

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste **current** course information from [Class Search/Course Catalog](#).

College/School	College of Integrative Sciences and Arts	Department	Counseling and Counseling Psychology
Prefix	CAP Number	220	Title
		Exploring Cultural Diversity in Counseling	
		Units:	<u>3</u>

Is this a cross-listed course? No If yes, please identify course(s) _____

Is this a shared course? No If so, list all academic units offering this course _____

*Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of **each** department that offers the course is required for **each** designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.*

Is this a permanent numbered course with topics? No

If yes, all topics under this permanent numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines.

Chair/Director Initials
N/A
(Required)

Course description: Describes current theory and research on diversity in race, culture, ethnicity, gender, sexual orientation and other related aspects through the lens of counseling psychology.

Requested designation: Cultural Diversity in the United States - C **Mandatory Review:** No

*Note- a **separate** proposal is required for each designation.*

Eligibility:

Permanent numbered courses must have completed the university's review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2016 Effective Date: October 1, 2015

For Spring 2017 Effective Date: March 10, 2016

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

- Complete and attach the appropriate checklist
- [Cultural Diversity in the United States courses \(C\)](#)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation(s) being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

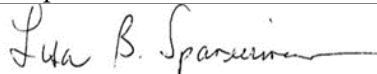
It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

Name Devina Wadhera E-mail dbajaj@asu.edu Phone 480-273-0179

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): Lisa Spanierman Date: 3/10/17

Chair/Director (Signature): 

Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA		
CULTURAL DIVERSITY IN THE UNITED STATES		
YES	NO	Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:
<input type="checkbox"/>	<input checked="" type="checkbox"/>	a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States. *Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc. **Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.

Course Prefix	Number	Title	General Studies Designation
CAP	220	Exploring Cultural Diversity in Counseling	C

Explain in detail which student activities correspond to the **specific** designation criteria.
Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example -See 2b. Compares 2 U.S. cultures	Example -Compares Latino & African American Music	Example -See Syllabus Pg. 5
1. The course addresses cultural diversity in contemporary U.S. society from the perspective of counseling	The main objective of this course is to enhance understanding of current theories and research on culture, race/ethnicity, gender, and other specific aspects of cultural diversity from the perspective of counseling. Across the semester, students will explore themes, theories, topics, and research within cultural psychology, cross-cultural psychology, and minority psychology. The first half of the course addresses systemic issues and key concepts such as prejudice, discrimination, power, privilege, and oppression. The second half of the course provides an overview about diversity issues related to specific social group identities.	Through course readings, lectures, and exams students will understand and appreciate cultural diversity in the U.S. from a counseling perspective. There are several ways in which this criteris are met: 1. Syllabus pages 5-6. The course readings are designed to enhance knowledge about cultural diversity. Specifically, students will learn about diversity in various forms (racial/ethnic groups, appearance, class, gender, religion, physical ability, and language). In addition, students will also learn about the various issues related to cultural diversity including prejudice, discrimination, racism, sexism, and others. 2. Page 4 of syllabus. The "current event paper" is designed to help students view real events in the cultural diversity context. Students are expected to identify a news event that relates to a cultural diversity topic/issue and write a commentary on the story. 3. Page 4 of syllabus. The "ethnographic interview" paper is designed to enhance knowledge and awareness about

		<p>a cultural or ethnic group by asking students to interview a person from another cultural background on various topics. Students are encouraged to design their own questions to further their knowledge about the interviewees' represented cultural group.</p>
<p>2b. The course will provide an overview of different U.S. cultures</p>	<p>Eight class meeting times will compare and contrast different aspects of U.S. cultural diversity - including sections on language, appearance, class, race/ethnicity, gender, sexual orientation, religious, and ability diversity.</p>	<p>Through course readings, lectures, and exams students will understand and appreciate cultural diversity in the U.S. from a counseling perspective. There are several ways in which this criteria are met:</p> <ol style="list-style-type: none"> 1. Syllabus pages 5-6. The course readings are designed to enhance knowledge about cultural diversity. Specifically, students will learn about diversity in various forms (racial/ethnic groups, appearance, class, gender, religion, physical ability, and language). In addition, students will also learn about the various issues related to cultural diversity including prejudice, discrimination, racism, sexism, and others. 2. Page 4 of syllabus. The "ethnographic interview" paper is designed to enhance knowledge and awareness about a cultural or ethnic group by asking students to interview a person from another cultural background on various topics. Students are encouraged to design their own questions to further their knowledge about the individual's represented cultural group.
<p>2c. The course focuses on exploring issues of cultural diversity in counseling</p>	<p>Course learning outcomes include to "identify the ways in which cultural diversity and sociocultural contexts influence psychological processes" as well as to "integrate the role of cultural diversity into counseling"</p>	<p>Through course readings, lectures, videos, and exams students will understand and appreciate cultural diversity in the U.S. from a counseling perspective. Specifically, students will learn about cultural diversity to enhance their counseling skills and competencies. These criteria are met in several ways:</p> <ol style="list-style-type: none"> a. Pages 5-6 of syllabus. The

