing the Learning Modules and 3 more hours per week on the Discussion Board. The readings and assignments are not considered class time; they are out-of-class requirements. You are taking a 14-week course in the summer. Therefore, you expect to spend twice as much time on this course per week as you would on a 14-week course in the fall or spring.

Required


The Principles of Social Justice (provided by the professor)
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, 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.

1In 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):

. . . 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).
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 (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 21st 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)

The Principles of Social Justice are considered as they relate to a pluralistic society.

**Specific Student Competencies**

**Students commit to work:**

1. To practice their understanding that respect for persons is the *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 and 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\(^2\);
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 in the learning community 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, a graduate diploma, or any other external motives.

\(^2\)The first three forces are psychoanalytic, behavioral, and humanistic.
Integrity

Integrity is the most important quality for success in this class. Integrity requires students to be authentic and honest academically, affectively, and behaviorally. Integrity implies students become familiar with and practice at all times the codes of ethics of their respective professions.

Professional school counselors and other educators perform their service 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, in this course, the professor has the discretion to fail students who violate their integrity.

Plagiarism

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

If a student paraphrases an idea, then the reference must be given. If a student quotes, quotation marks plus source 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 is very tempting to copy and paste works from the internet, borrow the work of friends, rephrase another paper that a student has written in the past, or change a few phrases here and there. Do not succumb to this temptation because it will result in this student’s failing this course.

In other words, plagiarism involves copying from a source without using the proper APA Publication Manual (2010) notation. If a student quotes no more than 40 words, this student is required to use quotation marks, name the source, and provide the page number(s). If a student quotes more than 40 words, this student must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if it is cited properly. The requirement is
always 12-point font, Times New Roman, double space, left margin unless otherwise explicitly stated by the professor for a specific part of an assignment.

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 a student is wise to close all sources while writing. Graduate level work requires integration of information. Drawing from one source, then another source, etc. is not graduate level work.

Copying from other manuscripts, which students have written without using proper APA Publication Manual (2010) notation, is also plagiarism. The rules are the same as above. If students quote no more than 40 words, students are required to use quotation marks, name source, and provide page number(s) from the original document. If a student quotes more than 40 words, students must indent and provide the source and page number(s). A whole lot of copying is not considered graduate level work even if cited properly. Plagiarism is a violation of integrity. Plagiarism will result in failing this course.

The APA Publication Manual (2010) 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).

**Discipline, Commitment, Focus**

Success in this course 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**

This course requires the practice of the honor system on the part of all students. The honor system includes and is not limited to demonstrating absolute trustworthiness at all times. Violation of the honor system will result in failing this course.

**Language Diversity**

The University of Saint Thomas and the professor of this course value the speaking of more than one language. This course 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 this course.

The professor of this course knows that taking an online course can be especially anxiety provoking for students for whom English is not their first language. If students are having difficulties because of language differences, they are invited to make this known to the professor. Official accommodations cannot be made for students for whom English is not
their first language. However, the professor of this course will negotiate with students who are struggling online because they are not online fluent in English.

**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 success with educational programs and activities. Whenever a special accommodation is necessary in order to ensure access to full participation by students with disabilities, students must inform the professor of any disability or needed accommodations. In addition, the student must contact the University Office for ADA Compliance. Simply informing the professor is not adequate. The professor must receive a written recommendation for accommodations from the University Office for ADA Compliance. Students are protected in relation to future reception of accommodations if their accommodation records are on file. The University Office for ADA Compliance may ask to see evidence of disability before they specify accommodations as requested by students.

**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.
Evaluation and Grading

Graduate Level Work

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 demonstrates depth, integration, and creativity:

**Depth** requires showing understanding of complexity and comfort with ambiguity and uncertainty. Depth requires demonstrating competence with complex issues, for example, the relationship between career opportunities and achievement, especially for those whose native languages are not English or who are members of populations the members of whom have historically been victimized by racism, gender discrimination, or other factors. Graduate level work integrates the domain of the course with graduate students’ lived experiences both personal, while keeping appropriate boundaries.

**Integration** comes about from calling on salient and appropriate personal and professional experiences and applying them to the academic domain at hand. Integration requires the bringing together of various ideas from various sources and then filtering these ideas through students’ knowledge, abilities, and skills. For example, students may demonstrate meta-cognition regarding the history of oppression, privilege, racism, sexism, or other personal or professional experiences.

