

THE UNIVERSITY OF GEORGIA

ECHD 3010: DIVERSITY ISSUES IN COUNSELING AND HUMAN DEVELOPMENT

FALL SEMESTER 2004

Time: Tuesday & Thursday 2:00 to 3:15pm

Instructor: Noelle Savatta, M.A.

E-Mail: nsavatta@uga.edu

Office Hours: By appointment

Required Textbook & Readings:

Axelson, J.A (1999). *Counseling and Development in a Multicultural Society*. Pacific Grove, CA: Brooks/Cole Publishing Company.

McGrath, P. & Axelson, J.A (1999). *Assessing Awareness and Developing Knowledge. Foundations for Skill in a Multicultural Society*. Pacific Grove, CA: Brooks/Cole Publishing Company.

In addition articles will be assigned throughout the semester. These will be available at the Curriculum Materials Center, 207 Aderhold Hall.

Course Description:

This course is designed to enhance students' understanding of cultural-racial factors and to explore the psychological and sociological contexts of diversity. Students will be introduced to theoretical constructs such as worldview and identity development in order to increase awareness of the relevance of multicultural issues in psychological practice and research. Topics will be explored both intellectually and personally in order to develop a comprehensive understanding of diversity issues in counseling and human development.

Course Objectives:

1. To discuss the relevance of diversity from an individual, group, and global perspective.
2. To explain the theoretical and practical models pertaining to diversity issues in counseling and human development.
3. To become familiar with research related to racial-cultural issues.
4. To utilize critical thinking skills.
5. To expand awareness of contemporary racial-cultural issues.
6. To increase self-awareness around diversity issues.

Course Format:

The syllabus provides an overview of the topics to be addressed this semester. *Adjustments may be necessary in order to accommodate student interests.* The course includes didactic content, experiential elements and personal reflection. It will be facilitated in a manner to provide a safe, open environment for students to participate in class discussions, explore class material, and address issues or concerns in a group setting. Group discussion and active participation are essential to meeting the objectives of the course. Students are expected to be respectful and open to diverse views in this collective learning environment. In addition students are expected to engage in honest self-evaluation.

Course Requirements:Class Participation:

Class participation is essential in order to fulfill the requirements and objectives of the course. Participation will be assessed by your successful completion of weekly readings and assignments, asking questions, and participating in productive and thoughtful dialogue during class. Please note that attendance and punctuality are fundamental aspects of participation. (25 points)

Weekly Journal:

Journals will be used to record your thoughts, questions, ideas, etc. to readings, assignments and class activities. Be sure to integrate your writing with experiences and insight that have furthered your understanding of gender issues. Your journal should not be a summary of your work in or outside of class. Instead it should be a critical commentary from your active reflection and reaction to your involvement during the semester. Each journal reaction should be typed and 1-2 pages in length. A hard copy of your journal is due every Tuesday at the beginning of class (no emails please). (25 points)

Self-study:

This paper is your opportunity to explore your own development, both personally and professionally. It should include 1) a brief biography; 2) a discussion of the major events/influences in your life and how they have shaped your understanding of yourself and the world around you; and 3) an application of diversity issues as discussed in class to your personal and professional life. The paper should be APA format, 6 pages typed and double-spaced with correct grammar and punctuation. (25 points)

The due date for the self-study is December 9.

Presentation:

Each student will be assigned to a group of 2-3 people to present a critical analysis of the role the media plays in the representation of race, gender, class or other aspect of diversity as discussed in class. Your group should utilize information from commercials, sitcoms, music videos, movies, or other form of media in order to provide an analysis of the media portrayal of diverse groups of

people. Your group is required to submit an outline of your presentation at least one week prior to the date of the presentation. (25 points)

Presentations will begin November 2.

Grading:

A = 90 - 100 points

B = 80 - 89 points

C = 70 - 79 points

D = 60 - 69 points

F = 59 points and below

Academic Honesty:

The University of Georgia policy on Academic Honesty will be followed in this class. It can be found in The University of Georgia Undergraduate Bulletin and the Student Handbook.

Special learning needs:

If you require any academic accommodations due to a disability please see me the first week of classes. To receive accommodations, you must be registered with the Disability Services Office on campus.

CLASS CALENDAR

<u>Thursday, August 19</u>	Introduction to Course
<u>Tuesday, August 24</u>	Defining multiculturalism and diversity
<u>Thursday, August 26</u>	<i>Readings: Text chapter 1</i> <i>Amy L. Reynolds "Embracing Multiculturalism: A Journey of Self-Discovery"</i>
<u>Tuesday, August 31</u>	Worldview
<u>Thursday, September 2</u>	<i>Reading: Text chapter 2</i>
<u>Tuesday, September 7</u>	Diversity and relationships
<u>Thursday, September 9</u>	<i>Reading: Parker, Ninomiya & Cogan "Educating world citizens: toward multinational curriculum development"</i>
<u>Tuesday, September 14</u>	Systems of power, oppression and privilege
<u>Thursday, September 16</u>	<i>Readings: Text chapter 5</i> <i>Peggy McIntosh "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies"</i>

<u>Tuesday, September 21</u>	Race and ethnicity
<u>Thursday, September 23</u>	
<u>Tuesday, September 28</u>	Social class
<u>Thursday, September 30</u>	
<u>Tuesday, October 5</u>	Sexual Orientation
<u>Thursday, October 7</u>	
<u>Tuesday, October 12</u>	Sex and gender
<u>Thursday, October 14</u>	
<u>Tuesday, October 19</u>	Religion and spirituality
<u>Thursday, October 21</u>	
<u>Tuesday, October 26</u>	Models of identity development
<u>Thursday, October 28</u>	Intersection of identities
Fall break no class	
<u>Tuesday, November 2</u>	Presentations
<u>Thursday, November 4</u>	
<u>Tuesday, November 9</u>	Presentations
<u>Thursday, November 11</u>	
<u>Tuesday, November 16</u>	Diversity research
<u>Thursday, November 18</u>	
<u>Tuesday, November 23</u>	Diversity and mental health
<u>Thursday, November 25</u>	
Thanksgiving break no class	
<u>Tuesday, November 30</u>	TBA
<u>Thursday, December 2</u>	
<u>Tuesday, December 7</u>	
No class (Friday schedule)	
<u>Thursday, December 9</u>	Course Wrap-up
Last day of class.....	<i>Self-study due</i>