

**HC 261 Acknowledging Cultural Differences in the U.S., Transforming Attitudes  
Barat Campus  
Summer 2004 Quarter**

**Instructors**

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**Welcome**

The study of culture and the people of culture can be an enriching, intriguing, exciting, and awesome journey. We welcome you to this course and wish for you the benefit you seek.

**Course Description**

Culture is a unique, human necessity, which challenges our understanding and acceptance as members in a changing society. We will explore, differentiate, and compare the “American”, Asian, Native American, Latino, and African American cultures, as we anthropologically, sociologically, and psychologically define them through a study of their art, music, dance, literature, film, religion, language, history, etc.

The face of the United States is ever changing, and we need to feel comfortable with those differences. You will have the opportunity to explore the cultures prevalent in America and to look through their people’s eyes at the predominant culture.

• This course relies heavily on participation, active listening as well as sharing your perspective. We hope to provide you with an environment in which you can acquire knowledge of other cultures, explore your own culture, understand the perceptions of those from other cultures, and develop strategies for communicating and relating across cultural differences. To do so, a climate of respect and candor needs to be established. Therefore, be mindful that, during class discussions, all perspectives will be recognized and honored. Please show appreciation for the different opinions of others by truly listening, asking thoughtful questions regarding their opinions, and offering considerate rebuttals. •

One of the most important elements of this course is critical thinking. It will be important to consider how dominant social systems have influenced your perspectives and behaviors. As a result, the way you previously thought about culture may be challenged and your views on culture may change. Be open to such a journey of enlightenment and understanding.

**Goals**

To view other cultures and their people more positively;

To transform attitudes about other cultures and to become more sensitive to and accepting of the cultures and the people of those cultures;

To understand that cultures are similar and to begin to appreciate, to be excited about, and to celebrate the differences;

To feel enriched, instead of wary or fearful, by the presence of people from other cultures;

To understand the significance of intercultural communication and its role in building harmony in diversity and to learn effective techniques;

To begin to be able to walk in the “shoes” of people from other cultures; and

To become more open to all cultures, in order to think more judiciously about unfamiliar cultures in the future.

**Competencies**

1. ***H-1-A*** *Understands and can apply the principles of effective intercultural communication.*

Because the demographics of the United States is constantly changing and becoming more multicultural, it is very probable that, in the future, we will have to interact, not only in school, but in our workplaces and our neighborhoods as well. As a result, it will be even more important to appreciate and have some understanding of people from other cultures and, therefore, be able to communicate with them effectively.

***Evaluation Tools – All Course Requirements Below***

2. ***H-3-B*** *Can explain how two or more of the factors of race, ethnicity, nationality, socioeconomic status, age, gender, sexual orientation, or religion interact to shape oneself or others.*

Our lives are largely the result of who we are and where we are born. To a great extent, the experiences we have in that regard shape the way we look at and manage our lives. The “playing field” is not the same for all peoples and that these factors (race, ethnicity, etc.) play a huge role in choosing which paths we follow.

***Evaluation Tools – All Course Requirements Below, except Journal Reflection***

**3. H-5** *Can analyze issues and problems from a global perspective.*

By having a greater understanding of other cultures and their people, we are able to look more openly and empathetically at the issues and problems affecting those from different ethnic groups.

***Evaluation Tools – All Course Requirements Below***

**4. L-7** *Can learn collaboratively and examine the skills, knowledge, and values that contribute to such learning.*

We will have many opportunities in the course to learn together through class discussions and group projects. As we do, we will be mindful of the value of learning through this approach.

***Evaluation Tools – Attendance and Class Participation, Book Panels, “Perfect Culture ” Presentations***

**Course Requirements**

1. Attendance and Class Participation – Class participation, both speaking and actively listening, is the backbone of this course. You are encouraged to contribute; your input through class discussions and group work is important and significant to everyone. (Reminder: See page 1, Course Description, paragraph 3.) Therefore, it is imperative that you attend ALL classes. If you cannot avoid missing a class, tell or e-mail either one of us in advance.