		<p>course readings are designed to enhance knowledge about cultural diversity and diversity issues as they relate to the counseling psychology field. Specifically, students will learn about diversity in various forms (racial/ethnic groups, appearance, class, gender, religion, physical ability, and language). Enhancing knowledge of diversity can develop and/or improve the quality of client-counselor relationships by developing the counselors' cross-cultural communication skills and designing more effective therapies. Knowledge of cultural diversity can also increase appreciation and awareness of successful and unsuccessful interactions from the client-counselor perspective.</p> <p>2. Page 4 of syllabus. The "ethnographic interview" paper is designed to enhance knowledge and awareness about a cultural or ethnic group by asking students to interview a person from another cultural background on various topics. Students are encouraged to design their own questions to further their knowledge about the individual's represented cultural group.</p>
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COURSE SYLLABUS**CAP 220 Exploring Cultural Diversity in Counseling (3 Credits)****Semester and Year****Section Number and Time**** This syllabus and schedule are open to revision **

Instructor: *****

Office: *****

Office hours: *****

Email: *****

Phone: *****

Course Information

This course is offered by the College of Integrative Sciences and Arts. For more information about the school, please visit our website: <http://cisa.asu.edu>. If you have questions or concerns, please contact the instructor or send your inquiry to cisa@asu.edu.

Prerequisites

This class is open to undergraduates who have completed CAP 120 Introduction to Counseling.

Description and Objectives

In this course, we will consider current theories and research on culture, race/ethnicity, gender, and other specific aspects of cultural diversity from the perspective of counseling. Across the semester, we will explore themes, theories, topics, and research within cultural psychology, cross-cultural psychology, and minority psychology.

Learning Outcomes

Through weekly lectures, assigned readings, and exams you will be able to:

- 1) Comprehend the historical and theoretical foundations of a number of contemporary contexts related to diversity in gender, race, socioeconomic status, religion, language, appearance, and disability.
- 2) Understand cultural diversity both within and outside of the United States.
- 3) Identify the ways in which cultural diversity and sociocultural contexts influence psychological processes.
- 4) Summarize empirical methods used to study cultural diversity
- 5) Integrate the role of cultural diversity into counseling.
- 6) Interpret personal experiences based on issues of culture.

Required Materials

Notes: Additional **required** readings (e.g., scientific articles, news articles, and/or handouts) will also be posted on the class website.

Class Website

Essential course materials are available on a Blackboard website accessible through My ASU. It is your responsibility to be proficient in using Blackboard and its required processes. Students need to be proactive in ensuring they are skilled in Blackboard's processes in order to complete all assignments on time. Technology excuses for late or incomplete assignments will not be accepted. **You will be responsible for checking Blackboard daily.** If you have any questions about how to use Blackboard you can go to <https://asu.secure.force.com/kb/articles/FAQ/Blackboard-Help-for-Students> or contact staff at myasu-q@asu.edu or (480) 965-6500, bbhelp@is.asu.edu or (480) 965-6739 or dlt-tech@asu.edu or (480) 965-6922.

Policies

Student Conduct: You are expected to listen to and interact with each other in a respectful manner. Students in this class are diverse; they will have different values, beliefs, and opinions. Students are expected to maintain open minds to the differences among themselves. Students may argue with others who hold opinions different from their own, but must maintain respect for all students at all times.

Academic Integrity: Students are to submit original work in accordance with ASU's policy on academic integrity (<http://provost.asu.edu/academicintegrity>). **Any act of cheating or plagiarism can be grounds for receiving an "XE" as a grade on your transcript.** Self-plagiarism is subject to sanctions as well as copying another person's words, ideas, or materials without proper citation. Students are responsible for submitting original work for every assignment. Self-plagiarism falls under the umbrella of plagiarism per University Academic Integrity policies and is not taken lightly in this course or at this university. Depending on the severity of the offense, consequences may include receiving a zero, reporting offense to the University, or receiving an "XE" in the course.

