

**DEPAUL UNIVERSITY
SCHOOL FOR NEW LEARNING**

**MASTER OF ARTS IN
APPLIED PROFESSIONAL STUDIES,
APPLIED TECHNOLOGY &
EDUCATING ADULTS
Spring Term 2009**

SYLLABUS

SEMINAR TITLE: LLS 455 Liberal Learning Seminar – Valuing Human Differences

DATES: Tuesdays: March 31 to May 5, 2009

TIMES: 5:45 p.m. to 9:00 p.m.

LOCATION: Loop Campus

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SEMINAR DESCRIPTION

This seminar provides students with an opportunity to develop the Liberal Learning Skills through valuing human differences. The origins, dynamics, costs of prejudice, and other barriers that interfere with respectful pluralism are explored in relation to the increasing diversity of today's world. In addition, students are provided with opportunities to gain a deeper understanding of individual prejudices, stereotyping, and develop personal and professional appreciation for human diversity.

GENERAL OVERVIEW

The Primary Knowledge-Base for this seminar is drawn from the fields of Social Psychology, Sociology, and Adult Learning & Development, Multicultural Studies and the Humanities. Its primary objective, in addition to providing future opportunity develop the Liberal learning Skills, is to provide students with a forum through which to develop an understanding of human differences, the prejudices which may result from these differences, and the implications of such prejudices for the workplace and society as a whole. Specific emphases, as shaped in part by students' interests, may include:

- The meaning of culture & comparing/contrasting cultures
- Culture shock
- Cross-cultural communication
- Impact of culture on work behavior
- Dynamics of cultural humility
- Dynamics of visible and invisible privilege
- Concepts of stigma, stereotyping, prejudice, and contrasting communication styles.
- Race, ethnicity, gender, sexuality, disability, and class

- Invisible minorities
- Internalized oppression
- Relationships between disenfranchised and individuals and groups
- Reflection and ongoing self-assessment regarding one's diversity resourcefulness
- Bibliography of basic resources regarding human diversity and cultural pluralism

RESOURCES

The following required Textbook is available from the DePaul Library, e-Book, 24x7:

Lewis, R. D. (2006). *When cultures collide: Leading across cultures*. Third Edition. Boston • London: Nicholas Brealey International. ISBN 1-904838-02-2.

Supplemental Materials: Additional reading materials will be disseminated throughout the seminar.

GRADUATE LIBERAL LEARNING SKILLS

Fundamental to the process are the following three Liberal Learning Skills:

1. **Facility in critical/analytical, creative & systemic thinking.** To meet this liberal learning skills, you
 - Identify significant ideas and their underlying assumptions, bases, and presuppositions
 - Discriminate information from opinion
 - Evaluate outcomes of inquiry
 - Use alternative and appropriate modes of systematic inquiry
 - Make reasonable generalizations from observations, information, and ideas
 - Produce organized and coherent ideas and arguments which draw on a multiplicity of ideas, observations, and information from a variety of sources
 - Recognize congruence and distinctions among related ideas or situations
 - Conceptualize issues from different points of view
 - Generative alternative hypotheses to explain information, observations, or data
 - Offer insightful and innovative contributions to complex situations or problems
2. **Facility in applying values-based decision-making.** To meet this liberal learning skills, you
 - Understand values that inform personal and professional behavior
 - Engage in the process by which ethical frameworks are formulated
 - Incorporate value considerations within both personal and professional decision-making
 - Evaluate outcomes of systematic inquiry with respect to the values they reflect
3. **Facility in various modes of communication.** To meet this liberal learning skills, you
 - Write clearly and concisely in a style appropriate to one's readers
 - Speak and present ideas effectively to a variety of audiences
 - Listen actively to the spoken communications of others
 - Recognize and respond to non-verbal communications
 - Facilitate the communications of others

INTENDED OUTCOMES

At the conclusion of this colloquium you will have developed and refined skills and knowledge in:

- Developing a framework which provides a foundation for understanding of culturally consistent assessment, evaluation and treatment skills as well as theoretical content.
- Apply and practice empathy and see the world as other people see it; understand others' behavior from their perspective.
- Articulate your own ideas in such a way that the others from different cultural and ethnic backgrounds will objectively and fully understand what you have in mind.

