

## General Information

<b>Course Bulletin Listing/Subject Area</b>	Community Leadership
<b>Fiscal Unit/Academic Org</b>	Human & Community Resource Dev - D1118
<b>College/Academic Group</b>	Food, Agric & Environ Science
<b>Level/Career</b>	Undergraduate
<b>Course Number/Catalog</b>	3535
<b>Course Title</b>	Toward Cultural Proficiency
<b>Transcript Abbreviation</b>	Culture Proficiency
<b>Course Description</b>	Learner effectiveness in multicultural, multiracial learning environments. Strategies for obtaining insight into learners from varied cultures. Theory will connect practice through service-learning using cognitive, affective and psychomotor domains.
<b>Semester Credit Hours/Units</b>	Fixed: 3

## Offering Information

<b>Length Of Course</b>	14 Week
<b>Flexibly Scheduled Course</b>	Never
<b>Does any section of this course have a distance education component?</b>	No
<b>Grading Basis</b>	Letter Grade
<b>Repeatable</b>	No
<b>Course Components</b>	Lecture
<b>Grade Roster Component</b>	Lecture
<b>Credit Available by Exam</b>	No
<b>Admission Condition Course</b>	No
<b>Off Campus</b>	Never
<b>Campus of Offering</b>	Columbus

## Prerequisites and Exclusions

<b>Prerequisites/Corequisites</b>	
<b>Exclusions</b>	AEE 594 Toward a Culturally Proficient Learning Environment

## Cross-Listings

Cross-Listings

## Subject/CIP Code

<b>Subject/CIP Code</b>	01.0801
<b>Subsidy Level</b>	General Studies Course
<b>Intended Rank</b>	Freshman, Sophomore, Junior, Senior

## Quarters to Semesters

<b>Quarters to Semesters</b>	New course
<b>Give a rationale statement explaining the purpose of the new course</b>	
<b>Sought concurrence from the following Fiscal Units or College</b>	School of Physical Activity and Educational Services, College of Education and Human Ecology

## **Requirement/Elective Designation**

Required for this unit's degrees, majors, and/or minors

General Education course:

Culture and Ideas; Social Diversity in the United States

## **Course Details**

### **Course goals or learning objectives/outcomes**

- Understand the historical and theoretical emergency of the complex concept of cultural proficiency.
- Enhance awareness of, and respect and appreciation for, the cultures of individuals and experiences within society, particularly in the United States.
- Analyze the norms, particularly those grounded in race, that guide contemporary concepts of the human condition, nature, and reality.
- Explore contemporary values related to cultural proficiency in various forms of human expression, including literature, behavior analysis, philosophy, and film.
- Synthesize and apply knowledge from diverse disciplines to understand the complex ways that gender, race, and ethnicity intersect with the cultural journey continuum in contemporary society in the United States.

### **Content Topic List**

- What is cultural proficiency?
- Cultural Competence self-awareness
- Historical contexts of equity issues
- Domains and pathways en route to cultural proficiency
- Personal and current: What is my own cultural experience?
- Defining and recognizing unconscious bias
- Separating race: Engaging in conversations about race
- Recognizing and exploring similarities and differences
- Examining the presence and role of whiteness
- Regulating social construction: Social, political perspectives
- Establishing parameters: My perspective, your perspective, and the missing perspective
- The Boy in the Striped Pajamas
- Insights into our cultures (share thought about service learning projects/experiences)
- What does culture have to do with this conversation?
- The browning and aging of America
- Deepening our levels of conversation
- Student reflections: racial autobiographies, service learning projects

**Attachments**

- SyllabusSemesters071210.doc  
*(Syllabus. Owner: Whittington, Melena Sue)*
- COMLDR 3535 GE Syllabus and Proposal.pdf: Syllabus and GE Course Proposal  
*(Syllabus. Owner: Trefz, Marilyn Kaye)*
- EDPAES Concurrence.pdf: Concurrence letter  
*(Concurrence. Owner: Trefz, Marilyn Kaye)*

**Comments**

- Revised for Gen Ed: Culture and Ideas and Social Diversity in the U.S.  
This course was taught as a 594 Group Studies course in quarters. *(by Trefz, Marilyn Kaye on 11/06/2011 01:40 PM)*
- Sent back per request from Jill Pfister. *(by Alvarez, Joshua A. on 09/29/2011 09:01 AM)*
- Courses applying for the Service Learning GE will need to complete the same proposal as a new GE course.  
Materials can be found here: <http://ascas.osu.edu/curriculum/submit> *(by Meyers, Catherine Anne on 01/24/2011 12:29 PM)*
- This course will carry a COMLDR prefix pending approval of our majors and minors. *(by Whittington, Melena Sue on 10/01/2010 01:10 PM)*

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Whittington, Melena Sue	09/29/2010 05:14 PM	Submitted for Approval
Approved	Whittington, Melena Sue	09/29/2010 05:15 PM	Unit Approval
Revision Requested	Stokoe, Laurie Anne	10/01/2010 09:42 AM	College Approval
Submitted	Whittington, Melena Sue	10/01/2010 01:10 PM	Submitted for Approval
Approved	Cano, Jamie M	10/01/2010 02:26 PM	Unit Approval
Revision Requested	Stokoe, Laurie Anne	11/17/2010 10:55 AM	College Approval
Submitted	Trefz, Marilyn Kaye	12/13/2010 11:44 AM	Submitted for Approval
Approved	Cano, Jamie M	12/13/2010 12:52 PM	Unit Approval
Approved	Pfister, Jill Ann	01/15/2011 12:31 AM	College Approval
Revision Requested	Meyers, Catherine Anne	01/24/2011 12:29 PM	ASCCAO Approval
Submitted	Trefz, Marilyn Kaye	05/31/2011 03:47 PM	Submitted for Approval
Approved	Cano, Jamie M	05/31/2011 06:21 PM	Unit Approval
Approved	Pfister, Jill Ann	06/01/2011 10:30 AM	College Approval
Approved	Soave, Melissa A	08/29/2011 09:48 AM	OAA Approval
Revision Requested	Alvarez, Joshua A.	09/29/2011 09:01 AM	OUR Approval
Submitted	Trefz, Marilyn Kaye	10/03/2011 12:08 PM	Submitted for Approval
Approved	Whittington, Melena Sue	10/03/2011 12:11 PM	Unit Approval
Approved	Pfister, Jill Ann	10/25/2011 10:22 AM	College Approval
Revision Requested	Vankeerbergen, Bernadette Chantal	11/03/2011 04:33 PM	ASCCAO Approval
Submitted	Trefz, Marilyn Kaye	11/09/2011 10:43 AM	Submitted for Approval
Approved	Cano, Jamie M	11/09/2011 01:32 PM	Unit Approval
Approved	Pfister, Jill Ann	12/05/2011 12:18 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Meyers, Catherine Anne Vankeerbergen, Bernadette Chantal Hanlin, Deborah Kay	12/05/2011 12:18 PM	ASCCAO Approval

