



EXTENDED CAMPUS

COLLEGE *of* PROFESSIONAL
and CONTINUING STUDIES

HR 5100-222: International/Intercultural Awareness

Course Description:

In this course we will study ways to understand diverse cultures. We will use a multi-disciplinary approach as we look at how cultures are different and what factors contribute to their cultural distinctiveness. As we review other cultures we will use the tools of history, geography, economics, sociology, and other social and physical sciences to understand the *why's* behind cultural distinctiveness. We will study how to adapt to cultural differences and to work with people from other cultures, both domestically and internationally.

Class Dates, Format, Location and Hours:

Dates:	December 7-12, 2021
Format:	Hybrid. Course will be held via Zoom and Canvas,
Location for On-Site courses:	Südlager, Rose Barracks Education Center, Bldg. 223, 2 nd Floor, Room 2.2, Rose Barracks, Vilseck, 92249, Germany
Hours:	Tuesday-Friday 6:00-9:00 p.m. CET; Saturday and Sunday 3:00-6:00 p.m. CET

Last day to enroll or drop without penalty: November 8, 2021

Site Director:

Location:	Südlager, Rose Barracks Education Center, Bldg. 223, 3 rd Floor, Room 3.13, Rose Barracks, Vilseck, 92249, Germany
Office hours:	Monday- Tuesday & Thursday on Rose Barracks- Friday- 0830 – 1630 Wednesday on Tower Barracks- 0830- 1630
Email:	apvilseck@ou.edu
Phone:	DSN: 476-2069 or CIV: 49-(0) 9662-83-2069

Professor Contact Information:

Course Professor:	Dr. Tamara Roberson
Mailing Address:	Department of Human Relations. 601 Elm Ave Norman, OK 73019
Telephone Number:	405-514-5468
Email Address:	troberson@ou.edu
Professor availability:	The professor will be available via email to students before and after the class sessions. On-site office hours are half an hour before and after each class session, by appointment.

Textbook(s) and Instructional Materials:

Student materials are available at the OU Bookstore Website at <https://ou.textbookx.com/institutional/index.php>. The website has book selling, renting, buying, returning,

and order tracking capabilities. If you need help with an order, or if you have any questions contact the toll-free phone at 1-(855)-790-6637, agents are available from 9a – 5p (EST) Monday – Friday. Text prices are available online.

1. Diamond, J.M. (1999). *Guns, germs, and steel: The fates of human societies*. New York: W. W. Norton. ISBN 9780393317558
2. Landes, D.S. (1999). *The wealth and poverty of nations: Why some are so rich and some are so poor*. New York: W.W. Norton. ISBN 9780393318883.
3. Materials posted on the OU Canvas system: Access Canvas at <https://canvas.ou.edu>. Enter your OU NetID and password, and select course to access material. Please contact your local Site Director if you require assistance.

You can find an excellent resource on APA style and general academic writing at Purdue University's Owl website located at <http://owl.english.purdue.edu/owl/resource/560/01/>

Course Objectives:

In this class we will:

- Learn about the origins of culture(s);
- Recognize and understand the significance and meaning of the expression of culture (housing, dress, food, language, non-verbal symbols, etc.);
- See how to identify cultural expressions and their meanings in the world around us;
- Study process of transmission of culture;
- Observe how old cultural traits often survive even when submerged in new cultural settings;
- Understand the different kinds of cultural conflicts and the contexts in which they occur, and how they are resolved;
- Become aware of the differences in etiquette in different cultures;
- Discover the relationship between culture and identity, and gain appreciation for the importance in people's lives for maintaining culturally rooted self-identity; and,
- Become equipped to carry out independent learning so that principles of cultural analysis learned in the class can be applied in future situations in which students may find themselves.

Course Outline:

Class will be divided between lectures, class discussion and student presentations. Students are expected to be active participants in class discussions. The goal of the class is to internalize new ways of thinking about cultures and to create a basis for life-long growth in cultural awareness and appreciation. Although we will be using texts as a resource for the class, the learning objectives go beyond the materials contained in the text. Essential to success in the class, therefore, is the active engagement of students in class discussions and student presentations.

Assignments, Grading and Due Dates:

Before the first class, students should have read the Diamond and Landes texts.

Discussions questions will be posted in the Canvas module.

