I. Course Description:

This online course is an introduction to the study of cultural, prejudice, bias, sexism, and how to overcome negative aspects in work settings and developing human relation skills dealing with difficulties encountered between individuals. It is designed to reflect the six strands of the human relations component as mandated by the South Dakota Board of Education. Students will develop expertise in listening and communicating to create a climate within the school environment that is more conducive to learning. The course is also designed to help the participants understand the community issues in education and to encourage the teachers to be more aware of ways to strengthen community involvement in the school. Another area that will be addressed is the dehumanizing impact of biases and negative stereotyping.

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that learners be exposed to experiences enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. Formal and informal learning spans each individual's lifetime. This course provides students who are operating within a technical, diverse and complex global world with the opportunity, as educated and responsible persons, to learn how to effectively use the knowledge being acquired. The purpose of this course is to challenge complacency and influence change in each student's habits of mind, attitudes and perceptions. Students are helped to acquire, integrate, extend, refine and use knowledge in a useful and meaningful manner as a base from which informed reflective decisions can be made. Through thought processes based on theoretical, ethical and professional knowledge, student competencies and behavior are positively enhanced to enable students to cognitively function at a higher level.

USD Upper Division Intensive Writing Requirement
This course meets the USD graduation requirement for intensive writing requirements. In accordance with the goal that “Students will demonstrate advanced research-based critical writing skills” the following student outcomes will be the focus of the writing assignments.

1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field.
3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback.
4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.

**USD Upper Division Globalization Institutional Requirement**

This course satisfies the goal that students will understand how global issues, developments, and ideas affect their lives and those of others. This is accomplished through writing assignments and other projects determined by instructor.

**Online Technical Standards**

For information about USD’s technical, academic and student support services, as well as how to take advantages of these services, please refer to the CE Online Student Orientation at [http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf](http://www.usd.edu/cde/upload/Online-Orientation-Guide.pdf). This document also contains important information pertaining to minimum technology requirements, registration information, as well as other university services and policies. If you require technical assistance with Desire2Learn, please submit a request online to the ITS Help Desk, or contact them at 605-677-5028 or 877-225-0027.

This course is offered online using the program D2L provided through the University of South Dakota. While there is no class meeting, students are still required to participate in discussion boards and complete assignments on time.

Any communication sent to the professor via D2L email will have an approximate response time of 48 hours. Emails sent directly to the instructor’s email account (noted above) will have quicker response times as that email account is accessed more frequently by the instructor. Assignments submitted in the “dropbox” or grading of discussion postings will occur approximately 48-72 hours upon completion.

**II. Textbooks**

**Required Texts**


*** Additional readings for this class with be provided through D2L

**III. Expectations**

**Students**

First and foremost, students are expected to read, understand and abide by all policies and procedures outlined in this syllabus as well as those in the CDE Online Orientation, which can be accessed from the “Getting Started” section on the course homepage. The latter contains important information about the various academic, student and technical resources and services available at USD.

The South Dakota Board of Regents defines a credit hour as constituting one hour of classroom or direct faculty instruction, and two hours of out of class student work. To that end, as this is a three credit-hour course, students should expect to invest around nine hours per week in the course.

As this is an online course, we will not be meeting face-to-face, so this engagement requirement will be reproduced by the following activities: posting in the weekly discussions; reading additional weekly material posted on D2L, watching required video posts, writing assignments, etc.
One important thing to remember: when all is said and done, this is your class; it is what you make of it. Your level of participation will be directly proportional to your class experience. In other words, you will get out of it what you put into it.

**Instructor**

The instructor will strive to provide every possible opportunity for feedback and, unless otherwise stated, will respond to all email communications within forty eight (48) hours. The instructor will also endeavor to return with feedback and suggestions in a reasonable amount of time. All written assessments will be graded using a standard rubric, which can be found within the course.

Finally, the instructor will also abide by all policies set forth in this syllabus and those by the CDE Online Orientation, The University of South Dakota, and the South Dakota Board of Regents.