# **Community Leadership 3535 Toward Cultural Proficiency**

The Ohio State University  
Autumn Quarter, 2012

**Course:** COMLDR 3535  
**Title:** Toward Cultural Proficiency  
**Credits:** 3  
**Time:** 4:00-7:00 PM  
**Dates:** August xx – December xx  
**Room:** Lecture-205 Ag Administration Building  
**Textbook:** **TBA**  
**Additional Readings:** As assigned, and posted to Carmen  
**Instructor:** Dr. M. Susie Whittington-Associate Professor  
**Office Hours:** **Tuesday 3-5, Fridays 9-11** OR by appointment.  
**Address:** 203A Agricultural Administration  
Columbus, OH 43210  
**Telephone:** (740)-815-4510 (cell-Verizon) **BEFORE 9:00 pm**  
**Staff Assistant:** Greta Wyrick(.1), (614)-292-6321  
**E-mail:** Whittington.1@osu.edu  
**FAX:** (614)-292-7007  
**Teaching Asst.** Caryn Hoerst Filson  
**T.A. Office Hours:** By Appointment: 203 AA  
**Paper Returns:** 594 File Drawer: Room 209 AA

**Course Description:** Learner effectiveness in multicultural, multiracial learning environments. Strategies for obtaining insight into learners from varied cultures. Theory will connect practice through service-learning using cognitive, affective and psychomotor domains.

## **COURSE OBJECTIVES**

- Describe current demographic changes in the United States.
- Recognize the role of historical context in current US events.
- Discuss bias-free approaches to describing cultural and racial differences.
- Reflect on how one's individual world view effects relationships.
- Assess one's knowledge, understanding, and skills for effective intercultural, interracial communication.
- Engage in dialogue around difference and similarity, including race, gender, age, class, and ability.
- Define and recognize prejudice and discrimination.
- Define and examine the presence and role of whiteness, power, and privilege.
- Reflect upon the work of scholars who are engaged in the articulation of cultural competence.
- Identify tools for improving one's cultural competence.
- Reflect on one's role as a member of a multicultural, multiracial society.

## COURSE OUTLINE

<u>Class</u>	<u>Topic*</u>	<u>Reading Assignment</u>
8/23	What is cultural competence? Cultural Competence self-awareness	TBA
8/30	Historical contexts of equity issues	
9/07	Domains and pathways enroute to cultural proficiency	
9/14	Personal and current: What is my own racial experience?	
9/21	Defining and recognizing unconscious bias	
9/28	Separating race: Engaging in conversations about race	
10/04	Recognizing and exploring similarities and differences	
10/11	What does race have to do with this conversation?	
10/18	Regulating social construction: Social, political perspectives	
10/25	Establishing parameters: My perspective, your perspective, and the missing perspective	
11/02	Deepening the level of conversation about race	
11/09	Insights into our culture (your thoughts about your service learning experiences)	
11/16	Examining the presence and role of “whiteness”	
11/23	Thanksgiving break, no class Work will begin on service-learning projects	
11/30	The boy in the striped pajamas	
12/7	Student reflections: racial autobiographies, service learning projects	
12/14	Final Exam	

## TEXTBOOK

Shoecraft, W. (2009). Woven Traditions Resources. Cincinnati, OH: Did you know publishing, Inc.

## READINGS

As assigned: Dr. Whittington will provide these during class or post them to Carmen.

## OFF-CAMPUS CONTEXT-BASED EXPERIENCES

*The curriculum for the course will be enhanced through a service-learning project. Learners will meet the objectives of the context-based experience by interacting with Ohio State University partners in non-traditional and diverse, non-formal educational settings.*

## TECHNOLOGY STATEMENT

The instructor uses a listserv of students enrolled in the course to communicate important information, send necessary planning templates, and to clarify assignments through email. Students enrolled in the course will use Carmen, DVDs, CDs, email, videos, Powerpoint, laptop computers, ElmoProjection, and projection equipment to enhance their learning. No cell phones are permitted in class.

## ACADEMIC MISCONDUCT STATEMENT

Academic misconduct of any kind will not be tolerated or permitted. If students have questions about what

activities constitute academic misconduct they should consult Faculty Rule 3335-23-04. The procedures that will be followed should suspected academic misconduct occur will follow Faculty Rule 3335-23-14. In all cases of suspected academic misconduct: “The instructor should make every effort to inform the student of the allegation” (Faculty Rule 3335-23-14, #3A).

All assignments and examinations must be completed by individual efforts. It is expected that you complete each assignment on your own merit unless otherwise stated. Furthermore, it is not recommended that you share your resources if it can be construed to be academic misconduct.

