

## **CPS 3200: Diversity and Human Relations (CRN 87590)**

**Georgia State University – Fall, 2009**

**Dept. of Counseling & Psychological Services (CPS)**

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**Office Hours:** Contact the instructor by email to arrange an individual meeting or conference by telephone.

**Course Prerequisites and Overview:** There are no prerequisites for this course, which was designed to provide an overview of human diversity and relationships, including the roles of both genetic and cultural diversity. The first section of topics gives attention to diversity issues in the past, present and future, identifying positive developments as well as continuing and new challenges. In the remaining three sections, various aspects of human diversity described in terms of social, physical, intellectual and emotional attributes. The course examines human interaction and relations from a multicultural perspective that asks student to look beyond personal experiences and customary ways of thinking.

**Course Objectives:** Upon completion of this course, students will be able to:

- Discuss how human diversity issues impact interpersonal relationships.
- Describe how genetic and environmental factors affect human differences.
- Employ a multicultural perspective for examining human interactions and relationships.
- Explain how employees benefit from being “diversity-wise” and sensitive.
- Review the benefits of diversity education for employers and employees.
- Clarify how rapid changes in technology and medicine have impacted human diversity.
- Discuss how the nation’s and world’s populations have become more diverse yet interdependent.
- Provide examples of human diversity in terms of social, physical, intellectual and emotional aspects.
- Make a case for challenging human rights violations of the past and present as well as those on the horizon.
- Explain the significance of the illusion of race and cite examples.
- Differentiate and discuss socioeconomic status and class.

- Discuss gender identity and issues related to human sexuality.
- Explore the meaning of generation gaps and ways to bridge them.
- Cite examples of how physical appearances vary and affect relationships.
- Describe issues related to gender identity and roles.
- Identify the population variance among leading health indicators.
- Demonstrate an increasing understanding of people with disabilities.
- Distinguish factors that contribute to personal belief systems.
- Identify classic religious belief systems that create diversity.
- Correlate different personality types with various interests and behaviors.

**Required Course Text:** The text is included in the courseware (course software), along with lectures, learning activities and other resources.

Myrick, R.D. & Myrick, L.S. (2007). Diversity and Human Relations. Sarasota, FL: Faulkner Press.

**NOTE:** The courseware can be purchased online only from the publisher [Faulkner Media](#). Use the steps for Ordering & Downloading the courseware from this link <http://www.faulknermedia.com/help/Article.jsp?ID=80>

For a guide to using the course software, click on **Courseware Guide** at <http://www.faulknermedia.com/help/>.

**Supplemental Books and Links:** The following, while not required reading, are recommended as references and resources.

Bucher, R.D. (2000). Diversity consciousness: Opening our minds to people, culture, and opportunities. Upper Saddle River, NJ: Prentice-Hall.  
Council for Global Education <http://www.globaleducation.org>

Fox, S. (2005). Digital Divisions. Washington, D.C: Pew Internet Life Project.  
Howe, N. & Strauss, W. (2000). Millennials Rising: The Next Great Generation. NY: Vintage Books and Random House.

Lewontin, R. (1995). Human Diversity. Barnes & Noble: Scientific American Library Series.

Lynn, R. (2001). Science of Human Diversity. Lanham, MD: University Press of America.

Schwartz, S.E. & Conley, C.A. (2000). Human Diversity: Guide for Understanding. NY: McGraw-Hill.

Smith, T. (2000). Changes in the Generation Gap, 1972-1998. GSS Social Change Report No. 43. University of Chicago, IL: National Opinion Research Center.

Trickett, E. J. & Birman, D. (Eds.) (2004) Human Diversity: Perspectives on People in Context. San Francisco, CA: Jossey-Bass.

University of Maryland—Dictionary of Diversity  
<http://www.inform.umd.edu/EdRes/Topic/Diversity/Reference/divdic.html>

**Professional Journal Articles:** Using the GSU library and the Internet, students can be directed to professional journal articles and websites via hyperlinks.

## **HOW THIS COURSE WORKS: Important Information & Guidelines**

### **Communication**

Email is an essential communication tool for important class information, so make sure your GSU email address is functioning properly. Then, check it often throughout the term for course-related messages.

Students who email the professor regarding a question or concern will be answered as soon as possible. Those who are concerned about not completing an assignment on time are expected to contact the instructor prior to the due date.

On occasion, announcements will be posted in the News & Events section of the courseware main menu and will also appear under News in My Account at the Faulkner Media website.

### **Course Materials**

The courseware product contains the course text and lecture presentations, as well as self-assessments, interactive learning activities, video clips and Internet links. Class announcements, secure online exams and practice questions for each topic are also included. For security purposes, only one student per registered courseware product can access the online exams.

