

HUS 3410: CULTURAL DIVERSITY

SHORTER UNIVERSITY
Shorter University, Rome, GA

Course Information

REQUIRED TEXT

Diller, J. V. (2015). *Cultural diversity: A primer for the human services* (5th ed.). Stamford, CT: Cengage Learning. ISBN 10: 1-285-07540-4

COURSE DESCRIPTION

The purpose of this course is to enhance the students' abilities to understand, evaluate, and provide culturally sensitive and competent human services to members of diverse groups in society.

TOPICS

- What It Means to be Culturally Competent
- Understanding Racism & Prejudice
- Understanding Culture and Cultural Differences
- Biases in Service Delivery
- Working With Culturally Diverse Clients Including Latino/as, African Americans, Native Americans, Asian Americans, Arabs, Muslims, and White Ethnic Clients
- Working With Diverse Children, Parents, and Families
- Institutional Racism

COURSE OBJECTIVES

Upon completion of *Cultural Diversity*, each student will be able to:

- Recognize the influence of cultural values on people's everyday behavior and choices.
- Identify his or her values and biases.
- Describe the relationship of cultural competence and cultural relevance.
- Define and describe the various forms of racism described in the textbook.
- Discuss and describe the cultural differences among the ethnic groups discussed in the text.

COURSE OUTCOMES

The following outcomes are expected of each student for *Cultural Diversity*:

- Through assigned readings and exams the student will demonstrate an understanding of how cultural values impact the behavior and choices of clients and practitioners.

- Through discussion questions and written assignments the student will identify and express his or her values and biases.
- Through discussion questions, written assignments, and exams; the student will demonstrate the understanding of cultural competence and cultural relevance.
- Through discussion questions, written assignments and exams the student will demonstrate an understanding of racism, prejudice, culture, and cultural differences.

CLASS PARTICIPATION

Students are required to participate in this class via the discussion question(s). Discussion questions should be substantive.

Substantive postings include:

- Posting an initial response within the guidelines of the assignment.
- Responding to discussion questions as well as discourse between students related to subject matter within the course. This may include posting notes and responding to the notes of others' answers within discussion area. A response may be a question about another's work, agreement with or challenge to the point of view expressed (supported by a reference to the text or lecture), or critique of someone's work.
- Contributing to the discussion based upon course content, theory, or personal experiences, not simply personal opinions

Substantive postings do not include:

- Posting Completed Assignments
- Asking the faculty member or classmates a question about an assignment
- Posting a simple "I agree" comment
- Sending emails to the faculty member or classmates

The quantity and quality of your participation in the discussion area will be graded. The participation point value is defined within each assignment; and/or as assigned by your course facilitator.

Course Policies

EXTRA CREDIT

There are no opportunities for extra credit work in this course. Therefore it is important that you fully participate and complete assignments as indicated in the syllabus.

LATE WORK

Assignments will be accepted up to seven days beyond the due date. Any assignments submitted late will not receive full credit. Points will be deducted for each day the assignment is late.

EMAIL POLICY

Students are expected to establish and maintain an e-mail address on this school's e-mail system and to check their e-mail at least 4-5 times per week during the term.

RETURNING ASSIGNMENTS

The instructor will grade and return all assignments within a week. For example: week 1 assignments will be graded and returned via Moodle by the 3rd day of week 2.

CLASSROOM POLICIES

The following items are expected as a threshold for classroom behavior:

1. This is an online class but students must be mindful of what they write and the tone of their writing. Make sure to correspond with peers but use e-etiquette when communicating. Be respectful of other people and their opinions.
2. All work must be submitted by the due date.
3. Vulgar language or behavior at any time is not appropriate.

DISABILITY AND ACADEMIC DISHONESTY POLICIES

Disability Services: If you believe you are entitled to reasonable accommodation based on a documented disability (per The Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973), please contact Student Support Services at 706-233-7417 or visit <http://www.shorter.edu/disability-services> for more information.