2. Readings

Books

1) Black Like Me by John Howard Griffin (due June)

2) House Made of Dawn by N. Scott Momaday (due July )

3) The House on Mango Street by Sandra Cisneros (due July )

4) I Know Why the Caged Bird Sings by Maya Angelou (due August )

b) Assorted articles distributed in class

3. 8 Journal Reflections – Each week you will have the opportunity to contemplate what you experienced in class. In a “Mead Composition” book, write a reflection of at least 1 page on that which impressed, stimulated, frightened, overwhelmed, inspired, or moved you in a discussions, presentation, film, etc. Explain yourself.

4. 4 Reflections of the Required Books (see #2 above for due date) – We will provide you with the questions on which to reflect. Each reflection will be a minimum of 1½ pages in length.

5. Participation in Panel Presentation of 1 Required Book – Students will sign up for the panel of their choice. Using the questions provided for the book reflections, the panels will lead a 15 to 30 minute class discussion.

6. Oral Interview with a Person from a Culture Different than Yours (due July) – Interview a person from another culture. We encourage you to create your own interview; however, we will provide you with questions you need to include in your report. The report will be a minimum of 1½ pages.

7. Critique of 1 Popular/Current Culturally Sensitive Film (due August 11<sup>th</sup>) – We will provide you with a list of films. Choose one of them (or choose your own and discuss your choice with us) and write a 1½-page critique. We will furnish you with suggestions for critiquing your film.

8. Attendance at 1 Cultural Experience outside Class (due August 18<sup>th</sup>) – Religious gatherings, musical shows, and theater presentations are examples of excellent ways to experience culture outside of class, but these are just a few ideas. After consulting with us, attend a cultural event outside class and write a 1½-page report reflecting on your experience. Please, no ethnic dining events. We will recommend suggestions as well.

9. Group Presentation of the “Perfect Culture” (August 18<sup>th</sup>) The last class will be devoted to presenting your group’s view of a “perfect culture”. We will attempt to give you time to work on it the class session before, but if there is no time, you will need to meet/talk and plan outside of class.

10. Fieldtrips – You will be expected to attend any fieldtrips planned during class hours.

11. Extra Credit: Find articles in newspapers and magazines about issues dealing with culture and race; bring them to class and introduce the main points to the class.

**Grading**

A Excellent completion of readings, presentations, projects, and other requirements; perfect attendance (no unexcused absences); excellent class participation.

- B Successful completion of readings, presentations, projects, and other requirements; one (1) unexcused absence; good class participation.
- C Fair completion of readings, presentations, projects, and other requirements; two (2) unexcused absences; fair class participation.
- D Poor completion of readings, presentations, projects, and other requirements; three (3) unexcused absences; no class participation.
- F Self-explanatory

**Academic Integrity Policy**

See Appendix A.

\*\* Note – This syllabus is a working document, which may change to meet the needs and demands of our fluid weekly curriculum.

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**CLASS SCHEDULE**

**SESSION I. June 16, 2003 – Introduction to Culture**

- A. Icebreaker/Introductions
  - B. Syllabus
  - C. Silhouette
  - D. Anthropologic Definitions: Race, Ethnocentrism, Prejudice, Culture, etc.
  - E. Introduction to the “Weavers”
  - 1. Communication: Verbal/Non-Verbal Language, Multilingual/Monolingual
    - 2. Religion, History, and Their Influence
  - 3. Psychology: Self, Definition of Individual, Patterns of Perception, Individualism vs. Collectivism, Healthy Person
  - 4. Sociology: Family, Roles, Assumptions and Values, Norms, Society, Education, Government, and Politics
  - 5. The Arts: Music, Dance, and Fine Arts
    - 6. Lenses through which we see the world
- Collage of the Culture

**SESSION II. June 23, 2003 – American Culture**

*Due – Journal Reflection #1, Black Like Me by John Howard Griffin and Reflection*