**Creativity** is demonstrated when graduate students enhance scenarios or call up lived experiences related to the content under consideration. Graduate students engage in graduate level creativity when they look within themselves, for example, reflect on their own culture and how it influences their values. Creativity includes adapting multicultural theories and research to recent immigrants and rural, depressed areas.
Undergraduate Level Work

The undergraduate students can use the Learning Module writings and the Discussion Board postings of the graduate students as models. Undergraduate students will not be expected to reach the level of complexity as graduate level students. There will be more concentration on content, although application of content is also considered essential for success in this course.

If students are not meeting course requirements, the professor will have a private conversation with them. Students will be asked to contact the professor by telephone or Skype, and the issue will be addressed and resolved. If students live near enough to come to the professor’s office, they will make an appointment to meet with the professor in person.

Unless otherwise noted in the syllabus, each written assignment is graded. All Learning Modules are also graded. Discussion Board engagements are counted as attendance, participation, and contributions to the learning community and are not graded. The professor requires all writing to be 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.

When grades are determined, the professor averages all written work and Learning Module work, which counts as 40% of the grade. The final examination counts as 60% of the grade. Grades are lowered for absence on the Discussion Board, missing Learning Modules, or missing assignments.

The undergraduate students will take an oral midterm examination. Each undergraduate student will make an appointment with the professor either in her office or on the telephone depending upon how far from the University of Saint Thomas the student lives.

Undergraduate students are required to earn at least an 80% in this midterm examination. If undergraduate students earn less than 80% on their midterm examination, their final grade will be dropped by one-half.
Contract

This syllabus is the contract for the online Multicultural Populations course:

1. **Meeting Needs of Students.** If students are not meeting course requirements, the professor may have a private conversation with them. Students may be contacted by email and may be asked to make an appointment with the professor on Skype or in person in the professor’s office on campus. The situation will be addressed and resolved.

2. **Attendance, Punctuality, and Participation.** Students are expected to meet all attendance, punctuality, and participation responsibilities. **Attendance** is understood as being on the Discussion Board, completing Learning Module activities, and submitting assignments as required. **Punctuality** is understood as meeting deadlines for the Discussion Board, Learning Modules, and assignments. If there is any reason students cannot meet deadlines, they are required to communicate with the professor. **Participation** responsibilities include the Discussion Board postings, the Learning Module activities, and assignments.

3. **Final Grade.** **Discussion Board** postings are evaluated but not graded. The professor will communicate with students if their postings are not acceptable. **Learning Module** activities are completed in bold, black print and 14-point; Learning Module activities are graded. **Assignments** are graded. The average of graded work is worth 40% of the final grade. The final examination is worth 60% of the final grade. Missing or inadequate Discussion Board postings can reduce grades by one-half, one whole grade, or more depending upon the severity of the omissions or inadequacies; the professor makes this determination.
4. **Learning Module Activities, Assignments and Discussion Board Postings.** All Assignments and Learning Module activities are submitted electronically to Blackboard and must be submitted at the time required by this syllabus. Late assignments are not accepted unless students arrange with the professor before the assignment is due or if there is an emergency accepted by the professor. Communication between students and the professor is essential. Grades are determined according to the following protocol:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>Numeric Range Set by Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-94%</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89%</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85%</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82%</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79%</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75%</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-72%</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>Below 60%</td>
</tr>
</tbody>
</table>

A = 4.0 Unusual and superior achievement (Superior Graduate Level)  
A- = 3.7  
B+ = 3.3  
B = 3.0 Satisfactory achievement (Acceptable Graduate Level)  
B- = 2.7  
C+ = 2.3 Below standard (Below Graduate Level)  
C = 2.0  
C- = 1.7  
D+ = 1.3 Unsatisfactory  
D = 1.0  
F = 0.0 Failure
5. **Final Examination.** The final examination is comprehensive and integrated. It is worth 60% of the final grade. The first section of the final examination is the Theories Assignment. The second part of the final examination is the project, which is related to the field in which the student is studying. Students will submit a subject for their topic, and the professor will develop the assignment. For serious reasons agreed upon by the professor and student, the final examination may be submitted early. It may not be submitted after August 6, 2016.

