

EDUC 385 – Multicultural Understanding



Harlaxton, Summer 2, 2024, June 5 – July 1

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Course Meeting Days and Time	PM Class 1:00 pm - 4:00 pm		
Office Hours	By Request		

Changes to Syllabus:

This syllabus and its information are subject to change. The distribution of new information will occur as soon as changes are made. Students are expected to keep up-to-date with any changes to the course or calendar. If there are any questions or concerns, please get in touch with the instructor as soon as possible.

Catalog Description:

Introduction to diverse lifestyles related to a variety of cultural groups. The worth of each individual is emphasized, and the importance of this view for developing the understanding required for intercultural relationships is stressed.

Required Text:

Jones-Fosu, J. (2021). *The Inclusive Mindset: How to Cultivate Diversity in Your Everyday Life*, Peter Jones Publishing.

Course Rationale:

In the last thirty years, psychology, sociology, and education professionals have increasingly acknowledged the undeniable impact that race, ethnicity, and culture play in our homes, schools, work environments, and communities. This has created greater awareness and a clearer understanding of the "Global Community" we live and work in. Still, more importantly, it has highlighted the

need to develop multicultural competencies that allow individuals to work effectively in this community. This course is designed to assist students with the acquisition of these competencies.

INCLUSIVE MINDSET VISION: The world can be a place where...

- *People are treated with value, dignity, and respect no matter what they look like, how they identify, or what they believe.*
- *People engage others every day with a sense of wonderment and curiosity.*
- *People disagree respectfully while honoring the perspectives of others.*
- *Everyone feels included, seen, and heard, and the voices of the marginalized are elevated and amplified.*
- *People stand up for others when they see injustice occurring and challenge systems that don't work for others.*
- *People don't have to be perfect and can receive grace as they learn from their mistakes.*
- *Diversity and inclusion are no longer an initiative but part of our everyday lives and no longer a mandate but simply a mindset.*
- *This is the world we believe in.*
- *This is what we believe the world can be.*

Justin Jones-Fosu

Credit Hour Policy Statement:

Independent study, online, hybrid, or accelerated:

"This class meets the federal credit hour policy of 3 hours of supervised study per week for approximately 15 weeks for each hour of credit or 45-75 hours for each credit. For this three-credit course, students are expected to devote a minimum of 135 hours." (Def 2)

General Education Requirements:

This course does not meet the requirements for General Education.

Course Learning Objectives:

Upon completion of this course, students should be able to do the following:

- Identify their cultural values, beliefs, and attitudes in a Cultural Baggage Paper. (worldview)
- Reflect upon their worldview's impact on culturally different individuals in the Self-Evaluation Paper and Action Project.
- Reflect upon the impact the worldview of the culturally different may have on them in the Self-Evaluation Paper and Action Project.
- Reflect on their cultural competence in practice and continually evaluate the effects of their decisions and actions.
- Discuss the socio-political influences that impact all racial, ethnic, and cultural groups.
- Develop and present strategies for effectively working with culturally diverse individuals and groups.
- Distinguish between general knowledge about particular groups and specific information about individuals within those groups

Methods of Instructions:

Interactive lectures, discussion, research, student papers, presentations, student-led discovery, and experiential learning field trips

Withdrawal and Attendance policies:

Harlaxton College expects regular class attendance from all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, accept this personal responsibility, and accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence before class or seek the College nurse's assistance or a member of the Student Support Team for help in informing instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. The principal can grant excused absences for medical, psychological, or emotional causes. Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

Policy Governing Unexcused Absences:

Harlaxton College operates an attendance policy binding on all faculty and students. The number of unexcused absences allowed before incurring a penalty is related to the number of times a class meets each week. For courses that meet three times a week, students are permitted a maximum of three unexcused absences during the Semester without attracting penalty points. Two absences are allowed for class meetings twice a week, and for courses meeting once a week, a single absence is permitted. Additional unexcused absences will attract a grade penalty. This will be determined by the course member and included in their syllabus (e.g., a full letter grade (A to B) or a third-letter grade (A- to B+).

Covid-19 Policy: Students should not attend class if they feel unwell, and they should seek to notify their instructors of their absence and, if possible, participate in their courses online.

Policy Governing Excused Absences.