### **DIVERSITY STATEMENT**

- 1) Diversity enriches the educational experience by providing students with the opportunity to learn from individuals who differ from themselves.
- 2) Diversity promotes personal growth and a healthy society by challenging stereotyped preconceptions, encouraging critical thinking, and helping students learn to communicate effectively with people of varied backgrounds.
- 3) Diversity strengthens communities and the workplace by preparing students for citizenship in an increasingly complex, pluralistic society, and by fostering mutual respect and teamwork.
- 4) Diversity enhances the country’s economic competitiveness by effectively developing and using the talents of all citizens (Diversity Action Plan, 2000).[http://www.osu.edu/diversityplan/index\\_1/html](http://www.osu.edu/diversityplan/index_1/html)

### Statement of Students’ Rights

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.”

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

### **COURSE REQUIREMENTS**

<b>Assignments</b>	<b>Points</b>
Daily reflections (10 pts/ class session)	100 points
Pre- and Post-assessments (25 each)	50 points
Behind the Music	50 points
Popcorn and Movies	50 points
Journals (10 pts/week)	100 points
Dialogues/Discussions	50 points
Book Club	100 points
Writing & sharing of “I Am From” poem	50 points
Writing & sharing of Racial Autobiography	100 points
Designing, Implementing & Reflecting of Service-Learning Project	300 points
Final Exam	200 points
Total	1150 points

## COURSE EVALUATION

**MOST ASSIGNMENTS MUST BE TYPED!**

**Spelling and grammar ALWAYS matter and are graded!**

**Daily reflections (10 points each class session)**

Points: 100

Reflections for each session will be designed by you. Reflections will take approximately 8-12 minutes. The reflections will be 10 points worth of short answer questions, written primarily at the knowledge, comprehension, and application levels of cognition, OR essay items, written primarily at the application, synthesis, and evaluation levels of cognition. Reflection items are designed as your “opportunity to show that you are reflecting.”

**Pre- and Post-Assessments (25 points first day, 25 points last day)**

Points: 50

The instruments will be administered on the first and last day of class as an in-class exercise.

**Behind the Music (assigned due date)**

Points: 50

Music plays a vital role in our cultures. Selecting music for the class intro and reflection will show our awareness of music’s influence in our lives. Select the music, and present a 5-minute “Behind the Music” glimpse into its roots. Prepare a PowerPoint.

**Popcorn and Movies (September 30)**

Points: 50

Movies strike at the heart of our cultures. Which movie will we select as our class movie night? Sell us on why we should choose yours? What does it teach us about our culture? What questions have you written that when answered will assist us with our cultural proficiency journey?

**Journals (10 points per week)**

Points: 100

Journals for this course necessitate thought. The instructor is interested in your thoughts, ideas, experiences, questions, and reflections. The journal provides an opportunity for you to process your ideas by writing them down. Journals will be submitted weekly and should be at least one page (see toolkit). Prompts for the following week will be selected in class using critical thinking cubes.

**Dialogues/Discussions (3 of your choice – Before Thanksgiving)**

Points: 50

The Multicultural Center at Ohio State offers 5 series of dialogues and discussions around exciting topics. During October and November, they will offer 10 sessions. You will

choose three. One we will attend together, the other two you will select. Writing a half-page summary/reflection, will clarify your thoughts on your cultural journey (25 points each). The session we attend together, we will reflect in class.

**Book Club (assigned due date)**

Points: 100

Book club reading and presentation represents broadening your view of cultures and cultural perspectives. Reading will be a book you select, and will be conducted outside of class. 10-minute presentations will be in-class with a PowerPoint to accompany.

**“I am from” poem (in class)**

Points: 50

“If you don’t know where you’re from, you’ll have a hard time saying where you’re going.” Wendell Berry, among others, has voiced this idea that we need to understand our roots to know our place in the world. Learners will first review a poem by George Ella Lyons entitled, “Where I’m From” and then be given prompts, during class, to create their “I Am From” poems. The work will be started during class, but will be completed outside of class. Learners will share their poems during class sessions.

**Racial Biography (in class on December 2)**

Points 100

What is my own racial experience? Examining the impact of race in our own lives serves as a precursor to examining the impact of race in the larger context of a school or workplace. As we become personally aware of our own racialized existence, we can more deeply understand the racial experiences of others. The foundation of racial awareness must be personal and current. Thus, heightening racial consciousness begins with self-examination and is bolstered by continuous inquiry and reflection. A protocol will be available to assist learners in writing their racial autobiographies. The protocol serves as a guide but will not limit students’ thinking. Learners are encouraged to inscribe any other memories or ideas that seem relevant to themselves. Sharing one’s racial autobiography with others serves as a platform to provide the opportunity for interracial, intercultural communication.

**Service Learning (Throughout quarter, in-class presentations on Dec. 2)**

Points: 300

Service-Learning is a teaching approach that blends community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. By creating a project, learners will discover the need to use various resources both on campus and within the community, and will need to draw upon course content in cultural competency, to make the project a success. The project must highlight:

1. Principles of good practice in combining service and learning
2. Benefits to the community
3. Benefits to the learner
4. Key elements of successful service-learning partnerships
5. Clarification of roles and responsibilities
6. Timeline
7. Potential for sustainability
8. Benchmarks (20)



A proposal template will be provided in class. A presentation rubric will be provided in class.

**Final Exam (in class on December 9)**

Points: 200

This is a comprehensive exam that tests knowledge of the course content across all levels of cognition in Bloom's Taxonomy from "knowledge level" (rote memorization) to "comprehension", "application", "analysis", "synthesis", "evaluation" (highest levels) through a combination of listing items, multiple choice items, essays, and application exercises.

**Grading Scale**

A (100-94%) A- (93-90%)

B+ (89-87%) B (86-84%) B- (83-80%)

C+ (79-77%) C (76-74%) C- (73-70%)

D+ (69-67%) D (66-64%)

# **Community Leadership 3535 Toward Cultural Proficiency**

The Ohio State University  
Autumn Quarter, 2013

Meets the following General Education Categories:  
GEC 2. Breadth: C. Arts and Humanities; (3) Cultures and Ideas  
GEC 4. Diversity (1) Social Diversity in the U.S.

