

SAL 280:AU1 Exploring Cultural Competency, 3.0 credit hours
June 9th, 16th, 23rd, 30th, and July 7th
Mondays, 6 - 9:45p.m

School for Adult Learning, Term 3, Session 2, Summer 2008

Facilitator:

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I would like to personally welcome each of you as we journey into the discussions of diversity and inclusion. My ultimate goal will be to establish a “safety zone” where we can interact honestly and freely. One of the key tips for success in this course is for each student to come to class fully prepared by reading the necessary resources, completing all out of class assignments, and “being there” all five nights.

Texts: *Understanding and Managing Diversity* Carol Harvey, M.June Allard editors; Pearson/Prentice Hall, 2009. ISBN: 978-0132069106

Purpose:

This course is designed to fulfill the liberal arts requirement for a cross-cultural experience and focuses on two enduring understandings: One; people are inextricably bound by how they are socialized within a given macro culture. Two; various combinations of human characteristics--diversity--influence the success or failure of individuals within the context of a society that has traditionally underserved marginalized groups.

Objectives:

1. The successful student will explore how, as a cultural being, they transmit cultural knowledge, attitudes, beliefs, and values; knowingly and unknowingly.
2. The successful student will probe into how our society rewards or limits others based on underlying system-wide structures and practices of exclusion.
3. The successful student will assess and formulate how they, as transmitters of cultural norms, will recommend strategies for the creation of inclusive social and work environments of which they are a part.

Consider the following essential questions throughout the course

1. What is the role of culture in the human development process?
2. What values are implied in cultural competence?
3. How does society communicate prevailing values, attitudes, beliefs, etc.?

Expectations

Because this course meets only five times, attendance is crucial as your presence is necessary for good discussion and other in-class activities. The instructor reserves the right to drop students for missing class. However, this is not to be interpreted that the instructor will automatically do so.

All work is to be turned in on time unless you make other arrangements with the instructor. Even then, late submissions will not receive full credit. Assignments are to be typed, double-spaced, and carefully proofed before submitting. If you do not have access to a computer at home, the computer lab in KML is open 24 hours. Use of the computer labs requires a student ID (available at the Student Center 207 in Schwitzer) and a university email. To obtain a university email account, go to my.uindy.edu and fill in the necessary information. Please contact Information Services at 788.6145 with further questions.

The University Writing Lab is also available to assist you with writing assignments. Their hours of operation are available on their website via the my.uindy.edu portal. In the summer, they will make appointments arranged by phone only. Their number is 788.3554.

Services for Students with Disabilities:

If you have a disability that may have some impact on your work in this class and for which you may require accommodations, please inform me immediately so that your learning needs may be appropriately met. Students with a disability must register with the Services for Students with Disabilities office (SSD) in Schwitzer Center 206 (317-788-6153 / www.uindy.edu/ssd) for disability verification and for determination of reasonable academic accommodations. You are responsible for initiating arrangements for accommodations for tests and other assignments in collaboration with the SSD and the faculty.

Academic Integrity: Plagiarism and cheating are contrary to the ideal of academic integrity and are not tolerated. Students guilty of plagiarism or cheating are subject to disciplinary action that may include failure in the course involved or expulsion from the University. For more details, please refer to the Student Handbook available online at my.uindy.edu under Campus Life.

Course “Norms”: As this course can at times be provocative and controversial, the necessity for mutually agreed upon “norms” is important. These “norms” are parallel to those when participating in a debate. This helps to ensure the “safety zone” where all

feel respected and included. As a foundation, here is the beginning list: listen carefully; discuss ideas, not just opinions; talk to each other, not just the instructor; take turns speaking, do not talk over others; agree that there will be disagreements; do not stay confused, ask for clarification; it is ok to “pass” when asked to contribute; do not participate if you are not prepared (these are not “bull” sessions); your goal is to understand the ideas, issues, and values reflected in the texts and lectures, so refer to these when needed during discussion. During the first class, students will be given the opportunity to add anything to this list that they feel is important for good discussion.