- A. American Culture – The “Weavers” (see Session I.)
- B. Panel Discussion - Black Like Me  
Video and Discussion – “Two Towns of Jasper”

**SESSION III. July 30, 2003 – Asian: Hinduism/Buddhism**

*Due – Journal Reflection #2*

- A. Asian (Hindu/Buddhist) Culture – The “Weavers” (see Session I.)  
Video and Discussion – “Monsoon Wedding”

**SESSION IV. July 7, 2003 – Asian: Judaism /Islam**

*Due – Journal Reflection #3*

- A. Asian (Jewish/Muslim) Culture – The “Weavers” (see Session I.)
- B. Guest Speaker

**SESSION V. July 14, 2003 – Continuation of Asian Cultures; Native American Culture**

*Due – Journal Reflection #4, House Made of Dawn by N. Scott Momaday and Reflection*

- A. Complete Work on Asian Cultures
- B. Native American Culture – The “Weavers” (see Session I.)
- C. Panel Discussion – House Made of Dawn

**SESSION VI. July 21, 2003 – Native American Culture**

*Due – Journal Reflection #5, Interview with Person from Another Culture*

- A. Complete Work on Native American Culture
- B. Video and Discussion – “A Matter of Choice, Winds of Change”

**SESSION VII. July 28, 2003 – Latino/Hispanic Culture**

*Due – Journal Reflection #6, The House on Mango Street by Sandra Cisneros and Reflection*

- A. Latino/Hispanic Culture – The “Weavers” (see Session I.)
- B. Panel Discussion – The House on Mango Street

**SESSION VIII. August 4, 2003 – Continuation of Latino/Hispanic Culture; African American Culture**

*Due – Journal Reflection #7, I Know Why the Caged Bird Sings by Maya Angelou and Reflection*

- A. Complete Work on Latino/Hispanic Culture
- B. African American Culture – The “Weavers” (see Session I.)
- C. Panel Discussion – I Know Why the Caged Bird Sings

**SESSION IX. August 18, 2003 – African American Culture**

*Due – Journal Reflection #8, Completed Journals, Critique on a Popular Film*

- A., Video and Discussion – “Skin Deep”
- B. Small Groups to Meet to Discuss “Perfect Culture” Presentations
- C. *Due – Description and Reaction to Outside Cultural Experience*
- D. Journal Presentations – Sharing Excerpts from Personal Journals
- E. Small Group Presentations on the “Perfect Culture”
- F. Debriefing and Evaluation of the Class

5/13/04

**Appendix A**

**Academic Integrity Policy**

**A. Preamble**

DePaul University is a learning community that fosters the pursuit of knowledge and the transmission of ideas within a context that emphasizes a sense of responsibility for oneself, for others and for society at large. Violations of academic integrity, in any of their forms, are, therefore, detrimental to the values of DePaul, to the students' own development as responsible members of society and to the pursuit of knowledge and the transmission of ideas. All members of the university community share the responsibility for creating conditions where violations of academic integrity are curtailed. In particular:

1. Students must abstain from any violations of academic integrity and set examples for each other by assuming full responsibility for their academic and personal development, including informing themselves about and following the university's academic policy;
2. Faculty members must foster a climate that is conducive to the development of student responsibility- they should provide guidance as to what constitutes violations of the Academic Integrity Policy and educate students about the ethical and educational implications of their actions. Syllabi should call attention to the Academic Integrity Policy.

3. Faculty members, furthermore, have the authority and the responsibility to make the initial judgement regarding violations of academic integrity in the context of the courses that they teach. They may impose sanctions up to and including failure of a course at their own discretion in cases involving a violation of academic integrity policies. In cases such as alleged plagiarism, it is important that faculty members distinguish between an intentional violation of the Academic Integrity Policy and a technical error or careless work.