### **Course Structure & Requirements**

There are no class meetings to attend. Students complete assigned readings and lecture presentations in preparation for four online exams. For the most part, you work independently, at the time and place of your choosing and at your own pace. It is strongly recommended that you use the optional practice assessment for each topic in your preparation as well. Using the courseware and the Internet, students will take each exam during its scheduled exam period. Your exam scores will be used to determine your course grade.

## Major Components of the Course Software

When you open the courseware, you will see a menu box in the center of your screen that contains three sections. You must be online to use most of them.

**News & Events**, on the left side of the menu box, shows recent class announcements when you're online.

**Help & Quicklinks**, on the right, provides access to various software resources, as well as resources at the Faulkner website when you're online.

**The 4 Major Components** of the courseware are accessed via the options in the center section of the menu box.

**1) View Online Resources:** The first option takes you to the My Account login page at the Faulkner Media website. At My Account, you can verify your exam scores, read course news announcements and access other resources. You must be online for this option to function.

**2) View Textbook Material (Library):** The second option takes you to the course text readings. This is the first step in learning about each topic and proceeding through the course section by section. There are 14 topical readings organized into four sections. Use the upper left menu tab to select a topic. You can read the text without going online, but you won't be able to access the links to additional important content located on the Internet.

**3) View Presentations:** Selecting this option is the next step in studying a topic. The mini-lectures (with slides and images) for each topic offer additional insights and examples to enhance your understanding. Read the textbook selection about a topic first and then view the related presentation. Experiment with the slide and audio controls at the top of the window to find the settings that work best for you. You do not need to be online for the lecture presentations.

**4) Exercises & Assessments:** The fourth component provides access to the four online exams. In addition, this is where you will find practice tests and interactive games for each topic. Use them to help you study and prepare for exams. You must be online to complete the Exams (Exercises) but not the Practice Assessments.

**Practice Choice Questions:** Select this option from the Assessment menu to access **Practice Tests** for each topic.

**Choice Game:** Select this option to access a game version of the practice tests.

**Online Exercises (Exams):** Select this option when it is time to complete each of the four **Online Exams**.

See the [\*How to Study\*](#) handout to learn more about how to proceed through the course successfully.

### **Practice Assessments (Practice Tests & Choice Games)**

Using the practice activities increases your familiarity with the topics as well as the format and content of potential exam questions. They are highly recommended as a study aid and students are not required to submit their practice scores.

The practice items are based on the readings and lectures and organized by topic. The Practice Tests for a topic consist of 10 questions at a time randomly drawn from a pool of about 35-55 items. Choice Games are timed, have options to make some items easier and consist of as many items as you can answer in the allotted time.

Refer to the [\*Using Practice Assessments\*](#) handout for more information about how to use these valuable resources.

### **Scheduled & Timed Online Exams (also called Exercises on the courseware)**

There are four scheduled online exams, one per section of course material. The items for each student's exam are randomly selected from a large pool of questions, making each exam unique.

#### **Important things to remember:**

An exam must be completed during a single 50-minute sitting.

An exam access code can be used only ONE time.

You must be online with your browser set to accept cookies.

Make sure you enter the access code correctly.

For more information on how to access and take online exams, see the handout [\*Completing Online Exams\*](#).

### **Course Assignments & Schedule**

The course content is accessed via the courseware. It is divided into four sections, covering a total of 14 topics (3-4 per section).

For each TOPIC, students have:

- (1) A textbook assignment to read (View Textbook Material)
- (2) A mini-lecture/slide presentation to listen to and view (View Presentations)
- (3) Practice tests and games for review (Exercises & Assessments)

After each section of topics, students complete an online exam. The following schedule was designed to help you stay on pace and finish the course in a timely manner.

PLEASE NOTE: Exam scores are due at midnight of the last day of each exam period. (Think 11:59:59 PM.) This ensures that your score will be posted to the next day's gradesheet.

If you have a plan from the Office of Disability Services (ODS) that calls for accommodations, please contact me by email concerning this.