**Course:** COMLDR 3535  
**Title:** Toward Cultural Proficiency  
**Credits:** 3  
**Time:** 4:00-7:00 PM  
**Dates:** August xx – December xx  
**Room:** Lecture-205 Agr Administration Building  
**Textbook:** Foster, B. (2009). Imagine: Diverse Issues in Contemporary Society. Debuque, IA: Kendall/Hunt Publishing Company

**Additional**  
**Readings:** As assigned, and posted to Carmen  
**Instructor:** Dr. M. Susie Whittington  
**Office Hours:** **Tuesday 3-5, Fridays 9-11** OR by appointment.  
**Address:** 203A Agricultural Administration  
Columbus, OH 43210  
**Telephone:** (740)-815-4510  
**Staff Assistant:** Greta Wyrick(.1), (614)-292-6321  
**E-mail:** Whittington.1@osu.edu  
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**Teaching Asst.** Caryn Hoerst Filson  
**T.A. Office Hours:** By Appointment: 203 AA  
**Paper Returns:** 3535 File Drawer: Room 209 AA

## **GEC 2. Breadth: C. Arts and Humanities; (3) Cultures and Ideas**

### **Goals:**

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

### **Expected Learning Outcomes:**

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

## **GEC 4. Diversity (1) Social Diversity in the U.S.**

### **Goals:**

Students' understanding of the pluralistic nature of institutions, society, and culture in the United States is enhanced.

### **Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**Course Description:** The course introduces students to the growing discussion surrounding cultural proficiency. The course provides an introduction to the political, philosophical, sociological, literary, and historical views that have shaped our effectiveness in multicultural, multiracial environments. Cultural proficiency study has expanded beyond identifying diversity issues at a surface level to focusing on many culturally salient categories such as race, religion, and ethnicity. Learners will examine the nature and causes of multicultural tensions. They will study their own values and beliefs as related to their cultures, and will explore strategies for examining cultures to obtain insight into cultural differences. Topical areas will connect theory and practice through service-learning using learners' cognitive, affective, and psychomotor domains.

### **COURSE OBJECTIVES**

1. Understand the historical and theoretical emergence of the complex concept of cultural proficiency.
2. Enhance awareness of, and respect and appreciation for, the cultures of individuals and experiences within society, particularly in the United States.
3. Understand the challenges that cultural proficiency presents to concepts such as social diversity, tolerance, whiteness, and equality.
4. Analyze the norms, particularly those grounded in race, that guide contemporary concepts of the human condition, nature, and reality.
5. Explore contemporary values related to cultural proficiency in various forms of human expression, including literature, behavior analysis, philosophy, and film.
6. Synthesize and apply knowledge from diverse disciplines to understand the complex ways that gender, race, and ethnicity intersect with the cultural journey continuum in contemporary society in the United States.

### **SUMMARY OF INSTRUCTIONAL OBJECTIVES**

- Describe demographic shifts in the United States.
- Recognize the role of historical context in current US cultural events.
- Discuss bias-free approaches to describing cultural and racial differences.
- Reflect on how one's individual world view affects relationships.
- Assess one's knowledge, understanding, and skills for effective intercultural, interracial communication.
- Engage in dialogue around difference and similarity, including race, gender, age, class, and ability.
- Define and recognize prejudice and discrimination.
- Define and examine the presence and role of whiteness, power, and privilege.
- Reflect on one's role as a member of a multicultural, multiracial society.

## **COURSE OUTLINE**

<u>Class</u>	<u>Topic*</u>	<u>Reading Assignment</u>
8/23	What is cultural proficiency? Cultural Competence self-awareness	As assigned
8/30	Historical contexts of equity issues	
9/07	Domains and pathways en route to cultural proficiency	
9/14	Personal and current: What is my own cultural experience?	
9/21	Defining and recognizing unconscious bias	
9/28	Separating race: Engaging in conversations about race	
10/04	Recognizing and exploring similarities and differences	
10/11	Examining the presence and role of whiteness	
10/18	Regulating social construction: Social, political perspectives	
10/25	Establishing parameters: My perspective, your perspective, and the missing perspective	
11/02	The Boy in the Striped Pajamas	
11/09	Insights into our cultures (we will also share thoughts-to-date about your service learning projects/experiences)	
11/16	What does culture have to do with this conversation?	
11/23	The browning and aging of America	
11/30	Deepening our levels of conversation	
12/7	Student reflections: racial autobiographies, service learning projects	
12/xx	Final Exam, according to the university schedule	

## **TEXTBOOKS**

Foster, B. (2009). *Imagine: Diverse Issues in Contemporary Society*. Debuque, IA: Kendall/Hunt publishing.

Shoecraft, W. (2009). *Woven Traditions Resources*. Cincinnati, OH: Did you know publishing, Inc.

## **READINGS**

As assigned: Dr. Whittington will provide these during class or post them to Carmen.

Abrams, L. S., & Moio, J. A. (Spring/Summer, 2009). Critical Race Theory and the cultural competence dilemma in social work education. *Journal of Social Work Education*, 45(2) (Selected sections).

Angelou, M. (2003). *Still I rise*.

Banks, J. & Tucker, M. (1998, September). "Multiculturalism's Five Dimensions." NEA Today Online.

Beldola, L. G. (2011). Educating Immigrant Children: The American DREAM deferred? Teachers College Record.

Blanding, Michael (2007, Fall). "Can We Talk?"

DeCuir, J.T., & Dixson, A.D. (2004, June/July). "So When It Comes Out, They Aren't That Surprised That It Is There": Using Critical Race Theory as a Tool of Analysis of Race and Racism in Education. *Educational Researcher*, pp. 26-31.

Gladwell, M. (2008). *Outliers: The story of success*. New York, NY: Little Brown and Company. (Selected chapters).

Loewen, J. "Lies My Textbook Told Me: Racism and Anti-Racism in U.S. History". *Beyond Heroes and Holidays*. pp. 118-124.

Munoz, J. E. (1999). *Disidentifications: Queers Of Color And The Performance Of Politics ( Cultural Studies of the Americas)*. Minneapolis: University of Minnesota Press. (Selected chapters).