LEARNING EXPERIENCE

Section 1:

a. Learning Strategy includes:

- Lectures - Mini-lectures will be provided at the beginning of each session.
- Readings – You are expected to complete each reading assignment and briefly summarize problems/issues brought up in the chapter.
- Discussion – The summary of individual's reading assignment will be presented to the class for discussion.
- Collaborative learning – Seminar participants are encouraged to participate in a small group exercise with others. Apply collaborative learning skills, such as communication skills, skills of group dynamics, etc. Reflect on your ability to contribute to the collaborative learning process.

b. Attendance and Participation:

DePaul University anticipates that all students will attend all classes. Attendance and participation are *essential*. They account for the 40% of coursework evaluation. In the event of an absence it is imperative that you (1) let me know in advance so that I will give you an assignment to make-up for the session you will miss and (2) contact a classmate ahead of time to be your "learning partner" who would collect handouts and share the learning experience for the session you missed. Always consult the timeframe - course schedule of the syllabus for the future assignments. ***Please note that students missing more than two classes of our six week course will not have met the requirements for a passing grade.***

c. Group Work: Concept Paper/Map.

Students are asked to form groups of 3-5 people in each group within the first session. The composition of groups should reflect the class composition (e.g., gender, work experience, age, etc.). These groups will be an important means to help complete course goals. Members of each group will collaboratively design and produce a concept map to visually represent the group's shared understanding of the seminar topic, valuing human differences. Groups are also encouraged to come together occasionally for pre- and post-class discussions in order to gain a better understanding of the topics and foster class preparations.

d. Learning Project Paper: In lieu of taking mid-term and final examinations, you will design and

produce a learning project paper that reflects your values and beliefs relative to valuing human differences. You will answer three questions: who you are; identify your commitments (relative to your values and beliefs) that are embedded in your practice; and what and how you would like to become a culturally sensitive person who values others' human differences. The guidelines and instructions regarding the format, the length, and the structure of paper will be covered during the first session, and as required thereafter.

ASSESSMENT CRITERIA

- **40% - Attendance and active participation:** Active participation in the classroom discussions, small group exercises, learning report of reflections completed for each session, and ability to analyze critical incidents presented during the sessions.
- **20% - Group Work – Concept Paper/Map:** Successful collaboration in creating a group's concept paper/map that reflects group's shared understanding of what constitutes valuing human differences.
- **40% - Learning Project Paper.** This is a self-directed learning experience. It consists of individually determined goal(s) and liberal learning skills based on individual career and educational needs and/or personal interest. Therefore, you should take this opportunity to (a) apply all the learning from various classroom discussions, small group exercises, reading assignments, and (b) develop new knowledge and skills required in order to effectively communicate and negotiate either in the multinational, the multiethnic or the multicultural setting.

GRADING

a. Written work will be evaluated as follows:

A = Designates work of high quality; reflects thorough and comprehensive understanding of the issues at hand; reflects a clearly identifiable thesis and argument that demonstrates cogent and creative development and support of idea.

B = Designates work of good quality; reflects clearly organized and comprehensive understanding of issues at hand; presents substantive thesis and argument with evident development and support of idea.

C = Designates work which minimally meets requirements set forth in assignment; reflects some organization and development of idea but develops argument in superficial or simplistic manner; may only address part of the assignment or be otherwise incomplete.

D = designates work of poor quality which does not meet minimum requirements set forth in the assignment; demonstrates poor organization of ideas and/or inattention to development of ideas, grammar, and spelling; treatment of material is superficial and/or simplistic; may indicate that student has not done reading assignments thoroughly.

Course Grading Scale: (For graded courses – this is the DePaul standard)

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64		

SUCCESSFUL COMPLETION OF THE GRADUATE SEMINAR

Valuing Human Differences is a graded course and is not offered for Pass/Fail grading. The final grade(s) will be determined based on the following:

- Active participation in and contribution to the classroom discussions and small group exercises, including designing and producing a group's concept map.
- Demonstrate the ability to analyze critical incidents presented in classroom discussions
- Completed Learning Project that reflects objectives and competence established
- Completed homework assignments