### **Fall, 2009: CPS 3200 Schedule**

#### **Section I: The Nature of Human Diversity**

**Read text and view lectures for Topics 1-4**

##### **01. Understanding Human Diversity**

- 02. Valuing Human Diversity
- 03. A Changing Diverse World
- 04. Confronting Problems Related to Diversity

**Exam 1**

**SEP 9-11**

#### **Section II: Social Aspects of Diversity**

**Read text and view lectures for Topics 5-8**

- 05. Race-Ethnicity-Nationalism
- 06. Socioeconomics
- 07. Gender – Sexual Orientation
- 08. Family Differences and Generation Gaps

**Exam 2**

**OCT 7-9**

### Section III: Physical Aspects of Diversity

Read text and view lectures for Topics 9-11

- 09. Physical Appearance
- 10. Physical Health
- 11. Physical Impairments

**Exam 3**

**NOV 4-6**

### Section IV: Intellectual & Emotional Aspects of Diversity

Read text and view lectures for Topics 12-14

- 12. Personal Beliefs- Religions-Politics
- 13. Intellectual & Emotional
- 14. Personality & Personality Disorders

**Exam 4**

**DEC 9-11**

### Other Important Dates

AUG 17	1 <sup>st</sup> Day of Classes	NOV. 24-28	Thanksgiving
Holidays			
SEP 07	Labor Day	DEC. 04	Last Day of Classes

### Evaluation and Grading Criteria

Four online exams are used to determine final grades for the course. Each exam is comprised of 50 items worth two points each. Thus, each exam is worth 100 points and the total for the course is 400 points.

Exam scores are recorded at My Account as number and percentage correct (i.e., 41/50, 82%). The score in this example is worth 82 points. Final grades are based total points, using the following scale (which conforms to GSU policies).

Total Points	(%)	Grade
392-400	(98-100)	A+

370-390	(93-97)	A
358-368	(90-92)	A-
346-356	(87-89)	B+
330-344	(83-86)	B
318-328	(80-82)	B-
306-316	(77-79)	C+
290-304	(73-76)	C
278-288	(70-72)	C-
238-276	(60-69)	D
0-236	(0-59)	F

## My Account at Faulkner Media

As part of the courseware purchase process, you are given a personal account in the Faulkner Media navigation system called My Account. This is where your Courseware Registration # and Serial Key # are recorded.

### Additional resources at My Account include:

**News** -- All the announcements in the News & Events section of the courseware menu are visible here.

**Sessions** – There is a page for each topic that includes objectives, key concepts/terms, things to think about and insights. Students are notified by email when other resources (i.e., syllabus, handouts) are posted here.

**Exercises** -- **This is where you view and verify your exam scores.** If your score is not posted here, it will also be missing from the instructor's online grade book. To resubmit a score, log online, open the courseware and click on Resubmitting Assignments Help & Quicklinks on the main menu. Students are advised to keep a personal record of their exam scores as well.

**Practice** -- If you choose to submit your practice test scores, they will be posted here. This is not required.

Videos -- Disregard this item as any videos for this course are linked to the text readings on the courseware.

To access your My Account page, go to [www.faulknermedia.com](http://www.faulknermedia.com) or <http://myaccount.faulknermedia.com/> and log in with your Faulkner Media username and password.

## Attendance

This course is fully online, with no on-campus meetings. However, it is possible, if needed, to monitor the amount of time that individual students spend interacting with course readings, lectures and other resources.

### **Make-up Exams and Other Work**

Make-up exams may be arranged at the professor's discretion. There are no extra credit assignments. Your final grade will be based on accumulated points from the four exams. All exams must be completed within the semester.

## **Georgia State University Academic Policies**

### **Academic Honesty**

Georgia State University students are expected to recognize and uphold standards of intellectual and academic integrity and to refrain from any and all forms of dishonorable or unethical conduct related to their academic work. Lack of knowledge of this policy is not an acceptable defense to any charge of academic dishonesty. The GSU policy on academic honesty is published in *On Campus: The Official Student Handbook 2009-2010* <http://www2.gsu.edu/~wwwcam/>.

### **Students with Disabilities**

GSU policies regarding individuals with disabilities conform to Sections 503 and 504 of the amended Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 (Title II), providing physical and program accessibility and reasonable accommodations for students with documented disabilities. It is the responsibility of students with disabilities to communicate with the Office of Disability Services and their professors regarding their accommodation needs.

The Office of Disability Services (ODS) is located in Suite 230 of the Student Center and the phone # is 404/413-1560. For more information, visit the website at <http://www2.gsu.edu/~wwwods/index.htm>.

## **TECHNICAL ASSISTANCE**

This course is not accessed via uLearn and does not use GSU technical services. Instead, it uses a courseware product and navigational system developed by Faulkner Media, who also provides all technical assistance. A variety of resources and technical assistance options are available.

- Read the Courseware Guide at the Faulkner Media online Help Desk <http://www.faulknermedia.com/help/> to learn about navigating the courseware components.
- Check out the articles about common courseware issues and technical questions also located at the Faulkner Media online Help Desk at <http://www.faulknermedia.com/help/>.
- If you can't resolve the issue on your own, contact the help staff directly.  
By email to: [questions@faulknermedia.com](mailto:questions@faulknermedia.com)  
By calling toll-free: 1-866-428-2346

The course syllabus provides a general plan for the course; deviations may be necessary.