HONOR CODE

When individuals join the Shorter University community, they sign the Roll of Honor and formally enroll under the following pledge:

On my honor, I will abstain from all deceit. I will neither give, receive, nor use any unauthorized aid in my academic work, nor will I permit such action by any member of this community. I will respect the persons and property of the community and will not condone discourteous or dishonest treatment of these by my peers. In my every act, I will seek to maintain a high standard of honesty and truthfulness for myself and for the university.

Grade Computation and Assessments

Assessment	Grade
Discussion Forum <i>16 discussion questions X 25 points</i> <i>(at least 100 words)</i>	400 points
Respond to the discussion posts of at least 2 classmates for each discussion question 32 responses X 10 points each <i>(at least 50 words)</i>	320 points
Graded Assignments <i>7 graded assignments X 25</i>	175 points
Test I Ch. 1-8	50 points
Test II Ch. 9-16	50 points
Presentation Assignment	150 points
Total	1145 points

Assignment Due Dates

Discussion Forums

Discussion Question 1-due Day 2 of each week by 11:55 pm

Discussion Question 2-due Day 4 of each week by 11:55 pm

Peer responses due Day 6 of each week by 11:55 pm

Graded Assignment

Weekly assignments are due on Day 7 of each week by 11:55 pm

Tests

Tests will open on Day 1, 12:00 am and close on Day 7, at 11:55 pm

Comprehensive Assignment

The project is due on Day 7 of Week 8 by 11:55 pm

GRADING POLICY

90-100 = A

80-89 = B

70-79 = C

60-69 = D

0-59 = F

Course Schedule

WEEK 1

LESSON OBJECTIVES

The purpose of this lesson is to introduce students to the concept of culture, cultural diversity, and cultural competence. Additionally, students will be introduced to the basic terminology used in the textbook, demographic shifts in the United States, and skills required for culturally competent practice.

Upon completion of this lesson, students will be able to:

- Explain the basic reasons for culturally-competent services.
- Describe psychological characteristics and experiences of culturally diverse clients
- Explain the demographics shift occurring in the U.S. population including underlying causes and reactions
- Explain and discuss the skills required for cultural competency at an individual level
- Define the major terminologies used in the textbook

ASSIGNMENTS

Read Chapters 1-2

Complete the following exercise (This assignment should be typed in a word document, APA formatted, and submitted via Moodle due Day 7 by 11:55pm)

Find 3 scholarly journal articles discussing culture and cultural competence. Summarize the findings of these articles in a 1-2page word document. Make sure to include your opinion of the subject within the conclusion.

Discussion Questions – You must respond to each question thoroughly. You must also respond to at least 2 of your classmates. (Due day 6 by 11:55pm).

Were any of the definitions of terminology surprising to you? What alternate definitions might you have used? (Due day 2 by 11:55pm).

Chapter two provides candid examples of the fear and emotion that is evoked by discussions of race and ethnicity. Which of these examples do you relate to and why? Which are hard for you to understand? For those you do not understand, what questions might you ask to better understand? (Due day 4 by 11:55pm).

WEEK 2

LESSON OBJECTIVES

The purpose of this lesson is to introduce students to the concepts of cultural and institutional racism. Additionally, students will be exposed to the dimensions of culture and the various levels at which racism occurs.

Upon completion of this lesson, students will be able to:

- Define institutional racism and explain how to identify it within an organization
- Describe cultural racism and how it impacts the helping relationship
- Discuss the definition of racism and prejudice and levels at which racism occurs
- Define culture and the dimensions along which culture can differ

ASSIGNMENTS

Read Chapter 3 & 4

In 2-3 pages, discuss the following (your assignment should be typed in a word document, APA formatted, and submitted via Moodle due Day 7 by 11:55pm) :

The primary problems with the concept of race and what are the social and political implications of using race to define and study groups of people?

Select one of the four cultures described by M. Ho and compare its cultural characteristics to those of Northern European culture in the following dimensions: nature, time orientation, people relations, work and activity, and human nature. How might these differences manifest themselves in the helping relationship?

Describe the difference between racism and prejudice and the role of power in the respective definition of each.

Discussion Questions - You must respond to each question thoroughly. You must also respond to at least 2 of your classmates. (Due day 6 by 11:55pm).