**Grading scale--Numbers represent the minimum points possible to earn the grade.
Note: Scores will not be rounded up to the next category.**

100-96	A
91-95	A-
86-90	B+
81-85	B
76-80	B-
71-75	C+
66-70	C
61-65	C-
56-60	D+
51-55	D
46-50	D-
45 or below	F

Course Products/Activities

1. Participation--five class sessions	15
2. Current Event Analysis	25
3. Interview	25
4. “Crash” exercise (in class)	10
5. Journals (5)	15
6. Personal Vision Statement	10

1. Class participation is strongly encouraged. Questions and the exchange of ideas aid in the adult learning process, providing the foundation for constructive, critical analysis of preconceived cultural norms. Therefore, the points assigned to participation are heavily weighted. Just “showing up” will not guarantee you all the possible points available to you during each class session.

2. For the Current Event analysis the student will be using the information and guidelines learned via class lectures and the texts to put into practice their own understanding of how to assess, analyze, and apply the concepts of cultural competency and cultural intelligence. The student will choose a current, real-life event and present it to the professor for validation. The student will then complete an investigation, do research, and provide an analysis of the event. On the last night of class, students will give a

presentation on their work. A more detailed guideline and grading rubric will be provided in class.

3. The goal of the interview is to help you understand not only your perceptions of people but theirs also. Understanding and sharing information about another's human situation helps us to develop our own cultural competency skills. A separate guideline and a grading rubric for this assignment will be distributed in class.

4. A journal response is due at the beginning of each class. These should be typed, double-spaced, and no less than two full pages. They are to address "ah ha moments," concerns, changes in your perceptions, and thoughts in general about how you are processing the information learned in class discussions. In your writing, target specific items and discuss them thoroughly, rather than write superficial comments about multiple items. Use "I" statements as a way to stay focused on your personal reactions, but feel free to respond to anything that is said in class. Your first journal should be a reflection on what you have read thus far in the textbooks.

5. Students are to watch the movie "Crash" outside of class. There will be an exercise in class where students will be answering questions and providing insight into the movie and how it relates to the content of the course. Students will be asked to turn in notes taken when they watched the film.

5. A Personal Vision Statement is due at the end of the course. This is to be a well-thought out statement implementing several key points that are discussed during this course. This statement, while providing a guideline for the students overall outlook, should focus primarily on the social arena. The object of the statement is to provide a point of reference and focus that students commit to working toward as a means of developing their cultural competence. This statement will need to be a minimum of one page in length.

June 9th: Class 1

Introductions, syllabus, class expectations, and course goals

Read Introduction and all of Section 1: A Framework for Understanding Individual Perspectives of Diversity; do all exercises in the text; Do pre-course Diversity Assessment pages 337-42 and pre-course Checking Perceptions pages 343 (**These will be turned into the facilitator the first night.**)

In class exercise

Video "Shadow of Hate" and discussion about the legacy of discrimination and prejudice

Lecturette: Defining Diversity

Journal 1 is due

June 16th: Class 2

Lecturette: Cultural Competencies and models of cultural competence; Cross and Bennett

Read Introduction to Section 11 and Chapters 9-20; do all exercises in text

In class exercise

Journal 2 is due

June 23rd: Class 3

Lecturette: Notions of Power and Privilege

Read Chapters 21-32; do all exercises in text

Interview and Gallery Walk
Journal 3 is due

June 30th: Class 4

Read Chapters 33-38, Introduction to Section 111 and Chapters 39-42; do all exercises in text

“Crash” (to be watched prior to class) – in class exercise and discussion

Journal 4 is due

July 7th: Class 5

Activity—Current Event Analysis Presentations

Read Chapters 43-47; do all exercises in text; Do Post-course Diversity Assessment pages 355-360 and Post-Course Checking Perceptions page 361. **(These will be turned into the facilitator the last night.)**

In class exercise

Lecturette: Becoming an Ally.

Personal Vision Statement due

Journal 5 is due

*There are no pre-requisites for this course.

**** Due to the emphasis on discussion and experiential exercises, the instructor reserves the right to adjust course content, both in and out of the classroom, as necessary.**