- Excused absences are not given to facilitate student travel independent of college-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic field trips with the principal and Academic Programs Manager before the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic field trip is requested after the commencement of the Semester, the request must be submitted to the principal and Academic Programs Manager.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic field trip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] and their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week before the class period during which absence is anticipated or as soon as possible.
- Missed class time due to student participation is considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs and to do what the instructor requires to make up all missed assignments and examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

Note: Students are responsible for letting the professor know (via email or text) when they are not able to be present for class BEFORE the class starts. Students who miss class are responsible for course content. Any student who misses class has the responsibility for obtaining copies of notes, handouts, assignments, etc., from a peer. If additional assistance is necessary, please do not hesitate to contact the instructor.

Grading Criteria:

Assignments are worth a specific number of points and are due before the class starts on the due date. Good professional communication via writing and speaking are essential skills; therefore, this course emphasizes communication skills. If extended time is needed, students **MUST** speak to the instructor **BEFORE** the day of the due date to make arrangements. Assignments are due by the stated deadline, whether or not the student is present for class. Work from absent students should be submitted directly to Blackboard on or before the day it is due. Late work submitted on or before the next scheduled class meeting will result in a loss of points. Work submitted beyond the next scheduled class meeting will not be accepted. The final course grade is calculated based on the percentage of points earned over the Semester.

Course Grading Scale

A = 95% - 100%		A- = 90% - 94%	
B+ = 87% - 89%	B = 84% - 86%	B- = 80% - 83%	
C+ = 77% - 79%	C = 74% - 76%	C- = 70% - 73%	
D+ = 65% - 69%		D = 60% - 64%	
F = 59% and below			

Respectful Class Participation & Professionalism:

Part of engaging in an educational environment is committing to be a member of a learning community. Your decision to elect this course implies that you are interested in the purposes and roles of intercultural competence in various social contexts. Reading the assigned materials, reflecting on the essential elements, and sharing them in dialogue with others will make this course necessary for your growth and understanding of these concepts. Students are expected to attend all classes, complete all assignments, and come to class prepared to engage in discourse and raise questions. Unless instructed otherwise, please turn off and put away cell phones, laptops, and other mobile electronic devices when class begins; however, always have a computer or tablet available.

Disability Policy:

It is the policy and practice of the University of Evansville and Harlaxton College to make reasonable accommodations for students with properly documented disabilities. Written notification from the Office of Counseling and Health Education to faculty is required for academic accommodation.

Honor Code:

All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid nor tolerate an environment that condones unauthorized aid.*

Nondiscrimination Statement:

The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed toward any member of our community will not be tolerated. As part of its commitment to nondiscrimination, the University prohibits explicitly harassment based on any other characteristics outlined in its nondiscrimination statement as follows: race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

Gender Expression and Facilities Use:

Employees, students, and guests of The University of Evansville may elect to use the bathrooms and locker rooms consistent with their gender identity.

Preferred Name & Gender Pronouns:

The instructor will honor your request to address you by an alternate name or gender pronoun. Please advise the instructor of this preference early in the course so appropriate changes to instructor records can be made.

Prohibited Conduct and Confidentiality:

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct and other forms of harassment and discrimination by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest, or program participant is the victim of prohibited conduct. All campus employees, students, and guests are required to abide by the Sexual Harassment and Misconduct Policy, the Harassment, and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students policy. Violation of these policies could result in disciplinary action, including expulsion for students and employee termination. Faculty members at the University of Evansville are considered "Responsible Employees" under the applicable federal guidelines and the University's policies. This means that instructors cannot offer you confidentiality if you report any incidence of prohibited conduct to them as defined by the Title IX statute. If instructors are made aware of a violation, instructors are required to register any known information to the Office of Institutional Equity.

You may choose to report the violation yourself in the following ways:

Email:

Annie Shackelford, Institutional Equity & Title IX Coordinator: cs175@evansville.edu

Keith Gehlhausen, Executive Director of HR & Institutional Equity: kg77@evansville.edu

Title IX: titleix@evansville.edu

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

Counseling Services: counselingservices@evansville.edu, 812-488-2633

Health Center Professionals: healthcenter@evansville.edu, 812-488-2033

University Chaplain: chaplain@evansville.edu, 812-488-2235

Religious and Cultural Observance:

Persons with religious or cultural observances that coincide with this class should notify the instructor in writing (by email, for example) in advance. Students are strongly encouraged to honor cultural and religious holidays.

Assignments:

Note: For most of the assignments in this course, students should be able to complete their work during the class sessions.

Self-Reflection/Cultural Baggage Paper (25 points)

Write a three to five-page paper, typed and double-spaced, in which you discuss your journey using the guidelines below.

Use anecdotes, provide examples, and most importantly, MAKE IT PERSONAL!

Who Are You?