Written Report:

Each student will prepare a written report that explains a "cultural trait" in terms of its function, origin, and meaning. This paper will be due two weeks after the last day of class. Appropriate "cultural traits" will be selected by the students, but the professor will be available to assist in the selection. Further details about this report will be posted on Canvas and discussed the first night of class. Students who wish to get an early start on their report may contact the professor in advance by email to seek approval for a proposed trait topic.

This paper should be at least 3,500 words which is about (10) pages in length (not counting the cover page or reference page); using a font size of 12, Times New Roman. At least eight sources should be cited, and at least three of the sources should be from scholarly journals, books, or personal interviews (reference to dictionaries, encyclopedias, course assigned readings, or the Wikipedia, will not count towards this requirement); references should follow APA Guidelines which can be referenced here: <http://owl.english.purdue.edu/owl/resource/560/01/>

The paper should be organized into the following three sections:

- (1) Explanation of the trait;
- (2) Recounting of the origins of that trait; and
- (3) Explanation of the ways in which the trait provides insight into the culture from which it arises.

Written reports should be submitted in Canvas no later than midnight on the Sunday two weeks following the last day of class, December 26, 2021. Papers will be graded by the following point system:

- 10 points - writing or presentation clarity
- 30 points – on each of the three sections of the paper (described above).

No paper will qualify for a grade of A that does not carefully follow APA Guidelines.

Class Presentation

Students will present a short oral version of their papers in class and will lead a brief class discussion of the topic beginning on Saturday and Sunday of the course, so that all the class members may share in the benefits of the research projects.

OU Email:

Students are expected to check their OU email for messages concerning the class. Students who do not regularly check their OU mailbox should set their OU mail account to forward messages to an account that the student regularly checks for messages, however, you may do so at your own risk. We cannot guarantee successful email delivery to outside email addresses. It is your responsibility to ensure you are receiving all communication from The University of Oklahoma. Additional instructions for the class will be posted on the Canvas website for the course at least three weeks before the first class meeting.

Grading:

This is a letter-graded course: A, B, C, D, or F. 90% or above constitutes an “A”, 80-90% a “B”, 70-80% a “C”, 60- 70% a “D”, and lower than 60% shall not be considered passing.

Assignment	Points	Due Date
Attendance/Participation/Canvas Discussions	50 points each session	Daily
Presentation of a Cultural Trait	100	December 11 & 12
Final Paper – Cultural Trait	100	December 26

Grading:

This is a letter-graded course: A, B, C, D, or F.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution's policy regarding "I" (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any "I" (Incomplete) grades by the end of the term or he/she may be placed on "financial aid probation." If the "I" grade is not resolved/completed by the end of the following term, the student's Financial Aid may be suspended making the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

OU faculty will submit grades online through ONE not later than 30 days after the course end date. Course end dates are approximately one calendar month after the final seminar date on this syllabus and are provided on the official scheduling website for reference.

Academic Integrity and Student Conduct

Academic integrity means honesty and responsibility in scholarship. Academic assignments exist to help students learn; grades exist to show how fully this goal is attained. Therefore all work and all grades should result from the student's own understanding and effort.

Academic misconduct is any act which improperly affects the evaluation of a student's academic performance or achievement. Misconduct occurs when the student either knows or reasonably should know that the act constitutes misconduct. Academic misconduct includes: cheating and using unauthorized materials on examinations and other assignments; improper collaboration, submitting the same assignment for different classes (self-plagiarism); fabrication, forgery, alteration of documents, lying, etc...in order to obtain an academic advantage; assisting others in academic misconduct; attempting to commit academic misconduct; destruction of property, hacking, etc...; intimidation and interference with integrity process; and plagiarism. All students should review the Student's Guide to Academic Integrity at http://integrity.ou.edu/students_guide.html

Students and faculty each have responsibility for maintaining an appropriate learning environment. All students should review policies regarding student conduct at <http://studentconduct.ou.edu/>

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Adjustment for Pregnancy/Childbirth-Related Issues

Should you need modifications or adjustments to your course requirements because of documented pregnancy-related or childbirth-related issues, please contact the professor as soon as possible to discuss. Generally, modifications will be made where medically necessary and similar in scope to

accommodations based on temporary disability. Please see <http://www.ou.edu/content/eoo/faqs/pregnancy-faqs.html>.