Title IX: Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity. Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited. An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university. If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://eoss.asu.edu/wellness/sexualassault>.

Threatening Situations: All incidents and allegations of violent or threatening conduct by an ASU student must be reported to the ASU Police Department and the Office of the Dean of Students.

Disability Accommodations: Students who desire accommodations for a disability should contact (Disability Resource Center) DRC as early as possible (i.e., before the beginning of the semester) to ensure appropriate accommodations can be provided. It is the student's responsibility to contact the DRC and inform the instructor. Please visit ASU's disability resource center website for more information <http://www.asu.edu/studentaffairs/ed/drc/>.

Attendance, Participation & Grades: Attendance is mandatory. Your participation is an integral part of what you learn; you cannot participate if you are not in class. It is expected that all students will participate and invest in class activities and discussion. If you have an instructor-approved excused absence and have made prior arrangements, it is your responsibility to talk with the instructor about an assignment that may earn you those points you missed that day (this may not be possible in all cases).

- You can earn 2 points for each class session. If you choose not to attend a class period you will not be eligible for those points. Engaging in thoughtful discussion and participating in class activities is a very important part of learning in this course. Inappropriate use of **cell phones** or **laptops** or reading other materials during class will be considered not participating, and you will lose participation points. Arriving late or leaving early will result in point deductions.
- **Accommodation for religious practices:** If you must miss class for religious practices, please let me know at least 48 hours in advance.
- **Accommodation for university- sanctioned activities:** If you must miss class for university- sanctioned activities, please let me know at least 48 hours in advance.

Late Assignments: Unless otherwise documented on the website, assignments are due in class. In the **UNLIKELY** event that you are unable to complete the assignments on time due to a legitimate, verifiable, and documented excuse, you must let me know at least one class period before the due date in order for an extension to be considered. An assignment that is turned in after class on the due date will be penalized 25% of the total points earned. If the assignment is not turned in by the end of the following class period, 50% will be deducted from the total points earned. **No assignments will be accepted after 48 hours from the due date.** Technology failure is no excuse for turning in late work. There are open access computer centers on campus for your use in case something happens to your home computer. Also, saving your work often, having backups, and saving assignment upload receipts sent by Blackboard, are all methods of avoiding technology issues.

Grades: As a student it is your responsibility to track your grade on Blackboard and to contact the instructor within 48 hours from when it appears, if there is an inconsistency. If you do not receive a response from the instructor within 48 hours, you can assume I did not receive your email and should send it again.

Point Distribution		
1	Current event paper	20 points
2	Ethnographic interview paper	60 points
3	Color of fear reflection paper	10 points
4	Exam 1	50 points
5	Exam 2	50 points
6	Exam 3	55 points
7	Class Participation/Attendance/Assignments	30 points
	Total Points	275 points

Course Grading System: Grades will be determined by the percentage you accumulate out of the total possible points:

97-100 = A+	93-96 = A	90-92 = A-	
87-89 = B+	83-86 = B	80-82 = B-	
77-79 = C+	70-76 = C	60-69 = D	59 & below = F

Assignments and Exams

Current Event Paper: Find one current event news article from newspapers, magazines, or legitimate online news source (2015-present) relating to one of the topics from the class. Articles that have been discussed/presented by the instructor are not acceptable. Include a 1-2 page discussion of the article and comment on how the news story illustrates at least one specific theme of the course. You must turn in both the article and your typed summary to be eligible to receive the full point. If you are unsure of its relevance, get instructor approval *before* completing the assignment.

Ethnographic Interview Paper: For the ethnographic interview you will interview a person who is culturally different from you (e.g., race/ethnic background). You will need to conduct your interview in a specific format. You will have to prepare a set of questions prior to meeting with your interviewee. During the interview, you will keep notes, which will help you write the 6-7 page paper about your ethnographic experience (double-spaced, size 12, Times New Roman font, 1 inch page margins). The instructor reserves the right to request copies of your notes. More information about the paper will be provided during class, including the specific grading criterion that will be used to evaluate your paper. In addition, more information can be found on the website under assignments.

Color of Fear: Following the viewing of the *Color of Fear*, write a 1-2 page reflection describing your reaction to the film and how it helped you to understand or relate to topics covered in the course.