### IV. Course Objectives/Outcomes - Standard - Assessment:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Standards</th>
<th>Assessment</th>
</tr>
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</table>
| 1.) Formulate hypotheses related to values, lifestyles, contributions, and history in a pluralistic society. | - DOE 24:16:07:01 (1)(2)(3)  
- SOE 1, 2, 4, 6 & 10  
- CACREP 11.A.1  
- CACREP 11.A.2 | a.) Writing assignments  
b.) Supplemental discussion boards and videos  
c.) Graduate Student Project |
| 2.) Investigate dehumanizing biases, including among others, sexism, racism, prejudice, and discrimination, and an awareness of the impact such biases have on interpersonal relations. | - DOE 24:16:07:01 (6)(3)  
- SOE 1, 2, 4, 6 & 10  
- CACREP 11.A.1  
- CACREP 11.A.2 | a.) Writing assignments  
b.) Supplemental discussion boards and videos  
c.) Graduate Student Project |
| 3.) Compare and contrast past knowledge and with new information from this course regarding diversity knowledge base. | - DOE 24:16:07:01 (6)(7)(8)  
- SOE 1, 2, 4, 6 & 10  
- CACREP 11.H | a.) Writing assignments  
b.) Supplemental discussion boards and videos  
c.) Graduate Student Project |
| 4.) Synthesize knowledge of human relations into attitudes, skills, and techniques into career choices to relate effectively to other individuals and to groups in a pluralistic society other than their own. | - DOE 24:16:07:01 (3)  
- SOE 1, 2, 4, 6 & 10  
- CACREP 11.J.3  
- CACREP 11.H | a.) Writing assignments  
b.) Supplemental discussion boards and videos  
c.) Graduate Student Project |
| 5.) Critique ways in which dehumanizing biases may be reflected in instructional materials. | - DOE 24:16:07:01 (3)(7)  
- SOE 1, 2, 4, 6 & 10  
- CACREP 11.J.8 | a.) Writing assignments  
b.) Supplemental discussion boards and videos  
c.) Graduate Student Project |
| 6.) Apply concepts of human diversity to improve multiple perspectives within the global community. | - DOE 24:16:07:01 (3)(7)  
- SOE 1, 2, 4, 6 & 10  
- CACREP 11.A.2 | a.) Writing assignments  
b.) Supplemental discussion boards and videos  
c.) Graduate Student Project |
| 7.) Analyze new knowledge, generate | - DOE 24:16:07:01 | a.) Writing assignments |
alternatives, challenge the past, and open up to the future as they make reflective decisions.

(1)(3)(6)(7)
- SOE 1, 2, 4, 6 & 10
- CACREP 11.J.3
- CACREP 11.H

b.) Supplemental discussion boards and videos
c.) Graduate Student Project

- DOE 24:16:07:01
(1)(6)(7)
- SOE 1, 2, 4, 6 & 10
- CACREP 11.J.2

This course is designed:

- To help each student look at their own bias and prejudice as it pertains to racism and sexism in a pluralistic society.
- To help students realize their own bias and prejudice can interfere with their chosen profession.
- To help students realize that communication style makes a difference in working with other individuals or groups in a pluralistic society.
- To help students gain a positive attitude toward all members of a pluralistic society and to help them with human relations skills and techniques which will provide favorable experiences for their students/clients/coworkers.
- To help students gain an appreciation for the values, lifestyles, contributions, and history of a pluralistic society so that it can be translated into a respect for human dignity and individual rights.

V. Evaluation and Grade Assignment:

All writing assignments are to be posted/submitted through D2L on specified times. Late work will not be accepted. Make-up work is not available. Writing assignments should comply with APA style when be written in Microsoft Word 2003 or later. Papers MUST be submitted as in a format compatible with Turnitin (Word: DOC or DOCX; OpenOffice: ODT; Other: RTF, TXT, PDF, WPS) via the course Dropbox—not through course mail. Feedback and grades will be available in the GradeMark feature of the Dropbox within 72 hours after the due date, unless otherwise stated.

1.) Introduction board post (0 points): Please make introduction post by the end of Sunday the first week of class. Students do not need to respond to peers on the introduction post.

2.) Discussion board assignment one (10 points): Students will be assigned to groups. The first post needs to occur by Wednesday 11:59 p.m. and then respond to peers by Sunday at 11:59 p.m. (first week of class). See course schedule.

3.) Discussion board assignment two (10 points): Students will be assigned to groups. The first post needs to occur by Wednesday 11:59 p.m. and then respond to peers by Sunday at 11:59 p.m. (second week of class). See course schedule.

4.) EDFN 575 Graduate Project: Multicultural Action Plan (50 points)
This plan is designed to help you analyze and apply cultural knowledge, increase sensitivity to culturally diverse people, and become a more culturally effective professional. You will participate in an immersion/interaction experience where you are the minority. (Experience must be approved by instructor) After the MAP experience the student will write a 5-6 page reaction paper. The paper should follow APA style and include the following sections with appropriate headings. Review with instructor possible projects.
1. Reason for selecting experience
2. Description of the experience
3. Insights gained about the cultural group using research if applicable.
4. Implications for future understanding of human relations.