4. Deans of the various colleges are responsible for ensuring that their faculty, particularly new faculty and part-time faculty, are aware of the university's Academic Integrity Policy and of their responsibilities in this regard. The deans should monitor periodically the number and disposition of cases involving students in their college to ensure that their faculty are both fair and rigorous in enforcing the university's Academic Integrity Policy.

These efforts are supported by detailed guidelines and procedures that are designed to deal with violations, to maintain the integrity of the institution and to ensure that university standards are upheld.

### **B. Violations of Academic Integrity**

Violations of academic integrity include but are not limited to the following categories: cheating; plagiarism; fabrication; falsification or sabotage of research data; destruction or misuse of the university's academic resources-alteration or falsification of academic records; and academic misconduct. Conduct that is punishable under the Academic Integrity Policy could result in additional disciplinary actions by other university officials and possible civil or criminal prosecution.

Additional copies of the Academic Integrity Policy can be found on the Faculty Council web page at <http://pres.depaul.edu/faccouncil/pdf/acadIntegrity.pdf>

1. Cheating: Cheating is any action that violates University norms or instructor's guidelines for the preparation and submission of assignments. This includes but is not limited to unauthorized access to examination materials prior to the examination itself, use or possession of unauthorized materials during the examination or quiz; having someone take an examination in one's place-copying from another student; unauthorized assistance to another student; or acceptance of such assistance.

2. Plagiarism: Plagiarism is a major form of academic dishonesty involving the presentation of the work of another as one's own. Plagiarism includes but is not limited to the following:

a. The direct copying of any source, such as written and verbal material, computer files, audio disks, video programs or musical scores, whether published or unpublished, in whole or part, without proper acknowledgement that it is someone else's.

b. Copying of any source in whole or part with only minor changes in wording or syntax, even with acknowledgement.

c. Submitting as one's own work a report, examination paper, computer file, lab report or other assignment that has been prepared by someone else. This includes research papers purchased from any other person or agency.

d. The paraphrasing of another's work or ideas without proper acknowledgement.

Plagiarism, like other forms of academic dishonesty, is always a serious matter. If an instructor finds that a student has plagiarized, the appropriate penalty is at the instructor's discretion. Actions taken by the instructor do not preclude the college or the university from taking further punitive action including dismissal from the university.

3. Fabrication, Falsification or Sabotage of Research Data: Fabrication, falsification or sabotage of research data is any action that misrepresents, willfully distorts or alters the process and results of scholarly investigation. This includes but is not limited to making up or fabricating data as part of a laboratory, fieldwork or other scholarly investigation; knowingly distorting, altering or falsifying the data gained by such an investigation-stealing or using without the consent of the instructor data acquired by another student; representing the research conclusions of another as one's own; and undermining or sabotaging the research investigations of another person.

4. Destruction or Misuse of the University's Academic Resources: Destruction or misuse of the university's academic resources includes but is not limited to unauthorized access to or use of university resources including equipment and materials; stealing, destroying or deliberately damaging library materials; preventing, in an unauthorized manner, others' access to university equipment, materials or resources; using

university equipment, materials or resources to destroy, damage or steal the work of other students or scholars.

Given the importance of computers to the academic functioning of the university, computer usage is of particular concern under this general heading. The special rules for computer usage can be found in the Code of Student Responsibility, under the heading Computing Services.

5. Alteration or Falsification of Academic Records: Alteration or falsification of academic records includes any action that tampers with official university records or documents. This includes but is not limited to: any alteration through any means whatsoever of an academic transcript, a grade or grade change card; unauthorized use of University documents including letterhead; and misrepresentation of one's academic accomplishments, awards or credentials.

6. Academic Misconduct: Academic misconduct is any action that deliberately undermines the free exchange of ideas in the classroom or threatens the impartial evaluation of the students by the instructor or advisor. This includes but is not limited to attempts to bribe an instructor or advisor for academic advantage, and persistent hostile treatment of, or any act or threat of violence against, an instructor, advisor or other students.