Title IX Resources

For any concerns regarding gender-based discrimination, sexual harassment, sexual misconduct, stalking, or intimate partner violence, the University offers a variety of resources, including advocates on-call 24/7, counseling services, mutual no-contact orders, scheduling adjustments, and disciplinary sanctions against the perpetrator. Please contact the Sexual Misconduct Office at smo@ou.edu or (405) 325-2215 (8-5), or the Sexual Assault Response Team at (405) 615 -0013 (24/7) to report an incident. To learn more about Title IX, please visit the Institutional Equity Office's website at <http://www.ou.edu/content/eoo.html>

Course Policies

Extended Campus (also and formerly known as Advanced Programs) policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are e/mailed to the professor for the course. Neither duplicating services nor office supplies are provided.

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about OU Extended Campus, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA

Tamara Roberson

Education

- 2010 Walden University, Ed. D., Specializing in Administrative Leadership for Teaching and Learning
- 1992 University of Central Oklahoma, M.Ed., School Administration
- 1986 University of Central Oklahoma, B.S., Elementary Education

Current Positions

- 2014 – Present Adjunct Professor, University of Oklahoma, Norman, OK.
- 1994 - Present School Administrator (Principal) Midwest City-Del City Schools, Midwest City, OK.

Frequently Taught Extended Campus (Advanced Programs) Courses

- Multicultural Issues in Human Relations
- Cultural Diversity in Human Relations
- International Intercultural Relations
- International Training and Development
- Conflict Resolutions
- Issues in Human Relations Training

Major Areas of Teaching and Research Interest

- Adult & Informal Learning
- Quantitative Research
- Civic Engagement
- Community & Organizational Change

Representative Publications

- Roberson, Tamara S. (March, 2018). Grant Writing: Grant writing resources and advice on writing school and classroom grants. Midwest City, Oklahoma.
- Dyer, Kari B. & Roberson, Tamara S. (November, 2017). Working Together: Building a positive school culture. Oklahoma School Counselors Association Annual Conference, Broken Arrow, OK.
- Roberson, Tamara S. (January, 2014). PreK – 5th Writing for the Common Core, Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (September, 2013). PreK – 5th Response to Interventions (RTI), Professional Development Workshop for Educational Reform, Midwest City – Del City Schools.
- Roberson, Tamara S. (2012). *Riley's Race*. Philadelphia, PA: Xlibris Corporation
- Roberson, Tamara S. (2010). The relationship between principal personality type and elementary school student achievement. MI: UMI

Representative Presentations

- Dyer, Kari B. & Roberson, Tamara. (February 2021) Utilizing the zones of regulation within the classroom: A refresher. Pleasant Hill Elementary Professional Development. Forest Park, OK.
- Dyer, Kari B. & Roberson, Tamara. (August 2020). Social emotional learning: A crash course. Pleasant Hill Elementary Professional Development, Forest Park, OK.

- Dyer, Kari B. & Roberson, Tamara. (January 2020). Student dysregulation: Recognizing triggers of students and of ourselves as practitioners. Pleasant Hill Elementary Professional Development, Forest Park, OK.
- Dyer, Kari B. & Roberson, Tamara. (September 2019). Practical classroom management. Pleasant Hill Elementary Professional Development, Forest Park, OK.
- Dyer, Kari B. & Roberson, Tamara. (September 2019). Utilizing the Zones of Regulation within the classroom/help recognizing student dysregulation. Pleasant Hill Elementary Professional Development, Forest Park, OK.
- Dyer, Kari B. & Roberson, Tamara (November 2017). Working together: Building a positive school culture, Oklahoma School Counselor Association Annual Conference, Northeastern State University – Broken Arrow, OK.
- Dyer, Kari B. & Roberson, Tamara. (January 2018). The effects of trauma on students and adults. Pleasant Hill Elementary Professional Development Day, Forest Park, OK.
- Roberson, Tamara S. (September, 2019). Mentoring: Career teachers mentoring new to teaching teachers. Midwest City, Oklahoma.
- Roberson, Tamara S. (October 2018- May, 2019). Facilitator /Trainer – Preparing the assistant principal: Are you ready for your building assignment? Professional Development, Midwest City – Del City Schools Administration, Oklahoma.
- Dyer, Kari B. & Roberson, Tamara (November 2017). Working together: Building a positive school culture, Oklahoma School Counselor Association Annual Conference, Northeastern State University – Broken Arrow, OK.
- Roberson, Tamara S. (September, 2010). Presenter - Learning from the ineffective teacher. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - The importance of lesson planning and student achievement: introduction part 1. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - The importance of lesson planning and student achievement, part 2: Setting the stage for learning: anticipatory set. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - Are we accomplishing our mission? progress monitoring, assessments and accountability. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2010). Presenter - Lead and learn presentation to mid-del association of elementary principals: Coaching cycle: Diagnose – teach objectives, assess, gather results, adjust instruction; start over. Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (April, 2009). Presenter - Quality time analysis. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Presenter - How to help children build better language skills. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2009). Presenter - Testing preparation for state testing. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2009). Presenter - How to use data to enhance classroom instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2008). Presenter - Differentiated instruction in the classroom part 2. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (October, 2008). Presenter - Differentiated instruction in the classroom part 1. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Presenter - Climate of high expectations for all students in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2008). Presenter - Review of academic performance index (API). Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Presenter - Intergrading math and children's literature in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2008). Presenter - Implementing policies and procedures: ensuring quality time on task (QTA) Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2008). Presenter - School improvement: make and take ideas for using differentiated instruction in the classroom. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2008). Presenter - Strategies for enhancing reading for students with English as a second language. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Presenter - Differentiated reading instruction. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2008). Presenter - Differentiated classroom instruction to enhance learning across the curriculum. Parkview Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (November, 2007). Presenter - School improvement strategies for improving AYP scores on state testing. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (October, 2007). Presenter - School improvement: mapping grade levels curriculum. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - School improvement: surveying the daily classroom schedule. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - School improvement: data driven decision making. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2007). Presenter - Using benchmark data to drive instruction. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2007). Presenter - Strategies for teacher using data driven instruction to re-teach PASS skills not mastered on benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Presenter - No child left behind: expectations of 2014 and strategies to achieve the demands mandated. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

