



EXTENDED CAMPUS

COLLEGE of PROFESSIONAL
and CONTINUING STUDIES

ILAC 5233-221: Understanding Different Cultures

Course Description:

There are two main purposes in this course. The first is to help students develop a better understanding of different cultures and the challenges and benefits of cultural diversity. The second is to provide students with the background knowledge, understandings, and techniques to work defectively with learners from diverse cultural and ethnic backgrounds.

Class Dates, Location and Hours:

Dates: March 17- 22, 2020
Location: Building 2775, Rooms 10 and 11. Kapaun Air Station on Vogelweh Air Base.
Hours: Tuesday - Friday 6:00-9:30 pm; Saturday and Sunday 8:30 a.m.-4:30 p.m.
Last day to enroll or drop without penalty: February 17, 2020

Site Director:

Email: apramstein@ou.edu. Phone: DSN 480-6807, Civilian 06371-47-6807.

Professor Contact Information:

Course Professor: Lawrence Baines, Ph.D.
Mailing Address: 820 Van Vleet Oval, #100
Norman, OK 73019
Telephone Number: (405) 325-3752
Fax Number: (405) 325-4061
Email Address: lbaines@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.

Instructional Materials:

Materials posted on the OU Canvas learning management system: Access Canvas at <https://canvas.ou.edu>, enter your OU NetID and password, and select course to access material. If you require assistance with Canvas, please click on the Help icon. You can search the Canvas guides, chat with Canvas support, or contact OU IT.

Peace Corps (2012). *Culture matters*. Washington, D.C.: Information Collection and Exchange. (Will be available via Canvas)

List of readings as they appear on Canvasr:

0-6 peace corps culture matters
1 Brown-65-05919v4-final
1hanushek
1 if the world were a village of 100
1 Opinion | Military Kids...The New York Times
1 Pathways_SOTU_2019

2A ‘Between the World..Coates – The Atlantic
 2A Facts about U.S. Lati..ew Research Center
 2A Key facts about Asia...ew Research Center
 2B hillbilly
 2B Mexicans in America | Cato Unbound
 2B Native AM Rockey
 3 EL factsheet2018-Texas_Final
 3 EL-Insight_Legal-Framwork_Final
 3 gandara-acavedeo-bil...ualism-graphic-2016
 3 Loosening the Linkage...Land | SpringerLink
 4 checklist sensitivity
 4 Culturally sensitive co...ier Enhanced Reader
 4 Delivering-through-diversity_full-report
 4 nw Arkansas cult competence
 5 daughters
 5 Encounters with Diver...Parental Responses
 5 Managing Organizatio...Corporate Websites
 5 parental leave
 6A Diversity Industry—New Republic
 6A The Art of Dealing wi...ity in the Classroom
 6B Venkatesh gang leader for a day
 7 Supporting Students L...low the Poverty Line
 7 This cartoon explains...e poor got poor
 7 working poor
 8 Baines Wickham EJ
 8 For years, this popular...t work after all. – Vox
 8 improving black male lives
 8 Safety Goggles Requir...n Teaching Diversity

Course Objectives:

1. Understand the meanings and significance of “culture”;
2. Describe how the lives of people of cultures other than your own are different and the same as yours;
3. Articulate your own philosophy regarding multicultural education;
4. Understand how students’ cultures affect student perceptions in the classroom;
5. Identify teaching strategies that will be effective with a variety of students

Assignments, Grading and Due Dates:

Pre-Course Assignments:

Date	Activities	Assignments Due
2/16 – 2/22	Culture matters, chapter 1, Understanding Culture 1 Readings	Do all of the activities in chapter 1. Post the most interesting one on the online discussion board. Send Baines Review #1
2/23 – 2/29	Culture matters, chapter 2, American Culture 2A readings	Do half of the activities in chapter 2. Post the most interesting one on the online discussion board. Send Baines Review #2A
3/1 – 3/7	2B Readings	Do the rest of the activities in chapter 2. Post the most interesting one on the online discussion board. Send Baines Review #2B.
3/8 – 3/14	Culture Matters, chapter 3, Communication 3 Readings	Do all of the activities in chapter 3. Post the most interesting one on the online discussion board. Send Baines Review #3.