What are the primary ways of determining institutional racism and what are the strengths and pitfalls of each in working toward institutional cultural competency? (Due day 2 by 11:55pm).

Sue and Zane provide several suggestions for building credibility with cross-cultural clients. In addition to these, what steps would you take to ensure a cross-cultural relationship is successful? In what ways have you employed these or other steps in past cross-cultural interactions? (Due day 4 by 11:55pm).

WEEK 3

LESSON OBJECTIVES

The purpose of this lesson is to introduce students to the common biases of service delivery as it relates to cultural diversity. This lesson will also expose students to the impact of culture when working with diverse children, parents, and families.

Upon completion of this lesson, students will be able to:

- Describe the areas of common bias during the service delivery process
- Explain and describe the development of racial awareness in children and adolescence
- Discuss the patterns and characteristics of biracial couples and families

ASSIGNMENTS

Read Chapter 5 & 6

Complete the following exercise (your assignment should be typed in a word document, APA formatted, and submitted via Moodle due Day 7 by 11:55pm).

Find 3 scholarly journal articles discussing the concept of biracial couples and families. Summarize the findings of these articles in a 1-2page word document. Make sure to include why this information is helpful for a human service provider and your opinion of the subject within the conclusion.

Discussion Questions - You must respond to each question thoroughly. You must also respond to at least 2 of your classmates. (Due day 6 by 11:59pm)

Describe and discuss the three sequential learning processes that are experienced as racial identity evolves in children. (Due day 2 by 11:55pm)

Describe the ways in which the development of a deficit or cultural inferiority theory may occur in the social sciences. In what other ways have bias impacted research of ethnically diverse groups? (Due day 4 by 11:55pm)

WEEK 4

LESSON OBJECTIVES

The purpose of this lesson is to expose students to racial identity development stages and how to utilize the helping process in each stage. Students will also be introduced to the effects of trauma and violence and ethnic conflict.

Upon completion of this lesson, students will be able to:

- Explain racial identity and the stages through which it develops
- Discuss and explain the helping process at each stage of racial identity development
- Describe the effects and treatment of violence and trauma

ASSIGNMENTS

Read Chapters 7 & 8

Complete the following exercise (your Answers should be typed in a word document, APA formatted, and submitted via Moodle due Day 7 by 11:59pm) :

Discuss Cross racial identity model and the 3 ethnic identification states. Be sure to discuss how you would use the helping process at each stage of identity and each ethnic identity state.

Discussion Questions - You must respond to each question thoroughly. You must also respond to at least 2 of your classmates. (Due day 6 by 11:59pm)

Peskin describes trauma as a “disorder of dehumanization.” Further explain this concept and related approaches to treatment (Due day 2 by 11:55pm)

Which stage of Cross’ racial identity model do you currently identify most with. Have you experienced earlier stages in the past? In what ways have your attitudes toward self and others shifted as you moved through the stages? (Due day 4 by 11:55pm)

Complete test # 1

WEEK 5

LESSON OBJECTIVES

The purpose of this lesson is to expose students to the unique aspects of working with culturally diverse clients specifically, Latino/a clients.

Upon completion of this lesson, students will be able to:

- Describe and discuss the unique demands of cross-cultural helping and the psychological dynamics present in the relationship between provider and client

- Describe the ADDRESSING framework for assessing cultural influences in clients
- Identify and explain the major demographic issues affecting the Latino/a population in the U.S.
- Explain and discuss the key values and characteristics common to Latinos/as

ASSIGNMENTS

Read Chapter 9 &10

Complete the following exercise (your answers should be typed in a word document, APA formatted, and submitted via Moodle due Day 7 by 11:59pm) :

Chose one of the case studies on pages 215-219. Read through the whole case study carefully and do the following:

Discuss the racial and cultural dimensions of the case – do you see any of the patterns, dynamics, issues, and/or processes discussed in the book?

Discuss how the dynamics of difference, race, ethnicity, and power affected the client?

Discuss how the behaviors and problems for which they are seeking help related to ethnicity and racism?