Grading for this paper is based on the following:
5.) **Writing Assignment 1 - Diversity and Culture (50 points)** This is an assignment demonstrating your knowledge and understanding of cultural, historical, social, religious, and linguistic differences. The paper must be 2000-2500 words (approximately 6 pages, not including title, abstract, or reference pages) adhering to APA style. Students must first choose two minority groups from the text or class modules to compare and contrast. In this paper each student must discuss elements of each culture, compare and contrast the differences and similarities between the two cultures, and identify how these individuals may interact with the dominant group (Caucasian).

The following points need to be addressed:

1. Discuss elements of each culture including but not limited to: influential historical events, past and current cultural, social relations, religious traditions, and linguistic aspects of both cultural groups selected.
2. Compare and contrast the two cultural groups by analyzing commonalities and differences between the groups in regards to cultural traditions, social relations, religious traditions, and linguistic differences.
3. Reflect on the implications of the cultural aspects by indicating how they may influence the way individuals from two selected minority groups may interact in your chosen professional setting.
4. Describe the difficulties that the dominant group (Caucasian) may have in interacting with each group identified including prejudices, biases and existing stereotypes (both negative and positive).
5. A minimum of five outside empirical resources are required for this paper (journal articles, textbooks, etc). These should be appropriately cited using in-text and in a reference page adhering to APA style.
6. An abstract must be provided after the title page. The abstract is descriptive in nature focusing on concise, but highly polished review of your paper. It would include statements about the following: importance or your work, the scope of your work or what you are trying to solve, how you approached the problem or review of it, and then any conclusion discovered from your work.
7. The student must submit a draft of this writing assignment for instructor feedback by the date indicated in D2L. The draft should be complete and follow all assignment guidelines so the instructor can give helpful feedback for students to implement to the final draft. After the first draft is submitted on the deadline, the draft will be returned to the student for corrections to enhance the final submission of this assignment. This process will strengthen the student’s writing abilities before final submission and for future writing assignment submissions.

**APA style writing assistance can be found in D2L**

**Submit this project through D2L dropbox (due date noted in dropbox and calendar) after which point the dropbox will close and no longer accept submissions.**

Grading for this paper is based on the following: (Detailed rubric available in D2L)

- Completion of assignment tasks- Thoroughness (10 points)
- Depth of responses- Thoughtfulness (20 points)
- Professional Level Quality (20 points)

6.) **Writing Assignment 2 - Social Justice (100 pts)** This is an assignment demonstrating your understanding of social justice and the role of world citizens in creating a socially just world. This
paper must be 3000-3500 words (approximately 10 pages, not including title, abstract, or reference pages) adhering to APA style. This is a research paper that requires the student to thoroughly examine the theory of social justice and the role that they play in creating a socially just world.

The following points need to be addressed:

1. Clearly define social justice. Discuss the various elements of social justice such as practices, behaviors, attitudes, and beliefs that are displayed that symbolize social justice.
2. Describe five specific events/political issues/ economic issues/ religious issues/ educational issues that occur within the United States that display stagnation in movement toward a more socially just world. Be sure to identify the particular cultural group (s) that is directly impacted by these.
3. Describe how you have personally been impacted by social justice movements. Be sure to describe a)- how you first became aware of social justice, b)- a time in your life when you witnessed social justice not occurring and how it impacted you as well as those around you and c)- a time when you witnessed social justice occurring and how that impacted you as well as those around you.
4. Apply what you have learned about social justice to your future professional role (i.e. teacher, speech pathologist, coach, counselor etc). Identify a minimum of 8 specific things you can personally do in your profession and life to ensure social justice.
5. Synthesize what has been learned throughout the assignment by applying the information to a broader (world) context. Identify areas outside of the US that has both stronger social justice policies and weaker social justice policies then discuss the role of world citizens in creating a socially just world. Finally, describe how the movement toward social justice can benefit individuals you will work with in the future.
6. An abstract must be provided after the title page. The abstract is descriptive in nature focusing on concise, but highly polished review of your paper. It would include statements about the following: importance or your work, the scope of your work or what you are trying to solve, how you approached the problem or review of it, and then any conclusion discovered from your work.
7. A minimum of five outside empirical resources are required for this paper (journal articles, textbooks, etc). These should be appropriately cited using in-text and in a reference page adhering to APA style.