6. **Incompletes.** Incompletes are given only at the discretion of the professor for reasons that are serious. Only hospitalization or other equally serious life experiences can result in an incomplete in this course.

## Course Requirements

### Attendance, Punctuality, and Participation Responsibilities

These requirements have been explained extensively previously in this syllabus. The quality of the Discussion Board is directly related to this requirement.

**Dialogue assignment for Graduate Students Only Due July 5, 2016**

Assignments are given to each Department separately. Undergraduate students are not required to do this assignment.

All assignments are submitted to Blackboard no later than noon on the due date.

**General Directions for All Graduate Students**

This assignment does not require a title page. Graduate students will place their names, due date, department in which they are studying, course they are taking as it appears in the header of the syllabus, and page numbers in the header of the dialogue. Times New Roman and 12-
point are required. Single space the words of the speakers and double space when speakers change.

Graduate students will write about half a page describing the interaction between the people engaged in the dialogue. Following the paragraph will be the dialogue. The total number of pages is two.

**Curriculum and Instruction Department Students**

Curriculum and Instruction students will create a scenario between a curriculum and instruction specialist and a professional teacher including a context, which will have something to do with culture or diversity, privilege or oppression, or another topic in the domain of this course. Graduate students will demonstrate they can use the skills of the curriculum and instruction profession effectively.

**Counselor Education Departments Students**

Counselor Education students will create a client including a context, which 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. No interrogative sentences on the part of the counselor are required.

**Educational Leadership Department Students**

The educational leadership students will evaluate a professional school counselor. The domain of the course should be represented in the conversation. The source will be the Texas Counseling Association. (2004). *Texas evaluation model for professional school counselors* (2nd ed.). Austin, TX: Author.
Students Preparing to Be Teachers (SPED, BIED DL, etc.)

Students preparing to be teachers will create a one-paragraph scenario in a school where the domain of this course is the issue. Their dialogue will demonstrate a more experienced teacher consulting with a first-year-teacher. The students who are preparing to become special education, dual language, bilingual education, or English as a second language teachers will use some aspect of the discipline in the dialogue.

Collective Memory Cultural Story Due June 14, 2016

This assignment requires a formal, academic manuscript. Begin with an APA Manual (2010) title page. Be creative about your title. Remember the header on the title page is different from the header on the subsequent pages. The pages are numbered beginning with the title page. Graduate students will put their names in the footer of every page, even the title page. This assignment will be submitted to Blackboard no later than noon on the due date.

Graduate students will write a manuscript of no more than three pages. Undergraduate 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, languages, land bases, etc. of extended or nuclear families of origin. Collective memory includes the oral tradition of an extended family. Your story may take any direction you wish to recount, relive, or retell.

Part One. The following questions are a guide. Graduate students do not answer the questions directly; they use them only as a guide. The professor expects depth, integration, and creativity. Undergraduate students may answer each question in order if they wish.

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 American, Asian.
American, Guatemalan American, Mexican American, Syrian American, Egyptian American, Indian American, Native American, European American, etc. What place did gender and the socio-political construct of race play in your cultural identity?

Part Two. 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 in depth?

In Vivo Assignment  

Due June 21, 2016

This assignment requires a formal, academic manuscript. Begin with an APA Manual (2010) title page. Your title is the name of the site you visit. Remember the header on the title page is different from the header on the subsequent pages. The pages are numbered beginning with the title page. The title is centered and repeated at the top of page two. Graduate students will put their names in the footer of every page, even the title page.

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 is being used, they will listen with their hearts rather than their heads.

Graduate students will write a 2-page manuscript, which will be submitted to Faubert@stthom.edu no later than noon on the due date. Undergraduate students will write a 1-page manuscript, which will be submitted on Blackboard no later than noon on the due date.

In APA (2010) format, use the following side headings. Side headings are bolded:
Description of Site  
Group(s) Involved  
Function  
My Thoughts and Feelings

Court Cases, Laws, or Acts Assignment  Due June 28, 2016

Undergraduate students are not required to do this assignment.

This assignment requires a formal, academic manuscript. Begin with an APA Manual (2010) title page. Your title is the name of the court case, law, or act you have chosen. Remember the header on the title page is different from the header on the subsequent pages. The pages are numbered beginning with the title page. Graduate students will put their names in the footer of every page, even the title page.

Graduate students will research and write about significant cases, acts, or laws related to issues in the domain of this course. Choose one of the cases provided in the following list and then follow the directions for the research and writing.