Discussion Questions - You must respond to each question thoroughly. You must also respond to at least 2 of your classmates. (Due day 6 by 11:59pm)

Are the characteristics described in chapter 10 consistent or inconsistent with your experience/perception of Latino/a culture? What was surprising? (Due day 2 by 11:55pm)

Cross-cultural helping is described as “experiential, freewheeling, and bilateral.” Explain what this means in relation to the provider and the client’s experience. (Due day 4 by 11:55pm)

WEEK 6

LESSON OBJECTIVES

The purpose of this lesson is to expose students to culturally relevant issues when working with Native American and African American clients.

Upon completion of this lesson, students will be able to:

- Identify major demographic issues affecting the Native population in the U.S.
- Discuss key values and characteristics common to Native culture
- Discuss key values and characteristics common to African Americans and the factors shaping their experience

ASSIGNMENTS

Read Chapters 11 & 12

Complete the following exercise (your answers should be typed in a word document, APA formatted, and submitted via Moodle due Day 7 by 11:55pm) :

Interview a Human Service practitioner who is of Native American or African American decent. Summarize the results of your interview in a 2-5page paper. Your interview should cove the following topics:

Key values and characteristics common in their culture

Current issues facing the cultural group as a whole

Diversity concerns as it relates to services

Other areas that interest you based on the reading

Discussion Questions - You must respond to each question thoroughly. You must also respond to at least 2 of your classmates. (Due day 6 by 11:55pm)

Are the characteristics described in this chapter consistent or inconsistent with your experience/perception of African American culture? Where do a majority of your perceptions about African Americans come from? What information are you still missing to make a more complete picture? (Due day 2 by 11:55pm)

What are some of the reasons Native Americans have found it so difficult to assimilate into American society? Discuss the history of the boarding school experience. What were the short- and long-term repercussions of these governmental policies? (Due day 4 by 11:55pm).

WEEK 7

LESSON OBJECTIVES

The purpose of this lesson is to expose students to culturally relevant issues when working with Asian American, Arab American, and Muslim American clients.

Upon completion of this lesson, students will be able to:

- Identify major demographic issues affecting the Arab/Muslim American population in the U.S.
- Discuss key values and characteristics common to Arab/Muslim culture and families
- Identify major demographic issues affecting the Asian American population in the U.S.
- Describe key values and characteristics common to Asian culture

ASSIGNMENTS

Read Chapter 13 & 14

Complete the following exercise (your answers should be typed in a word document, APA formatted, and submitted via Moodle due Day 7 by 11:55pm) :

Write a 5 page paper discussing the diverse populations outline in the text (i.e. Native Americans, Asian Americans, etc). Discuss the current demographic trends, cultural norms, and key characteristics for each group. Also, discuss at least one piece of information not presented in the textbook for each group.

Discussion Questions - You must respond to each question thoroughly. You must also respond to at least 2 of your classmates. (Due day 6 by 11:55pm)

Are the characteristics described in this chapter consistent or inconsistent with your experience/perception of Arab/Muslim culture? In what ways have your perceptions changed since 9/11? In what ways do external factors influence your perception of Arab/Muslim culture? Do you think media and other portrayals of the culture are consistent with Marwan Dwairy's account? (Due day 2 by 11:55pm)

Are the characteristics described in this chapter consistent or inconsistent with your experience/perception of Asian American culture? In what ways can it be difficult to create a complete picture of Asian American culture? What can you do to overcome those difficulties? (Due day 4 by 11:55pm)

WEEK 8

LESSON OBJECTIVES

The purpose of this lesson is to expose students to culturally relevant issues when working with White Ethnic clients. Additionally, students will be taught the importance of continued education and development as it relates to cultural diversity.

Upon completion of this lesson, students will be able to:

- Identify and discuss the major demographic issues affecting the White ethnic American population in the U.S.
- Explain the value of continuing education on cultural diversity
- Identify the critical content areas in which to stay current in cultural diversity

ASSIGNMENTS

Read Chapter 15 & 16

Cultural Perspective Presentation. Create a power point presentation addressing the following items (Due Day 7 by 11:55pm):

The textbook author states: *“It is likely that you have been emotionally as well as of intellectually impacted by this material, have had some personal attitudes and beliefs challenged, and have become at least a bit more culturally open and less ethnocentric.”*

In what ways have you experienced changes as a result of the material in this book?