GRADUATE SEMINAR INTENDED OUTCOMES, ASSIGNMENTS AND LEARNING PRODUCTS

Session No. Date & Intended Outcomes	Assignment and Learning Products
<p>Session 1: 3/31/09</p> <p>Introduction to colleagues</p> <p>Develop a framework which provides a foundation for understanding of culturally consistent assessment, evaluation and treatment skills as well as theoretical content.</p> <p>Apply and practice empathy and see the world as other people see it; understand others' behavior from their perspective.</p>	<ul style="list-style-type: none"> • Introduction: Introduce selves to establish own perceptions and assumptions about what it means to value human differences. • Reading Assignment: Textbook Chapters 1 & 2, pp. 3-25. Compare and contrast national cultures by assessing differences in social behavior. • Review: Final Paper Guidelines. • Writing Assignment: From the reading assignment, summarize your understanding of culture and how you may apply it in your daily life, both at work and home. • Self-assessment: Administer Personal Style Inventory by Hogan & Champagne, 1979, University Associates. Available free of charge from Internet: http://ncsss.cua.edu/adobe/Inventory.pdf
<p>Session 2: 4/7/09</p> <p>Develop a framework which provides a foundation for understanding of culturally consistent assessment, evaluation and treatment skills as well as theoretical content.</p> <p>Apply and practice empathy and see the world as other people see it; understand others' behavior from their perspective.</p>	<ul style="list-style-type: none"> • Reading Assignments: Textbook Chapters 3 & 4 pp. 27- 62 Categorize cultures and assess the use of time by different cultures. • Additional Reading: <ol style="list-style-type: none"> 1. Cultural Differences and Ethical Values by Johnson, C.E. 2001, pp. 220-240 2. Looking Inward: Instrumental and Terminal Values by Johnson, C.E. 2001, pp. 64-68 • Writing Assignment: <ol style="list-style-type: none"> 1. Define Linear, Multi-Active, and Cyclic Times; and how they are practiced among different cultures. 2. Referring to additional reading materials, Identify or clarify the ethical values you hold.

<p>Session 3: 4/14/09</p> <p>Develop a framework which provides a foundation for understanding of culturally consistent assessment, evaluation and treatment skills as well as theoretical content.</p> <p>Apply and practice empathy and see the world as other people see it; understand others' behavior from their perspective.</p>	<ul style="list-style-type: none"> • Reading Assignment: Textbook chapters 5 & 6, pp. 63-97 – Identify why communication gaps exist; assess and compare culturally based manners and mannerisms. • Additional Reading: <ol style="list-style-type: none"> 1. Sexual Harassment Defined (EEOC, Title VII, 1964) 2. Case Study 9.0: Sexual Intimidation at Mitsubishi and discussion probes (Paul, E. F. 1999) • Writing Assignment: <ol style="list-style-type: none"> 1. Define sexual harassment based on the EEOC, Title VII laws. 2. Explain what happened at Mitsubishi Motors and assess what kind of leadership lessons you learned. • Between Sessions 3 and 4, rent and view a film "Twelve Angry Men" B&W, 1957, MGM/UA Home Video, ISBN 0-7928-0069-9. Read background, and answer discussion questions to be discussed at Session 4.
<p>Session 4: 4/21/09</p> <p>Apply and practice empathy and see the world as other people see it; understanding others' behavior from their perspective.</p> <p>Articulate your own ideas in such a way that the others from different cultural and ethnic backgrounds will objectively and fully understand what you have in mind.</p>	<ul style="list-style-type: none"> • Discussion: Re: Twelve Angry Men – Analyze how ethical decisions and practices are shaped by culture, nationality, ethnicity, gender, and social status. • Reading Assignment: Authorware Module for Concept Mapping – http://istudy.psu.edu/FirstYearModules/ConceptMap/ConceptInfo.htm - Familiarize with the Concept Mapping process and review examples. • Group Work: Collaboratively design and produce a Concept Map to visually represent the group's shared understanding of what constitutes Valuing Human Differences
<p>Session 5: 4/28/09</p> <p>Develop a framework which provides a foundation for understanding of culturally consistent assessment, evaluation and treatment skills as well as theoretical content.</p> <p>Articulate your own ideas in such a way that the others from different cultural and ethnic backgrounds will objectively and fully understand what you have in mind.</p>	<ul style="list-style-type: none"> • Reading Assignment: Textbook, Chapters 7 & 8 – Analyze and identify the relationship between leadership and team dynamics. • Additional reading assignments: <ol style="list-style-type: none"> 1. Case Study 4.2: Collective Evil at My Lai and discussion probes (Peck, M.S. 1985, People of the lie). 2. Case Study 10.1: Can this Virtual Team Work? (Northouse, P.G. 2004, Leadership theory and practice, pp. 226-227. 3. Case Study 10.2: They Dominated the Conversation (Northouse, P.G. 2004, pp. 227-228. • Writing Assignments: <ol style="list-style-type: none"> 1. Define the characteristics of effective leadership 2. What are ethical dilemmas of leadership when dealing with teams of different value systems?