Cases, Acts, or Laws

| Taka Ozawa v. United States (1922) | Naturalization Act of 1790 |
| U.S. v. Bhagat Singh Thind (1923) | Indian Removal Act (1830) |
| Mendez et al v. Westminster (1946) | Black Codes (1865 ff) |
| Bolling v. Sharpe (1952) | Chinese Exclusion Act (1882) |
| Gains v. Canada (1938) | Civil Rights Act of 1964 |
After repeating the title on page two, use the following side headings:

Summary (one page)
Reflection on Significance Then and Now (one page)

Theories Assignment

Item One in the Final Examination

This item is required to be written in APA format, Times New Roman, 12-point, double space. Create a formal APA (2010) style title page and reference page. The title is the name of the theory chosen. This assignment will be number one of the comprehensive, integrated, final examination and will count for 20 points. Students will select one theory from the list provided. Students will explain the theory and include its strengths and limitations in two pages. Five peer reviewed journal articles must be cited by graduate students. Undergraduate students are required to have 3 peer reviewed journal articles.

After repeating the title on page two, use the following side headings:

Strengths
Limitations
Significance Then and Now

Theories

<table>
<thead>
<tr>
<th>Antiracist Theory</th>
<th>Allport’s Social Contact Theory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assimilation Theory</td>
<td>Cultural Deprivation Theory</td>
</tr>
<tr>
<td>Acculturation Theory</td>
<td>Critical Race Theory</td>
</tr>
<tr>
<td>Deculturalization Theory</td>
<td>Cultural Discontinuity Theory</td>
</tr>
<tr>
<td>Pluralism Theory</td>
<td>Ambivalence Amplification Theory</td>
</tr>
<tr>
<td>Hegemony Theory</td>
<td>Black Racial Identity Theory</td>
</tr>
<tr>
<td>Cognitive Dissonance Theory</td>
<td>White Racial identity Theory</td>
</tr>
<tr>
<td>Conflict Theory</td>
<td>People of Color Racial Identity Theory</td>
</tr>
<tr>
<td>Multicultural Counseling Theory</td>
<td>Social Construct Theory</td>
</tr>
<tr>
<td>Feminist Theory</td>
<td>Melting Pot Theory</td>
</tr>
<tr>
<td>Deficit Theory</td>
<td>Locke Paradigm</td>
</tr>
<tr>
<td>Labeling Theory</td>
<td>Choice Theory</td>
</tr>
</tbody>
</table>
Learning Modules

Read the assigned chapters critically. Each week, write a one-page essay describing the relationship between the content of the chapter(s) and your future as a professional. Write in APA (2010) format, 12-point, and double space. Since this is an informal document, do not write a formal title page; put your name, the due date, and the information in the header of this syllabus as it applies to the course you are taking in the header of your learning module assignment header.. Email your learning module assignment to the professor at faubert@stthom.edu. All Learning Module assignments are due on Friday at noon of the week indicated in the syllabus. All Learning Module assignments are graded.

Discussion Board

After reading the Discussion Board assignments, write at least 100 words describing how the content will relate to you professionally. Respond to two colleagues in the Learning Community each week. Responses must be substantial, and they can be short. Discussion Board assignments are due at noon on Friday of the week designated in the syllabus. Discussion Board assignments are not graded; they count as attendance.

Assignments, Learning Modules, and Discussion Board Schedule

First Week, May 31, 2016

Learning Module 01
Koppelman (2014) Section 1 Individual Attitudes and Interpersonal Relations
- Chapter 1 Understanding Ourselves and Others: Clarifying Values and Language
- Chapter 2 Understanding Prejudice and Its Causes
- Chapter 3 Communication, Conflict, and Conflict Resolution

Discussion Board 01
Spring (2016)
- Chapter 1 Deculturalization and the Claim of Racial and Cultural Superiority by Anglo-Americans
- Chapter 2 Native Americans: Deculturalization, Schooling, Globalization and Inequality
Second Week, June 7, 2016

**Learning Module 02**
Koppelman (2014) Section 2 Cultural Foundations of Oppression in the United States
   Chapter 4 Immigration and Oppression: The Assault on Cultural and Language Diversity