- Roberson, Tamara S. (March, 2007). Presenter - Edusoft training for teachers to use computerized data for benchmarks. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2007). Presenter - Using vertical team meetings with special teachers to collect data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Presenter - Modified assessments. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (December, 2006). Presenter for in-service for the classroom teachers role in adhering to DHS regulations. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Presenter - Special education: inclusion. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (September, 2006). Presenter – Academic Performance Index (API) in-service for teachers: using frequent assessment in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Presenter - Using guided reading instruction in the classroom. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (August, 2006). Presenter – Research on effective schools. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (January, 2006). Presenter – A recipe for success: strategies to closing the achievement gap using our school data. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (May, 2006). Presenter - Using discussion and data to assign students to next year’s teachers. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (March, 2006). Presenter for follow up on benchmark data: objectives not mastered. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.
- Roberson, Tamara S. (February, 2006). Presenter for follow up on benchmark data for the higher achieving students. Epperly Heights Elementary Professional Development, Midwest City – Del City Schools, Oklahoma.

Representative Honors and Awards Received

- Who’s Who Among American Young Women of America (1997).
- Midwest City – Del City Schools Service Award (May, 2006).
- Recognized by Midwest City – Del City Schools for Mastery and Understanding of the Effective School Correlates (2009-2010).
- Recognized by Midwest City – Del City Schools for the MVP Award (2009-2010).

Major Professional Affiliations & Committees

- Mid-Del School Foundation Board Ex-Officio Member, 2018-2019
- Grant Committee Member, Greatest Stories Never Told: Fly with Banning traveling Exhibition, 2017-2018
- Program Committee Member, Pleasant Hill Elementary Black History Program: The Hallelujah Flight, 2015

- Council Member, Governor Fallin's Oklahoma Economic Development Council – 2011-2012
- Committee Member, Mid-Del Association of Elementary School Principal's – 2008-2010
- Chairman, Safe & Healthy School Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Title I Committee, Mid-Del Schools, 1997 – Present
- Committee Member, Professional Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Staff Development Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del Discipline Committee, Mid-Del Schools, 1997 - Present
- Committee Member, Technology Team, Mid-Del Schools, 1997 – Present
- Committee Member, Mid-Del School Calendar Committee, 1990 - Present
- Committee Member, Mid-Del Schools School Improvement Committee 1997 - Present
- Committee Member, Mid-Del Schools Elementary Curriculum Council 1988 – 1997
- National Association of Elementary School Principals (NAESP)
- Mid-Del Association of Elementary School Principals (MDAESP)
- Association of Supervision and Curriculum Development (ASCD)
- Cooperative Council for Oklahoma School Administration (CCOSA)
- Oklahoma Association of School Administrators (OASA)
- National Association for the Education of Young Children (NAEYC)
- American Educational Research Association (AERA)