Singleton, G. (1997, November). "Affirmative Action...Can We Talk?" *The Palo Alto Weekly*.

Sizemore, E. "Appalachian Americans: The Invisible Minority" *Double standards in America concerning the hills of Appalachia*.

Tatum, B. D. (2004). *Color blind or color conscious?* Gale Group.

Thompson, G. (2007). *Up where we belong*. San Francisco: Jossey-Bass. (Selected chapters)

Wise, T. (2002). "White Like Me: Race and Identity through Majority Eyes." *When Race Becomes Real: Black and White Writers Confront Their Personal Histories*. Lawrence Hill Books. (Selected chapters).

Wu, E., & Martinez, M. (2006). "Taking cultural competency from theory to action. California Pan-Ethnic Health Network.

### **SUPPLEMENTAL READINGS/RESOURCES**

Banks, J. (2004). *Handbook of Research on Multicultural Education, Second Edition*. San Francisco: Jossey-Bass.

Banks, J. (1996). *Multicultural Education, Transformative Knowledge, and Action*. Teachers College Press.

Gorski, P. (2000, Spring). "Narrative of Whiteness and Multicultural Education". *Electronic Magazine of Multicultural Education*. Volume 2, #1.

Jones, P. S. (1997, Fall). "Dialect as a Deterrent to Cultural Stripping: Why Appalachian Migrants Continue to Talk That Talk". *Journal of Appalachian Studies*, 3(2). 150-154.

Laird, R. O., & Laird, T. N. (1995). *Still I rise: A cartoon history of African Americans*.

Lindsey, R. B. "Entitlement".

McIntosh, P. (1989, July/August). "White Privilege: Unpacking the Invisible Knapsack". *Peace and Freedom*, pp. 10-12.

Sparks, D. (1999, Fall). "Real-Life View: An Interview with Ann Lieberman". *Journal of Staff Development*. pp. 53-57.

Tatum, B. (1992, Spring). "Talking About Race, Learning about Racism: *The Application of Racial Identity Development Theory in the Classroom.*" Harvard Educational Review.

Jensen, R. (1998, July 19). "White Privilege Shapes the U.S.". *The Baltimore Sun*.

### **THE BOOK CLUB LIST**

(...or others that students propose. The list continuously expands...)

Barth, R. (2001). "The Culture Builder". *Learning by Heart*. San Francisco: Jossey-Bass.

Delpit, L. (1995). *Other People's Children, Cultural Conflict in the Classroom*. New York: The New Press.

Mortenson, G. (2006). *Three cups of tea*. New York: Viking.

St. John, W. (2009). *Outcasts united*. New York: Spiegel & Grau Trade Paperbacks.

Stockett, K. (2009). *The help*. New York: Penguin Books.

Tatum, B. (1999). *Why are all the black kids sitting together in the cafeteria?* New York: Basic Books.

### **OFF-CAMPUS CONTEXT-BASED EXPERIENCES**

*The curriculum for the course will be enhanced through a service-learning project. Learners will meet the objectives of the context-based experience by interacting with Ohio State University partners in non-traditional and diverse, non-formal educational settings.*

### **TECHNOLOGY STATEMENT**

The instructor uses a listserv of students enrolled in the course to communicate important information, send necessary planning templates, and to clarify assignments through email. Students enrolled in the course will use Carmen, DVDs, CDs, email, videos, Powerpoint, laptop computers, ElmoProjection, and projection equipment to enhance their learning. No cell phones are permitted in class.

### **ACADEMIC MISCONDUCT STATEMENT**

Academic misconduct of any kind will not be tolerated or permitted. If students have questions about what activities constitute academic misconduct they should consult Faculty Rule 3335-23-04. The procedures that will be followed should suspected academic misconduct occur will follow Faculty Rule 3335-23-14. In all cases of suspected academic misconduct: "The instructor should make every effort to inform the student of the allegation" (Faculty Rule 3335-23-14, #3A).

All assignments and examinations must be completed by individual efforts. It is expected that you complete each assignment on your own merit unless otherwise stated. Furthermore, it is not recommended that you share your resources if it can be construed to be academic misconduct.

### **DIVERSITY STATEMENT**

- 1) Diversity enriches the educational experience by providing students with the opportunity to learn from individuals who differ from themselves.
- 2) Diversity promotes personal growth and a healthy society by challenging stereotyped preconceptions, encouraging critical thinking, and helping students learn to communicate effectively with people of varied backgrounds.
- 3) Diversity strengthens communities and the workplace by preparing students for citizenship in an increasingly complex, pluralistic society, and by fostering mutual respect and teamwork.

4) Diversity enhances the country's economic competitiveness by effectively developing and using the talents of all citizens (Diversity Action Plan, 2000).[http://www.osu.edu/diversityplan/index\\_1/html](http://www.osu.edu/diversityplan/index_1/html)

### STATEMENT OF STUDENTS' RIGHTS

“Any student with a documented disability who may require special accommodations should self-identify to the instructor as early in the quarter as possible to receive effective and timely accommodations.”

If you need an accommodation based on the impact of a disability, you should contact me to arrange an appointment as soon as possible. At the appointment we can discuss the course format, anticipate your needs and explore potential accommodations. I rely on the Office For Disability Services for assistance in verifying the need for accommodations and developing accommodation strategies. If you have not previously contacted the Office for Disability Services, I encourage you to do so.

### COURSE REQUIREMENTS

<b>Assignments</b>	<b>Points</b>
Daily reflections (10 pts/ selected class sessions)	100 points
Pre- and Post-assessments (25 each)	50 points
The culture behind the Music paper	50 points
Popculture and Film	50 points
Journals (10 pts/selected weeks)	100 points
Dialogues/Discussions-Reflective Summaries, MCC ( go to 3, essays on 2)	50 points
Book Club discussion	100 points
Writing & sharing of “I Am From” poem	50 points
Writing & sharing of Racial Autobiography	100 points
Designing, Implementing, Reflecting of Service-Learning Project	300 points
Final Exam	200 points
Total	1150 points

### GRADING

Overall, grades will be based on the quality of your written assignments and the constructive nature of your class participation. The essays will be graded according to a) clarity of the argument, b) your use of evidence to support your argument, c) the relevance and insight of your questions, and d) the accuracy of grammar, syntax, and spelling. All assignments are late after the time/day noted on the course requirements. Late papers are penalized 10% per day, including weekends. Papers are not accepted via email.