Face-to-face classes:

Date	Activities	Assignments Due
3/17 Tues.	Culture Matters, chapter 4, Culture in the workplace 4 Readings	Review #4 Discuss Biography and Cultural Plunge
3/18 Wed.	Culture Matters, chapter 5, Social relationships 5 Readings	In-class writing
3/19 Thu.	Culture Matters, chapter 6, new culture 6A Readings	In-class writing
3/20 Fri.	6B Reading	In-class writing
3/21 Sat.	Social class and money 7 Readings	Review #5
3/22 Sun.	Inclusive teaching 8 Readings	In-class writing activity on readings 7 & 8

Online discussion board – 25% First Four Weeks Online

You will be keeping a weekly online journal in which you reflect on the activities required of you in Culture Matters. Reflect on what you consider as important ideas, activities (you are required to do many) that evoked strong response in you, either positive or negative, or your interpretation of what you read and what it means for your own understanding of diversity and multicultural education. Provide thoughtful feedback to at least 2 of your group members regarding their responses to the readings by Saturday night.

Review – 25% Over the Course

There is much fascinating and useful reading for this course. Focus on getting the “big idea” and what you could possibly take from the reading and use in your work and life. Read all of the articles and summarize them briefly.

Format:

Citation: Shipler, D. (2016). *The working poor*. New York: Vintage, pp. ix-12.

Summary: Shipler discusses the myriad challenges of poverty and how being poor “knows no ethnic or racial boundaries” (p. xi). He describes the American Myth of success as being hopelessly out of reach for most working poor. To move out of poverty can be excruciatingly complicated and difficult. Most of the working poor have been plagued by bad decisions, bad luck, and bad circumstances.

Most important sentence: “A run-down apartment can exacerbate a child’s asthma, which leads to a call for an ambulance, which generates a medical bill that cannot be paid, which ruins a credit record, which hikes the interest rate on an auto loan, which forces the purchase of an unreliable used car, which jeopardizes a mother’s punctuality at work, which limits her promotions and earning capacity, which confines her to poor housing” (p. 11).

Why that sentence: Poverty involves many inter-connected facets. So, a problem in one area of life inevitably leads to even greater problems in another area of life.

Notice: Unless you cut a deal with Baines first, the biography and Cultural Plunge Paper should involve **two different cultures/experiences**.

Biography – 25% Due by Midnight, April 12th

Interview and write a biography of someone who is from a different culture than your own and include significant life events, like family origins, education, foods, celebrations, fun, victories, traumatic events, loves, honors, disappointments, and anything else considered important. The person must also have a different skin color or first language than yours. Examine the individual’s home community. Include special words and phrases in the language or dialect. Meet with the interviewee at least 2 times.

After your initial interview, will write up the interview. You will ask questions for clarification or elaboration in the follow-up interview. Interviews may be recorded with the interviewee's permission. Share your biography with your interviewee to validate the information. Use a pseudonym on the biography to protect the identity of your interviewee unless he/she wants his/her real name to appear on the biography.

Please highlight any readings that you considered or thought about when doing the interview. Discuss how the readings relate.

Cultural Plunge Paper – 25% due by midnight, April 12

Visit a site or participate in an event that exhibits a culture different than your own, i.e., a Christian church, a Muslim mosque, a Jewish synagogue, a Buddhist temple, a school for children with disabilities, a rural school, a community of an ethnic minority or a disadvantaged/marginalized group (migrant workers from the countryside), an orphanage, or a nursing home. Conduct research about the site and the population associated with the site/event in advance. Be culturally sensitive and respectful when you are on the site and when you interact with the people there. When you return, write a descriptive paper. The paper should describe:

- a) your detailed observations of the place, people, and/or the event
- b) how this experience helped you gain a better understanding of yourself (feel free to cite the numerous exercises from CULTURE MATTERS)
- c) how this experience helped you gain a better understanding of a different culture
- d) any readings that had relevance and your thoughts about the readings in light of the experience
- e) how teaching individuals from this culture might differ from teaching individuals from your own culture.

Grading:

This is a letter-graded course: A, B, C, D, or F. A=90-100; B=80-89; C=70-79; D=60-69; F<60

***All written assignments except journals should be submitted to Dropbox on D2L unless instructed otherwise on their due dates. The journals will be posted under the Discussion section.**

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.

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 me 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

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 mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

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 Advanced Programs, visit our website at: <http://www.goou.ou.edu/>

INSTRUCTOR VITA
Dr. Lawrence A. Baines

Education

Ph.D., English Education from University of Texas at Austin;
M.S. Computer Information systems from University of North Texas

Current Positions

Professor

Frequently Taught Advanced Programs Courses

- EDUC 6930 Introduction to Teaching

Major Professional Affiliations

- Teacher preparation
- The teaching of writing
- Privatization of public institutions

Publications

12 books, 100+ articles, 100+ presentations

Recent awards

- Henry Daniel Rinsland Award for Outstanding Research in Education
- Leadership Award

Memberships

- National Council of /teachers of English
- Academy of Educational Studies
- Scholars Strategy Network