Who are you? Consider your racial/ethnic heritage; reflect upon your known and unknown ancestry (roots). Review your personal and family values. Give examples of how your values are expressed in everyday life (e.g., family, work, relationships, etc.). Identify your cultural group (language, music, food, religion, region, dress, education, socio-economic class, sexuality, gender, etc.).

Working with Other Cultures

Regardless of your profession, you will work with various cultures. With what cultural population other than your own are you most comfortable? Why? What personal experience do you have with this population?

Which cultural populations are you most uncomfortable with? Why do you think this is? What personal experience do you have with this population?

Focus For This Course

What cultural group will be your focus during this course? In what ways do you hope to grow and learn about this group? (What are your objectives?)

In what ways do you hope to grow in cultural competence?

IAT Tests – 10 points each

Weekly Journal Entries – 10 points each

Current Event Presentation & Discussion – 25 points

Select one current cultural event or topic from available multimedia related to a JEDI theme. Create a discussion board thread where you:

1. Identify the JEDI theme of focus
2. Explain the event - summarize the key points
3. Provide links to articles, videos, or other additional sources of information to present varying perspectives
4. Give your classmates at least three questions to help them reflect on their reactions to the event/topic.

Post your initial thread to the discussion by **TBD**.

Current Event / Topic Discussion – 25 points

For the Current Event/Topics presented on the discussion board thread, reply with an answer to at least ONE of the three questions provided for EACH thread, including your own.

Responses should expand upon their ideas, apply key ideas from the course material, and include leadership experiences.

Although there is no set minimum for substantive posts, they are typically at least one paragraph in length.

Complete discussion replies by **TBD**.

Cultural Presentation Final Project – 100 points

Respectful Class Participation – 10 points per class

- Arriving at class on time
- Actively engaged
- Emailing instructor beforehand if unable to attend class
- Reading the assigned readings and fully prepared to discuss in class
- Listening to others when they speak
- Contributing at least one comment to each weekly discussion but not speaking so much that always the first to answer each question
- Focusing on others
- Not emailing or texting in class
- Not doing homework or work for other classes during this class
- Being open and respectful to different points of view

Additional Assigned Readings and Assignments - Blackboard

Tentative Course Schedule Summer 2024

Date	Topic	Reading	Assignment
Sunday, June 2	Depart United States		
Monday, June 3	Arrive in United Kingdom / Airport Pick Up		
Tuesday, June 4	Orientation / Convocation		
Wednesday, June 5	Course Introductions Implicit Association Tests, #1 & #2 (IAT)	Text p. 3-23	Complete IAT #1-select race Complete IAT #2-select another diversity theme Reading Response Journal T:3-23
Thursday, June 2	Cultivating Diversity Approaches Leave for London	Text p. 25-42	Select one activity to address during the course Start draft of Self-Evaluation / My Cultural Baggage paper Reading Response Journal T:25-42 Leave for London
Friday, June 7	AM Class - Experiential Learning in London		
Saturday, June 8	Our Experiential Learning Day in London Cabaret at 2:00 pm – Theatre!		Experiential Learning Reflection Journal Entry
Sunday, June 9	Return to Harlaxton		
Monday, June 10	Diving Into Differences Inclusive Mindsets	Text p. 45-73	Reading Response Journal T:45-73
Tuesday, June 11	Our Experiential Learning Day Leicester: Multicultural Walking Tour		Experiential Learning Reflection Journal Entry
Wednesday, June 12	Why We See People & Events the Way We Do Enlarging Our Everyday Circles	Text p. 75-94	Reading Response Journal T:75-94
Thursday, June 13	AM Class - Experiential Learning		
Monday, June 17	Understanding Intent & Impact Courageous Curiosity & Authentic Listening	Text p. 95-122	Reading Response Journal T:95-122

Tuesday, June 18	AM Class - Experiential Learning		
Wednesday, June 19	Communicating Better by Understanding Perspective & Position	Text p. 123-144	Reading Response Journal T:123-144
Thursday, June 20	Our Experiential Learning Day Chinese Heritage Center		Experiential Learning Reflection Journal Entry
Monday, June 24	Advocacy, Allyship, and Anti-Activating Attitude & Actions	Text p. 145-159	Reading Response Journal T:145-159
Tuesday, June 25	Experiential Learning Day Black Cultural Archives		Experiential Learning Reflection Journal Entry
Wednesday, June 26	Intentionally Inclusive Leaders Cultural Presentations		
Thursday, June 27	AM Class - Experiential Learning		
Monday, July 1	Cultural Presentations		Valedictory -Farewell Dinner
Tuesday, July 2	Packing and Departure		
Wednesday, July 3	Return to the US		
July 3-8	Optional Trip		