**APA style writing assistance can be found in D2L**

**Submit this project through D2L dropbox (due date noted in dropbox and calendar) after which the dropbox will close and no longer accept submissions.**

Grading for this paper is based on the following: (Detailed rubric available in D2L under course documents)

- Completion of assignment tasks- Thoroughness (20 points)
- Depth of responses- Thoughtfulness (40 points)
- Professional Level Quality (40 points)

All writing assignments will meet the following student learning outcomes:

1. Students will complete formal writing assignments that entail research drawing from sources that are documented using a recognized style such as APA, Chicago, MLA, a journal-specific style, etc.,
2. Students will be able to critique the validity and effectiveness of arguments presented by others in the field,
3. Students will use a planning/drafting/revising process that incorporates self-assessment and/or peer review and includes instructor feedback, and
4. Students will write using standard American English, including correct punctuation, grammar, and sentence structure.

Grading Scale

The breakdown for the percentage of your grade accounted for by each task is as follows:

**Grade Assignment Percentages**

<table>
<thead>
<tr>
<th>Percentage Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
</tr>
<tr>
<td>80 - 89</td>
<td>B</td>
</tr>
<tr>
<td>70 - 79</td>
<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
</tbody>
</table>

Understand that it will take the instructor approximately 48-72 hours to complete grading of assignments and provide written feedback turned into the “dropbox” feature in D2L. A grading rubric is provided in D2L for all assignments.

All grading will be available through the D2L link “Grades”

VI. Course Schedule and Policy:

A. Reading Assignments

In a quick synopsis of what to expect from participating in this class, I have established the following basic outcomes and reading assignments for each student:

1. To point out and/or identify commonalities and differences that separate people in the socialization process.
2. To demonstrate that there is as much diversity within groups as there is between groups.
3. To allow you to see that oppression and prejudices are not inborn ways of thinking, but rather learned behavior.

B. Class Policies

Attendance

Since this is an online course there are no class attendance requirements. However, the instructor does monitor student activity online, subsequently, the instructor reserves the right to reduce the final grade if there is lack of activity.

Informed Participation

Participants will be prepared to communicate with the instructor if there are questions about the material. Participation assumes that the learner has read the material.

Course Requirements

Participants will satisfactorily complete all course requirements. My policy is that assignments will be turned in by the date listed in D2L. The following guidelines also apply:

1.) Late Assignments. Late work will not be accepted.
2.) Make-up work. Under special circumstance and with prior approval from the instructor, make-up tests and work is possible. When considering such requests, the instructor may require appropriate documentation, e.g., a physician’s note. All make-up tests and work will be completed within one week of approval. Make-up work, when approved, may be subject to a grade reduction.
3.) **Writing Assignments.** Written assignments will follow the general guidelines for written English and will comply with APA style when appropriate (other professional styles can be used if appropriate for student’s degree program). If problems with writing or communication style interfere with effective communication of your ideas, you will rewrite or redo the paper or presentation to receive credit for the assignment. Assignments must comply with general guidelines for written English and will follow APA guidelines when appropriate. If problems with grammar or style interfere with effective communication of your ideas, you rewrite the paper to receive credit for the assignment. If you hold yourself to professional standards, you will receive credit for assignments without the necessity for rewrites. You may find the following writing resources useful:

- **Book:** *The Elements of Style,* by Strunk and White. (Available in USD bookstore)
- **Web Page:** Guide to Grammar and Writing, at [http://ccc.commnet.edu/grammar/](http://ccc.commnet.edu/grammar/)
- **The Writing Center:** Tutoring and coursework available through the English Department located in Dakota Hall and/or ID Weeks library.

### Academic Honesty

As stated in the Student Code of Conduct (USD Student Handbook 2006-07. Available online at [http://www.usd.edu/studentserv/Student_Handbook_06-07.pdf](http://www.usd.edu/studentserv/Student_Handbook_06-07.pdf)), the integrity of the University community is contingent upon fulfillment of a trust—that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. The current handbook defines academic dishonesty in this way:

1. Cheating, which is defined as, but not limited to the following: a. use or giving of any unauthorized assistance in taking quizzes, tests, or examination; b. use of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; or c. acquisition, without permission, of tests or other academic material belonging to a member of the institutional faculty or staff.