<p>Session 6: 5/5/09</p> <p>Becoming sensitive to the cultural, ethnic background of the others and adjust the suggestions one wants to make to the existing constraints and limitations.</p> <p>Articulate your own ideas in such a way that the others from different cultural and ethnic backgrounds will objectively and fully understand what you have in mind.</p>	<ul style="list-style-type: none"> • Reading Assignment: Textbook, Chapters 9 & 10 – What are essentials in leading and motivating followers. Analyze and recognize different mindsets. • Additional Reading: <ol style="list-style-type: none"> 1. Creating a Climate of Integrity (Johnson, C.E. 2001, pp. 191-193) 2. Characteristics of Effective Teams (Northouse, P.G. 2004, pp. 210-211) 3. Team Leader Questionnaire (Northouse, P.G. 2004, pp. 231) 4. Case Study 11.3: Asking for feedback and questions (Northouse, P.G. 2004, pp. 256-257) • Writing Assignment: <ol style="list-style-type: none"> 1. What does it mean to create a trustworthy environment? 2. What leadership style requires for motivating people who are unwilling to participate? <p>FINAL LEARNING PROJECT PAPER IS DUE TODAY.</p>
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ASSESSMENT: PRINCIPLES AND PRACTICES

Qualities of Assessment:

Clarity (communicating expectations; articulation criteria for demonstrating competence and how level of learning is measure; providing accessible feedback);

Integrity (applying criteria fro demonstrating learning and indicators of quality; applying the expectations and standards of the college and the University in an honest and constructive manner; providing feedback that informs the subsequent learning agenda);

Flexibility (recognizing learning through multiple forms of evidence; using multiple forms of assessment to measure learning outcomes; drawing on alternative sources of expertise when appropriate); and,

Empathy (providing feedback in sufficient detail to honor students' efforts; communicating commentary in a constructive manner/tone; establishing a cooperative and trusting relationship between instructor and leaner to promote assessment).

OTHER GRADUATE SEMINAR INFORMATION

Academic Integrity

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. Violations 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. Please refer to your Student Handbook or visit <http://studentaffairs.depaul.edu/homehandbook.html> for further details.

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:

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

For more information see: <http://studentaffairs.depaul.edu/handbook/code16.html>

Disability Accommodations

Reasonable accommodations will be provided for students with disabilities on an individualized and flexible basis. The Office of Students with Disabilities (OSD) determines appropriate accommodations through consultation with the student. For certain learning disabilities and/or attention deficit disorders, the Productive Learning Strategies Program (PLuS) determines the appropriate accommodations. See the instructor for more information or call OSD at 773-325-7290 (phone) or 773-325-7296 (TTY); or call PLuS at 773-325-1677.

Incomplete Grades

The intent of the Incomplete grade is to allow students extra time to complete their final assignments. This need arises because, in the closing weeks of the graduate seminar, they have an event of significant magnitude that adversely affects their ability to complete the graduate seminar, e.g. serious illness, death in the family, overseas deployment, or natural disaster.

You must request an incomplete grade in writing two weeks before the end of the quarter. Incomplete grades will be considered only after you have satisfactorily completed at least 75 percent of the graduate seminar work, and you have such an unexpected, uncontrollable event that prevents you from completing your graduate seminar. Do not assume that you will qualify for an incomplete. Students who are failing the graduate seminar at the point where they request an incomplete will not receive one, nor will they be granted after the end of the quarter. Incomplete grades are given at the discretion of the instructor.

If you do receive permission from the instructor to take an incomplete in the graduate seminar, you will be required to complete a contract with the instructor, specifying how you will finish the missing work within the next two quarters (excluding summer). Incompletes not finished by the end of the second quarter (excluding summer) will automatically become an F grade on your transcript.