What areas did you not connect with or make progress on?

Discuss the areas covered in your textbook that surprised you the most

What will be your next steps in continuing your education on cultural diversity?

Discussion Questions - You must respond to each question thoroughly. You must also respond to at least 2 of your classmates. (Due day 6 by 11:55pm)

In continuing to monitor changes in the field cross-cultural service delivery, which topics are particularly important to monitor? Select two and discuss the implications of possible changes in each area. (Due day 2 by 11:55pm)

Discuss the experience of White ethnic immigration versus other ethnic minorities. In what ways was the experience different or the same? What are some key points about White ethnic identity that are important for providers to consider? (Due day 4 by 11:55pm)

Discussion Question Rubric

Student Name _____ Instructor _____

	Points Earned	Comments
<p>Addressed all required components & Evidence of Critical Thinking (5 points)</p> <p><i>Clear evidence of critical thinking-- application, analysis, synthesis and evaluation. Writing is characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported.</i></p>		
<p>Sources (5 points)</p> <p><i>Utilized required text and personal interpretations to support post</i></p>		
<p>Length (5 points)</p> <p><i>The Assignment met the required length.</i></p>		
<p>Sentence Structure & Mechanics (5 points)</p> <p><i>Utilized Standard English mechanics and grammar.</i></p>		
<p>Appropriate APA Documentation (5 points)</p> <p><i>Utilized high level APA documentation.</i></p>		

Total Points Earned: _____

25 possible points

Peer Response Rubric

Student Name _____ Instructor _____

	Points Earned	Comments
<p>Addressed all required components & Evidence of Critical Thinking (2 points)</p> <p><i>Clear evidence of critical thinking-- application, analysis, synthesis and evaluation. Writing is characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported.</i></p>		
<p>Number of Responses (2 points)</p> <p><i>Responded to at least two peer discussion posts.</i></p>		
<p>Length (2 points)</p> <p><i>The Assignment met the required length.</i></p>		
<p>Sentence Structure & Mechanics (2 points)</p> <p><i>Utilized Standard English mechanics and grammar.</i></p>		
<p>Appropriate APA Documentation (2 points)</p> <p><i>Utilized high level APA documentation.</i></p>		
	10Possible Points	

Total Points Earned _____

Graded Assignments Rubric

Student Name _____ Instructor _____

	Points Earned	Comments
<p>Addressed all required components & Evidence of Critical Thinking (10 points)</p> <p><i>Clear evidence of critical thinking-- application, analysis, synthesis and evaluation. Writing is characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment, and relevance. Sometimes include unusual insights. Arguments are well supported.</i></p>		
<p>Sentence Structure & Mechanics (5 points)</p> <p><i>Utilized Standard English mechanics and grammar.</i></p>		
<p>Length (5 points)</p> <p><i>The Assignment met the required length.</i></p>		
<p>Appropriate APA Documentation (5 points)</p> <p><i>Utilized high level APA documentation.</i></p>		
	<p>25</p> <p>Possible Points</p>	

Total Points Earned _____

Cultural Perspective Presentation Rubric

Student Name _____ Instructor _____

	Points Earned	Comments
<p>Addressed all required components & Evidence of Critical Thinking (60 points)</p> <p><i>Clear evidence of critical thinking-- application, analysis, synthesis and evaluation. Writing is characterized by clarity of argument, depth of insight , and perspectives are well supported.</i></p>		
<p>Sources (30 points)</p> <p><i>Utilized required text and personal interpretations to support content.</i></p>		
<p>Sentence Structure & Mechanics (30 points)</p> <p><i>Utilized Standard English mechanics and grammar. Applied Presentation etiquette.</i></p>		
<p>Appropriate APA Documentation (30 points)</p> <p><i>Utilized high level APA documentation within the power point presentation</i></p>		
	<p>150</p> <p>Possible Points</p>	

Total Points Earned _____