### COURSE EVALUATION

**MOST ASSIGNMENTS MUST BE TYPED!**

**Spelling and grammar ALWAYS matter and are graded!**

#### **Class Participation**

Full participation on the part of each member of the class is necessary to have a successful



discussion of cultural proficiency. This means that I expect each of us to be fully prepared by completing the required reading, have written your journal entry, and have formulated a question to contribute to the dynamics of the class. Students will have prepared their assigned opening reflection, Book Club discussion, and Behind the Music summary as assigned. The course will involve regular in-class exercises, small and large group discussions, and outside-of-class lecture attendance, followed by written reflective summaries.

**Daily opening reflections (10 points/ selected class sessions)** Points: 100  
Reflections for each session will be designed by you. Reflections will take approximately 8-12 minutes. The reflections will be 10 points worth of short answer questions, written primarily at the knowledge, comprehension, and application levels of cognition, OR essay items, written primarily at the application, synthesis, and evaluation levels of cognition. Reflection items are designed as your “opportunity to show that you are reflecting.”

**Pre- and Post-Assessments (25 points first day, 25 points last day)** Points: 50  
The instruments will be administered on the first and last day of class as an in-class exercise.

**The culture Behind the Music (assigned due date)** Points: 50  
Music plays a vital role in our cultures. Selecting music for the class intro and reflection will show our awareness of music’s influence in our lives. Select the music, and present a 5-minute “Behind the Music” glimpse into its roots. Prepare a PowerPoint.

**Popculture and Film (September 30)** Points: 50  
Movies strike at the heart of our cultures. Which movie will we select as our class movie night? Sell us on why we should choose yours? What does it teach us about our culture? What questions have you written that when answered will assist us with our cultural proficiency journey?

**Journals (10 points per selected week)** Points: 100  
Journals for this course necessitate thought. The instructor is interested in your thoughts, ideas, experiences, questions, and reflections. The journal provides an opportunity for you to process your ideas by writing them down. Journals will be submitted weekly and should be at least one page (see toolkit). Prompts for the following week will be selected in class using critical thinking cubes.

**Dialogues/Discussions (3 of your choice – Before Thanksgiving)** Points: 50  
The Multicultural Center at Ohio State offers 5 series of dialogues and discussions around exciting topics. During October and November, they will offer 10 sessions. You will choose three. One we will attend together, the other two you will select. Writing a half-page summary/reflection, will clarify your thoughts on your cultural journey (25 points each). The session we attend together, we will reflect upon during class.

Essay 1: The first reflective summary (2 pages, double spaced), must discuss how the Discussion/Dialogue challenged your own concepts of diversity and tolerance. How

does it also enact further inquiry and exploration of the various categories of the cultural proficiency continuum?

Essay 2: The second reflective summary (2 pages, double spaced) should examine what it really means to say that cultural bias is “socially constructed”, particularly as it intersects with race, and ethnicity. What does this mean for our concept of human reality and the norms that guide our behavior?

**Book Club (assigned due date)**

Points: 100

Book club reading and presentation represents broadening your view of cultures and cultural perspectives. Reading will be a book you select, and will be conducted outside of class. 10-minute presentations will be in-class with a PowerPoint to accompany.

**“I am from” poem (in class)**

Points: 50

“If you don’t know where you’re from, you’ll have a hard time saying where you’re going.” Wendell Berry, among others, has voiced this idea that we need to understand our roots to know our place in the world. Learners will first review a poem by George Ella Lyons entitled, “Where I’m From” and then be given prompts, during class, to create their “I Am From” poems. The work will be started during class, but will be completed outside of class. Learners will share their poems during class sessions.

**Racial Biography (shared in class in December)**

Points 100

What is my own racial experience? Examining the impact of race in our own lives serves as a precursor to examining the impact of race in the larger context of a school or workplace. As we become personally aware of our own racialized existence, we can more deeply understand the racial experiences of others. The foundation of racial awareness must be personal and current. Thus, heightening racial consciousness begins with self-examination and is bolstered by continuous inquiry and reflection. A protocol will be available to assist learners in writing their racial autobiographies. The protocol serves as a guide but will not limit students’ thinking. Learners are encouraged to inscribe any other memories or ideas that seem relevant to themselves. Sharing one’s racial autobiography with others serves as a platform to provide the opportunity for interracial, intercultural communication.

**Service Learning (Throughout quarter, in-class presentations in Dec) Points: 300**

Service-Learning is a teaching approach that blends community service with academic instruction as it focuses on critical, reflective thinking and civic responsibility. By creating a project, learners will discover the need to use various resources both on campus and within the community, and will need to draw upon course content in cultural proficiency, to make the project a success. The project must highlight:

1. Principles of good practice in combining service and learning
2. Benefits to the community
3. Benefits to the learner
4. Key elements of successful service-learning partnerships
5. Clarification of roles and responsibilities
6. Timeline

7. Potential for sustainability
8. Benchmarks (20)

A proposal template will be provided in class. A presentation rubric will be provided in class. **Proposals are due the THIRD class meeting of the term.**

**Final Exam (in class in December)**

Points: 200

This is a comprehensive exam that tests knowledge of the major course concepts across all levels of cognition in Bloom's Taxonomy from "knowledge level" (rote memorization) to "comprehension", "application", "analysis", "synthesis", "evaluation" (highest levels) through a combination of observational scenarios. Rubrics are used for scoring.