**Discussion Board 02**
*Strangers No Longer: Together on the Journey of Hope*

Third Week, June 14, 2015

**Collective Memory Cultural Story Due**

**Learning Module 03**
Koppelman (2014) Section 3 Contemporary Dilemmas for Intergroup Relations
   Chapter 5 Race and Oppression: The Experience of People of Color in the [United States of] America

Koppelman (2014) Section 3 Contemporary Dilemmas for Intergroup Relations
   Chapter 8 Racism: Confronting a Legacy of White Domination in America

**Discussion Board 03**
*Brothers and Sisters to Us* (1979)

Fourth Week, June 21, 2016

**In Vivo Assignment Due**

**Learning Module 04**
Koppelman (2016) Section 2: Cultural Foundations of Oppression in the United States
   Chapter 6 Religion and Oppression: The Struggle for Religious Freedom

**Discussion Board 04**
*Declaration on Religious Freedom: On the Right of the Person and of Communities to Social and Civil Freedom in Matters Religious* (1965)
Fifth Week, June 28, 2016
Court Cases, Laws, or Acts Assignment Due (Graduate Students Only)
Learning Module 05
Koppelman (2014) Section 3 Contemporary Dilemmas for Intergroup Relations
   Chapter 11 Heterosexism: Transforming Homosexuality from Deviant to Different
Discussion Board 05
Always Our Children/Siempre Serán Nuestros Hijos

Sixth Week: July 5, 2016
Dialogue Assignment Due (Graduate Students Only)
Learning Module 06
Koppelman (2016) Section 2: Cultural Foundations of Oppression in the United States
   Chapter 7 Rejecting Oppressive Relationships The Logic of Cultural Pluralism
Koppelman (2016) Section 4 The Challenge of Diversity to American Institutions
   Chapter 14 Pluralism in Society: Creating Unity in a Diverse America for a Diverse Society
Discussion Board 06
The Harvest of Justice is Sown in Peace

Seventh Week, July 12, 2016
Learning Module 07
Koppelman (2014) Section 3 Contemporary Dilemmas for Intergroup Relations
   Chapter 9 Classism: Misperceptions and Myths about Income, Wealth, and
   Chapter 10 Sexism: Where the Personal Becomes Political Different
Discussion Board 07
White Privilege
Eighth Week, July 19, 2016

**Learning Module 08**

Koppelman (2014) Section 3 Contemporary Dilemmas for Intergroup Relations

   Chapter 12 Ableism: Disability Does Not Mean Inability

Koppelman (2014) Section 4 The Challenge of Diversity to American Institutions

   Chapter 13 Pluralism in Schools: Promise of Multicultural Education

**Discussion Board 08**

*Evangelii Gaudium* (This is an Apostolic Exhortation promulgated by Pope Francis. *Evangelii Gaudium* is very long; so go through it and look at the headings and read the parts that are most connected to your profession and the domain of this course.)

Ninth Week, July 26, 2016

**Learning Module 09**

Spring (2016)

   Chapter 4 Asian Americans: Exclusion and Segregation
   Chapter 5 Hispanic/Latino Americans: Exclusion and Segregation

**Discussion Board 09**

Spring (2016)

   Chapter 6 The Great Civil Rights Movement and the New Culture Wars
   Chapter 7 Global Corporate Culture and Separate but Equal

Tenth Week, August 2, 2016

**Comprehensive, Integrated Final Examination**

The Theories Assignment is due at noon on August 6, 2016. The Final Project is due at noon on August 6, 2016.
Catholic Christian Sources


**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, Locke, or Velazco-Gutierrez**

Gonzalez, E., Faubert, M., & Velazco-Gutierrez, L. (being edited).


determination, planful behavior, desire for exploration, an integration,
a wrap-up. In J. Wittmer, D. V. Thompson, & L. C. Loesch (Eds.),
Classroom guidance activities: A sourcebook for elementary school
counselors (pp. 265-271). Minneapolis, MN: Educational Media
Corporation.

Promoting cognitive and ego development of African-American rural
youth: A program of deliberate psychological education. Journal of
Adolescence, 19, 533-543.

Sources about Sexual Orientation

people in Western Europe from the beginning of the Christian era to
the fourteenth century. Chicago: University of Chicago.

Miscellaneous Sources

Indiana University.

Fanon, F. (1963). The wretched of the earth (C. Farrington, trans.). New
York: Grove.