Instructors may not change incomplete grades after the end of the grace period without the permission of a college-based Exceptions Committee.

NOTE: In the case of a student who has applied for graduation and who has been approved for an Incomplete in his or her final term, the incomplete must be resolved within the four week grace period before final degree certification.

Protection of Human Subjects - For more information see: <http://research.depaul.edu/>.

Demonstrating the acquisition of competences in this graduate seminar can involve “interactions”—interviewing and or observing other people—discussing those interviews or observations with other class members and writing them up in one or more final report(s). As such, these activities qualify as “research” with “human subjects” and are subject to University and Federal guidelines. Because it takes place in the context of this graduate seminar, your research is exempt from approval by the School for New Learning’s Local Review Board only under the following conditions:

1. The information you collect is EXCLUSIVELY for the purpose of classroom discussion and will NOT be used after the term is over. If there is any possibility that you will EVER use it in further research or for publication, you must obtain approval from the Local Review Board before you begin.
2. You assess and ensure that no “harm”—physical, mental, or social—does or could result from your interviews and/or observations or your discussion and/or reports.
3. The privacy and confidentiality of those that you interview or observe must be protected. Unless you receive specific permission, in writing, from the person(s) you interview or observe, please change their names, and make sure that their identity cannot be readily ascertained from the information you provide.
 - a. If you want to use real names and relationships, they must sign an “informed consent” document. For information on creating an “informed consent document” see, for example, <http://www.research.umn.edu/consent>

References

- Authorware Module for Concept Mapping. Retrieved January 10, 2009, from <http://istudy.psu.edu/FirstYearModules/ConceptMap/ConceptInfor.htm>
- Hogan, R. C., & Champagne, D. W. (1979). *Personal style inventory*. Retrieved January 10, 2009, from <http://ncsss.cua.edu/adobe/Inventory.pdf>
- Johnson, C. E. (2001). *Meeting the ethical challenges of leadership: Casting light or shadow*. Thousand Oaks, CA: Sage Publications.
- Northouse, P. G. (2004). *Leadership theory and practice*. 3rd ed. Thousand Oaks, CA: Sage publications.
- Paul, E. F. (1999). Strangers in a strange land: The Mitsubishi sexual harassment case. In T. T. Machan (Ed.). *Business ethics in the global market* (pp. 87-136). Stanford, CA: Stanford University Press.
- Title VII, the Civil Rights Act (1964), the U.S. Equal Employment Opportunity Commission (EEOC). http://www.eeocgov/types/sexual_harassment.html

Additional Reading List

- Bennett, M. J. (Ed.) (1998). *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press, Inc.

- Berlak, A. & Moyenda, S. (2001). *Taking it personally: Racism in the classroom from kindergarten to college*. Philadelphia, PA: Temple University Press.
- Buckingham, M. (2005). *The one thing you need to know: About great managing, great leading, and sustained individual success*. New York: Free Press.
- Dalton, M., Ernst, C., Deal, J. & Leslie, J. (2002). *Success for the new global manager: What you need to know to work across distances, countries and cultures*. San Francisco: Jossey-Bass & Center for Creative Leadership.
- Farley, P. C, & Ang, S. (2003). *Cultural intelligence: Individual interactions across cultures*. Stanford, CA: Stanford Business Book.
- Freire, P. (1998). *Pedagogy of the oppressed*. New York: Continuum.
- Howard, G. R. (1999). *We can't teach what we don't know: White teachers, multiracial schools*. New York and London: Teachers College, Columbia University.
- Jandt, F. E. (2007). *An introduction to intercultural communication: Identities in a global community*. Fifth Edition. Thousand Oaks, CA: Sage Publications.
- Mini-Sunkim. (2002). *Non-Western perspectives on human communication: Implications for theory and practice*. Thousand Oaks, CA: Sage Publications.
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- Oswell, D. (2006). *Culture and society: An introduction to cultural studies*. London • Thousand Oaks, CA: Sage Publications.
- Parker, B. (2005). *Introduction to globalization and business: Relationships and responsibilities*. Thousand Oaks, CA: Sage Publications.
- Rath, T. & Clifton, D. O. (2004). *How full is your bucket? Positive strategies for work and life*. New York: Gallup Press.
- Trompenaars, F. & Hampden-Turner, C. (2004). *Managing people across cultures*. West Sussex, England: Capstone.