**Grading Scale**

A (100-94%) A- (93-90%)

B+ (89-87%) B (86-84%) B- (83-80%)

C+ (79-77%) C (76-74%) C- (73-70%)

D+ (69-67%) D (66-64%)

**COURSE RATIONALE**  
**Community Leadership 3535**  
**Toward Cultural Proficiency**

Community Leadership 3535 has been designed to fulfill two GEC categories: GEC 2. Breadth: C. Arts and Humanities; (3) Cultures and Ideas and GEC 4. Diversity (1) Social Diversity in the U.S. Below are rationales for both of these categories.

**GEC 2. Breadth: C. Arts and Humanities; and (3) Cultures and Ideas Expected Learning Outcomes:**

1. Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression.
2. Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

**How do the course objectives address the GEC category expected learning outcomes?**

Cultural proficiency study is grounded in a social constructionist paradigm, meaning that it recognizes that discourse creates reality rather than merely describing it. Therefore, questions about “reality/realities” and the norms that guide human behavior are at the heart of cultural proficiency studies, and therefore, permeate every aspect of the course. The course is designed to teach students to consider ways in which norms about human behavior emerge from particular social practices and beliefs, and why those practices and beliefs have been challenged by some, but ignored by others. James Banks, a founding figure in the field of multicultural education stated that, “I think if we’re going to have people participate as citizens in a democratic society, they have to have the skills and knowledge and the racial attitudes needed to work with people from diverse groups” (p. 3). Obviously, no single course could teach the entire range of topics needed to prepare society to work in diverse groups, but every offering of this course will touch on many of them. In addition, the course will provide students with considerable practice in applying the theory that is being presented, through class discussions, written assignments, and service-learning engagement and practice.

**How do the readings assigned address the GEC category expected learning outcomes?**

The readings have been selected to introduce students to some of the founding principles in cultural proficiency studies—for example, extended and rigorous analysis of social norms, especially those related to race, and challenges to political views and decisions, especially historically that have created our current cultural norms. In Wu & Martinez (2006) “Taking cultural competency from theory to action”, the author provide readers with challenges that lay a foundation for topics in the class such as “defining and recognizing unconscious bias”, and “What does culture have to do with this conversation?”. IN addition, Thompson’s (2007) *Up Where We Belong* challenges readers by what she calls

“America’s stepchildren”—black, Latino, Southeast Asian, Native American, and white, low-income populations. She provides insight into course topics such as “Regulating social construction: Social, political perspectives”, and Establishing parameters: My perspective, your perspective, and the missing perspective”. A writer such as Jose’ Esteban Munoz, for instance, causes readers to think about the ways in which racially marginalized people practice a kind of what he calls, “disidentification” whereby they negotiate mainstream practices and thinking not by resisting them, but by transforming them for their own purposes. Finally, students will gain practice by doing cultural proficiency interpretations of cultural texts, such as film (The Freedom Writers), poetry (Angelou’s Woman Work), short stories (Hemingways’ The Sea Change), and performance music (the culture of Zyedco music).

### **How do the topics address the GEC category expected learning outcomes?**

As mentioned previously, the course topics could cover a wide range of material. However, the topics selected were chosen to teach the learning outcomes related to the two objectives for this GEC. For example, this syllabus introduces students to the topic of “whiteness”, but does so in the context of the Critical Race Theory (another of the selected course topics). Topics address ways in which cultural proficiency studies challenge normative thinking and behavior, particularly related to race and privilege. In addition the topic, “Examining the presence and role of whiteness” addresses goal 1) Students develop abilities to analyze, appreciate, and interpret major forms of human thought and expression, while the topic “Personal and current: What is my own cultural experience?”, is written to address goal 2) Students develop abilities to understand how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior.

### **How do the written assignments address the GEC category expected learning outcomes?**

The course provides a great number of oral and written communication opportunities. For example, students will write weekly journal entries, opening class reflections, reflective summaries of two out-of-class lectures (at OSU’s MCC), their Book Club discussions, and their Behind the Music Popculture insight papers. They also write their own racial autobiographies, and their “I am from” poems. Contributions to class discussion are required and strategies are used for creating comfortable conditions under which students share and discuss. Students write two essays, one addressing each of the two learning outcomes for the GEC designed to assess their understanding of the concepts of the course, but also their communication and thinking through writing.

### **How does the course aim to sharpen students’ response, judgment, and evaluation skills?**

By its very nature, cultural proficiency studies, pushes students to analyze and think critically about all kinds of information, including media transmissions, political and

cultural messages, data collection methods used by various agencies, and societal assumptions and identity groups. Students will be constantly exposed, across the term to reflecting, hearing thought-provoking information, thinking, re-reflecting, and writing, all in a developmental process of sharpening their evaluative processing skills. Again, cultural proficiency studies can be challenging, and therefore often evoke a range of divergent opinions. Class discussion will involve students in opportunities to negotiate differences, and communicate skillfully with those with who they disagree. In addition, written assignments will develop response skills given the various prompts that will be used throughout the term.

**GEC 4. Diversity (1) Social Diversity in the U.S. Expected Learning Outcomes**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**How do the course goals address the GEC category learning outcomes above?**

Cultural proficiency study is based on an intersectional model of social norms and power. As stated in the syllabus, this means that race, gender, sexuality, religion, and ethnicity are seen as mutually constitutive rather than as independent variables. Thus, a cultural proficiency study of any kind involves students in the complex analysis of ways in which those categories shape individuals' lives, especially in regard to normalizing practices that give social power to some while devaluing others. Such an approach will enable students to understand better the role that concepts such as appreciation, tolerance, and equality play in discourses about diversity and how they can be empowered to change attitudes they have fostered.

**How do the readings assigned address the GEC category expected learning outcomes above?**

This syllabus is organized around a diverse group of voices, meaning that not only diversity of opinion, but also diversity of background and identity. More than half of the authors on the syllabus are people of color writing about topics related to race, gender, class, religion, ethnicity, and sexuality. These authors, and their writings that have been selected for this class deal directly with the core issues related to the expected learning outcomes of this GEC: social in/equality and privilege -- and some provide ideas for altering those conditions.