Examinations:

- **Exam Content:** There will be three exams (50-55 multiple-choice questions each, with the exception of Makeup Exams which include multiple-choice *and* short-answer/essay questions). Each exam will include material covered up to the date of that exam, including readings, lectures, discussion, and videos. Although a majority of questions for each exam will focus on material covered in the section immediately preceding that exam, the material in this course is meant to be integrative, and many exam questions will focus on integration and review, particularly in the case of the third exam. Although lecture outlines will be available on the website, relying on the outlines without taking your own notes in class will not be sufficient to do well on the exams. Hence, attend lectures regularly and try to take good notes.
 - **Missed Exams.** There are few acceptable reasons for missing an exam. Make-up exams are allowed only for those who provide *verifiable* documentation, obtain permission from the instructor 24 hours IN ADVANCE of the test, and have one of the following: Significant illness documented by a letter from a physician; an extremely serious family problem (e.g., death of a family member), or another very serious impediment (e.g., delivery of a baby, National Guard call-up, etc.). Students

who miss an exam without satisfying these conditions will receive a ZERO for that exam. Arrangements to take a missed exam **MUST** be made within **ONE WEEK** of the exam date. Make-up exams differ from the original exam and include a number of short- answer/essay questions. It is possible for the make-up exam to include more difficult items.

- **Exam Grading.** Any questions you may have about the grading of your exam **MUST** be brought to the instructor within one week of reviewing your graded exam. Since you will not be allowed to take the test booklets out of the classroom, you will need to make an appointment with the TA if you would like to go over your test results again.

Course Schedule

Week	Topic	Readings
1	Syllabus & Welcome Video: “Skin Deep: The Science of Race”.	Syllabus Review Class website
2	Culture and Health (Physical & Mental) Culture and Treatment	Matsumoto, D. & Juang, L. (2013). Culture and Psychology (Chapters 7-9). Available on BB
3	Prejudice, Stereotypes, Racism, and Discrimination Coping with Racism and Discrimination	Chapters 3-4
4	Structural inequality: Social construction of difference Theoretical & Conceptual foundations	Chapters 5-6
5	Symbolic racism, history, and reality Ideology and legitimization of inequality Possessive investment in Whiteness	Chapters 8-10
6	EXAM 1 (Covers Weeks 1-5)	
	Video: The color of fear and discussion Developing cross-cultural communication skills	Chapters 10-12
7	Powers, privilege, Oppression, and Roles of Oppression	Chapters 13-14; Goodman, D.J., (2001), “About Privileged Groups”, Promoting Diversity and Social Justice: Educating People from Privileged Groups, New York: Sage Publications available on BB
8	Language Diversity	Chapters 15-17; Gollnick, D.M. & Chinn, P.C. (2002). “Language”, Multicultural Education in a Pluralistic Society, sixth ed., Merrill Prentice-Hall, Columbus Ohio

		Macedo, Donaldo, (2000). “The Colonialism of the English Only Movement”, Educational Researcher, 29, 15.
9	Appearance Diversity	Dispelling Common Myths about Fat Persons”, http://naafa.org/documents/brochures/myths.html “My Jewish Nose”, pp. 62-67, Lisa Jervis, 1998, Adios, Barbie: Young Women Write about Body Image and Identity, ed. Ophira Edut. Reading on BB
10	Class Diversity	Chapters 23, 24, 25, 32, 34
11	EXAM 2 (Covers Weeks 7-11)	
	Race and Ethnic Diversity	Chapters 7-8 (pp 68-73) Chapter 12 (pp 98-100)
12	Gender Diversity ***Color of fear reflection paper due in class***	Chapters 60-63; 93-94
13	Sexual Orientation Diversity	Chapters 71-74, 78-79 Christian Love and Heterosexism”, Cornel West, pp. 401-414, (1999) The Cornel West Reader, NY: Basic Books. Reading available on BB
14	Religious Diversity ***Ethnographic interview paper due in class***	Chapters 35-37; 49-52
15	Ability Diversity	Chapters 88-89
16	Alliance and Community Building in a Diverse society	Chapters 92-95
	FINAL EXAM (Covers all course material)	

All content of the lectures, including the written materials distributed in class, are under copyright protection.

Additional Polytechnic Campus Support Resources

Students are encouraged to take advantage of the following resources during this course and throughout their time at ASU.

Career Services: Academic Center Building (CNTR); Suite 110; (480)965-2350;
<https://eoss.asu.edu/cs>

Writing Center: Academic Center Building, Room 160; (480) 727-1452;
<https://tutoring.asu.edu/writing-centers>

ASU Counseling Services: Academic Center Building Suite 92; (480) 727-1255
<https://eoss.asu.edu/counseling>

ASU Police Department: 480-727-3456 <https://cfo.asu.edu/police>

International Student Success Resources:
<https://students.asu.edu/international/support/academic>