2. Plagiarism, which is defined as, but is not limited to, the following: a. the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment consistent with accepted practices of the discipline; b. the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. (p. 47)

Therefore, **no credit can be given for a dishonest assignment.** At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

- 1.) Given a zero for that assignment.
- 2.) Allowed to rewrite and resubmit the assignment for credit.
- 3.) Assigned a reduced grade for the course.
- 4.) Dropped from the course.
- 5.) Failed in the course.

Furthermore, violation of the University Academic Honesty Policy could result in the University taking disciplinary action including expulsion from school (see USD Student Handbook 2006-07).

### Faculty and Student Program Responsibilities

The University of South Dakota’s Counselor Education Program is charged with the task of preparing professional counselors and service professionals in a variety of settings and to assume positions of leadership in the field. To meet these responsibilities, faculty must evaluate students based on their academic, professional, and personal qualities. The University of South Dakota’s Counselor Education Program seeks to promote a learning community where students can develop professionally. We do this by providing an environment in which students’ rights and responsibilities are respected and by respecting the dignity and worth of each student.

A student’s progress in the program may, however, be interrupted for failing to comply with academic standards or if a student’s interpersonal or emotional status interferes with education/training-related requirements for self or others. For example, to ensure proper clinical training and client care, a counselor-in-training must abide by relevant ethical codes and demonstrate professional knowledge, technical and personal skills, professional attitudes, and professional character. These factors are evaluated based on one’s academic performance and
one’s ability to convey warmth, genuineness, respect, and empathy in interactions with clients, classmates, staff, and faculty. Students should demonstrate the ability to accept and integrate feedback, be aware of their impact on others, accept personal responsibility, and be able to express feelings appropriately.

- **Special Needs and Student with Disabilities**

  The University of South Dakota recognizes its responsibility to create an institutional climate where students with disabilities can thrive. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Dr. Elaine Pearson, Director of the Office of Disability Services, (Service Center 119; 677-6389) as early as possible in the semester. Before a student receives special services (e.g., extended exam time), the instructor must receive official verification through the Office of Disability Service.

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**TENTATIVE CALENDAR**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>COURSE OVERVIEW</td>
<td>Syllabus and D2L review</td>
</tr>
<tr>
<td>June 12-18</td>
<td>GETTING TO KNOW EACH OTHER</td>
<td>Review Videos and other links for performance</td>
</tr>
<tr>
<td></td>
<td><em>Diversity in the United States</em></td>
<td>Read Chapters 1 and 2</td>
</tr>
<tr>
<td></td>
<td><em>Assimilation and Pluralism</em></td>
<td>Introduction post due by Sunday at 11:59 p.m.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discussion board one: initial post by Wednesday at 11:59 pm and post back to peers by Sunday at 11:59 pm</td>
</tr>
<tr>
<td>Module 2</td>
<td><em>Prejudice and Discrimination</em></td>
<td>Read: Chapters 3, 4, and 5</td>
</tr>
<tr>
<td>June 19-25</td>
<td><em>Dominant Minority Group Relations</em></td>
<td>Submit Writing Assignment 1 Draft Through the dropbox on D2L by Friday at 11:59 pm</td>
</tr>
<tr>
<td></td>
<td><em>Industrialization and Dominant-Minority Relations</em></td>
<td>Discussion board two: initial post by Wednesday at 11:59 pm and post back to peers by Sunday at 11:59 pm</td>
</tr>
<tr>
<td>Module 3</td>
<td><em>African Americans</em></td>
<td>Read: Chapters 6-9</td>
</tr>
<tr>
<td>June 26-July 2</td>
<td><em>Native Americans</em></td>
<td>Submit Writing Assignment 1 through the dropbox D2L on Friday at 11:59 pm.</td>
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<tr>
<td></td>
<td><em>Hispanic Americans</em></td>
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<td></td>
<td><em>Asian Americans</em></td>
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<tr>
<td>Module 4</td>
<td><em>New Americans</em></td>
<td>Read: Chapters 10-14</td>
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<tr>
<td>July 3-7</td>
<td><em>Gender</em></td>
<td>Submit Writing Assignment 2 through the dropbox on D2L by Friday at 11:59 pm.</td>
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<tr>
<td></td>
<td><em>Lesbian, gay, and bisexual Americans</em></td>
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<tr>
<td></td>
<td><em>Dominant-Minority Relations in Cross-National Perspective</em></td>
<td>Submit graduate project through dropbox on D2L by Friday at 11:59 pm.</td>
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</table>