**How do the topics address the GEC category expected learning outcomes above?**

The topics, "Historical contexts of Equity issues", and "The browning and aging of America", are relevant to this GEC's outcomes of describing the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States. The course deals with minorities of other kinds, such as ethnicity, and

the normalizing practices that have organized our society and divided people into the “haves and have nots”, citizens, and the “outsiders, outcasts”, etc.

**How do the written assignments address the GEC category expected learning outcomes above?**

All assignments deal with cultural proficiency. For example, the two essay assignments provided on the syllabus are directed at these issues; one dealing with identity politics, and the other dealing with social norms. The weekly journal assignment is designed to interpret major forms of human thought and expression, because the students write about observations they are making in everyday occurrences that they are now noticing, but might not have noticed previous to the course. Their journal entries must begin with the critical thinking stems assigned each week. Their opening reflection assignment will help them understand how perceptions (a reflection of their own culture) influences their behaviors toward others, and that the cultural perspective of someone else determines that person’s behavior toward them. The Book Club and Behind the Music assignments contribute toward their ability to analyze and appreciate the major forms of human thought and expression that may or may not parallel their own perceptions. Finally, their racial autobiography and “I am from” poems help them to recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**ASSESSMENT GOALS AND OBJECTIVES**  
**Community Leadership 3535**  
**Toward Cultural Proficiency**

**GEC 2. Breadth: C. Arts and Humanities; (3) Cultures and Ideas**

**Goals:**

Students evaluate significant writing and works of art. Such studies develop capacities for aesthetic and historical response and judgment; interpretation and evaluation; critical listening, reading, seeing, thinking, and writing; and experiencing the arts and reflecting on that experience.

**Expected Learning Outcomes:**

1. Students develop abilities to be informed observers of, or active participants in, the visual, spatial, performing, spoken, or literary arts.
2. Students develop an understanding of the foundations of human beliefs, the nature of reality, and the norms that guide human behavior.
3. Students examine and interpret how the human condition and human values are explored through works of art and humanistic writings.

**GEC 4. Diversity (1) Social Diversity in the U.S.**

**Goals:**

Students' understanding of the pluralistic nature of institutions, society, and culture in the United States is enhanced.

**Expected Learning Outcomes:**

1. Students describe the roles of such categories as race, gender, class, ethnicity and religion in the pluralistic institutions and cultures of the United States.
2. Students recognize the role of social diversity in shaping their own attitudes and values regarding appreciation, tolerance, and equality of others.

**COURSE OBJECTIVES**

1. Understand the historical and theoretical emergence of the complex concept of cultural proficiency.
2. Enhance awareness of, and respect and appreciation for, the cultures of individuals and experiences within society, particularly in the United States.
3. Understand the challenges that cultural proficiency presents to concepts such as social diversity, tolerance, whiteness, and equality.
4. Analyze the norms, particularly those grounded in race, that guide contemporary concepts of the human condition, nature, and reality.
5. Explore contemporary values related to cultural proficiency in various forms of human expression, including literature, behavior analysis, philosophy, and film.
6. Synthesize and apply knowledge from diverse disciplines to understand the complex ways that gender, race, and ethnicity intersect with the cultural journey continuum in contemporary society in the United States.



## **GEC AND OTHER COURSE ASSESSMENT PLAN:**

As developed in consultation with the Teaching Committee/Academic Affairs Committee in the Department of Human and Community Resource Development, Community Leadership 3535 will be reviewed and assessed through the following mechanisms:

1. Quantitative student SEI evaluation, completed on-line.
2. A qualitative evaluation of teaching by enrolled students to be handed at the end of the term, and which asks students for general feedback on the course.
3. Class observation of the teaching faculty member by a faculty colleague, including a written report to be submitted to the Department Chair.
4. Annual submission of course syllabus to the Department Chair.
5. Embedded assessment in all assignments and the final exam.
6. Pre-post survey of students, "Confidence in Cultural Proficiency" questionnaire.

Items 2-4 will be maintained on file in the department with the Department Chair, and with the instructor, so that the progress of the course can be monitored and evaluated across time as the course evolves, and to enable the department to address any concerns or any drift from the established goals and expected learning outcomes.

Item 3 already happens as a part of the pattern of administration in the department, and follows the faculty approved guidelines that are in place.

Item 5 will comprise similar content questions and keys across all required assignments that are geared toward evaluating the goals and learning outcomes of **GEC 2. Breadth: C. Arts and Humanities; (3) Cultures and Ideas** and **GEC 4. Diversity (1) Social Diversity in the U.S.** (See course syllabus). Copies of all student work will be maintained with the instructor. Starting in the second year that the course is taught, annual comparisons will be made between courses in terms of content and cumulative scores. In addition to the pre-post questionnaire, and the written qualitative student evaluation, the embedded ongoing assessment will demonstrate, longitudinally, trends in meeting GEC goals.

Item 6 will take place as a pretest of Confidence in Cultural Proficiency during the first class session. The questionnaire will be collected, copied, and filed with other course assessment materials. The post-test will be administered prior to the final exam. The annual review will use the pre-post data as a benchmark with which to assess the students' growth on the expected learning outcomes.



PAES Administration

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April 1, 2010

To whom it may concern:

This letter represents the School of Physical Activity & Educational Services support of the proposed undergraduate level course, AEE 594 - Group Studies: Toward a Culturally Proficient Learning Environment for 3 credit hours. Our faculty and undergraduate studies committee chair have reviewed the course proposal and support the concurrence.

As Director of the School of Physical Activity & Educational Services, I offer full support for the proposed undergraduate AEE 594 - Group Studies: Toward a Culturally Proficient Learning Environment.

Sincerely,

A handwritten signature in cursive script that reads "Donna L. Pastore".

Donna L. Pastore, PhD

CC: Dr. C. Zirkle, Undergraduate Committee Chair  
Dr. J. Wheaton, Associate Director  
Dr. A. Miranda, School Psychology