

EDH 6047 (U01) COURSE SYLLABUS College Student Life and Cultures Fall 2018 – August 22 through December 5 W 5-7:40pm Graham Center (GC), Room 275B	
Professor: Bronwen Bares Pelaez, Ph.D.	Office: Graham Center, Room 212 (MMC) Wolfe University Center Room 353 (BBC)
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Required Texts: Reading will be uploaded on Canvas. Please login to Canvas and if any issues/questions arise:

- call 305-348-3630 or 1-877-3-ELEARN 24/7, or
- live chat using the “Help” icon in Canvas 24/7 or at lms-help.fiu.edu 7 days a week, 8am-midnight

Recommended Equipment: Electronic devices are encouraged in this class due to the topics covered. Please bring a laptop, smartphone, tablet, or other device suitable for conducting online work, to class each time we meet (please note: you are not expected to purchase this device; devices such as these can be borrowed from the FIU Library). Please DO NOT utilize these devices during class to complete work for this course, work for other courses, work outside of coursework, or for any personal use unless otherwise authorized by the professor.

Course Objective: The purpose of this course will be the study of:

- The self-knowledge and self-awareness required to understand the culture(s) we each participate in and perpetuate
- Culture as a phenomenon in organizations, campuses, and shared community spaces
- The concept of culture within sub-groups or sub-cultures
- Cross- and trans-cultural competencies and practices
- Cultural conflicts, crises, and recovery
- Applications of cultural competency and work within higher education

Assignments:

All written assignments should be typed, double spaced, Times New Roman 12pt font, 1” margins all around (as per APA) and submitted in class OR uploaded to Canvas as per assignment instructions, by the deadline listed in the schedule/syllabus (hard copies will be accepted in person prior to the deadline, but not after, meaning please do not slip a copy under my door after the deadline). Late assignments will be assessed a letter grade off per day, and NO assignments will be accepted after the third day without approval prior to the assignment deadline. Please talk to me ASAP for emergencies and extenuating circumstances, and unless otherwise not possible due to an emergency, please make arrangements with me prior to the assignment deadline.

1. **O’Keefe Global Leadership Self-Assessment Results: Pre-test and Post-test.** (10pts). Due date: September 5, 12pm (online) and 5pm (hard copy) (5pts); AND on November 28 at 12pm (online) and 5pm (hard copy) (5pts).

The assessment tool can be found and completed online here: <https://www.drSabrena.com/>
For this assignment, please review the website and complete the assessment. When you complete the assessment, you’ll get a screen with your scores on each competency category (total of 6 categories) with your average Global Leadership Score at the top. To get credit for this assignment, you must print a copy of your scores and submit in class, or, upload a screen shot (or copy and paste text) of the scores into Canvas by noon on September 5 and complete the assessment a second time and submit again on November 28 following the same guidelines for online and in-person submissions.

2. **Self-assessment reflection paper 1.** (10pts). Due date: September 12, 5pm.

This 4-5 page reflection paper will be about you! Please answer the following questions (not necessarily in this order, but in the order that makes sense for your reflection on your experience):

- What is my cultural location (e.g., In what cultures am I participating (past and present)?
- What culture(s) do I perpetuate? How? Why?
- What cultures beyond those I participate in am I aware of?
- What culture(s) beyond those I participate in would I like to learn more about?
- What scores did you get on the O’Keefe Assessment? Were you surprised (or not) by any of the scores?
- What goals (2-3 very specific, measurable, time-bound goals) will you set for yourself to increase your score in one specific competency area? (hint: can/should be related to the sub-culture(s) other than your own that you would like to learn more about)

3. **Sub-Culture Learning Goals Report.** (10 pts total). Due date: October 24, 5pm.

You will utilize the goals set during the first reflection paper as the foundation for this assignment and submit a progress report and reflection on how you went about achieving the goals and the lessons learned. The reflection/report should be 1-2 pages per goal (for a total page range of 2-6). The report must be formatted as an executive summary, or other “formal” document that you would submit to a supervisor/colleague, rather than a traditional paper format.

Examples of goals might include:

- Attending a student organization meeting that’s representative of the culture you’re learning about
- Attending a campus event focused on the culture
- Conducting an informational interview with a faculty member who conducts research related to the culture you’re learning about
- Conducting an informational interview with an administrator/staff with expertise on the culture you’re learning about
- Conducting an informational interview with 3+ students active in the sub-culture on campus
- Creating an annotated bibliography on 3+ contemporary scholarly articles (2015-2018) about the culture
- Creating an annotated bibliography on 5+ contemporary media articles about the culture/population on campus

4. **Sub-culture research presentation.** (25pts total). Due date: 10/17-11/28.

Each student/team will sign up for a date in class; each will choose a sub-culture (can be the same as the focus of the goals set during the initial reflection) found in higher education (does not have to be FIU-focused), and each student will present their findings throughout the semester including the description of the sub-culture, the ways culture is perpetuated within the sub-culture, where/how the sub-culture fits into the larger culture of the campus/institution, and recommendations for developing cross-cultural understanding and competence when joining and/or interfacing with the sub-culture. The student/team will have 30-60 minutes (30 for individuals and 60 min for teams of 2) to present their findings to the class. Highest scores will be reserved for those who take an innovative and/or interactive approach to the presentation style, those who incorporate information collected from topic thought leaders and/or higher education researchers/practitioners/experts on the sub-culture, those who collect sub-culture participant observations and/or interviews, and evidence of in-depth and/or intersecting literature review and analysis. The teams will be graded on the quality of the content curated for the presentation (15pts), and the quality of the presentation (10pts).

5. **Sub-culture literature review.** (20pts). Due date: Individual papers will be due on or before the day the student/team presents. Papers will be 7-10 pages, not including references, title page, etc. Page numbers must be included. This paper will be a literature review of the information most commonly cited about the sub-culture you're focused on throughout the semester. You should read and analyze 10+ articles (minimum of 5 must be scholarly/research-based articles) for this assignment. Appropriate literature could be historical or foundational in nature (i.e., the literature, theory/theories, etc. most commonly cited), and should also include contemporary literature (which may include scholarly pieces, or other forms of journalism/media presenting contemporary issues/updates related to the sub-culture not yet reflected in the research literature).

6. **Self-assessment reflection paper 2.** (5pts). Due date: December 5, 5pm.
This 1-2 page reflection paper will be in direct response to your O'Keefe Assessment Post-Test (your results after taking the assessment the second time). Did your scores change? In which direction did your scores change? Did you score changes (or lack of change) surprise you (or not)? What competency area would you set new goals for in the upcoming semester(s)? How can you incorporate cultural competency development into your professional development long-term?

7. **Attendance, class participation, quizzes, etc. (in-person and online).** (20 points). Attendance is essential to the discussion and learning process for this course. Points will be deducted from a student's final grade based on the following:
 - 1 absence = 0 points
 - 2 absences = 4 points
 - 3 absences = 10 points
 - 4 absences = 20 points
 - More than 4 absences will result in automatic failure of the course
 - Arriving late or leaving class early will result in an absence for that class meeting
 - Participation in discussions that take place in-person and/or online is strongly encouraged, and failure to participate or engage in any way will result in an absence recorded for that date.
 - Furthermore, non-engagement, working on assignments for this or other responsibilities during class meetings, coming to class unprepared, or other distracting behaviors that do not contribute to the class discussions/activities will also be recorded as an absence.

Course Grading: Students are eligible to earn a total of 100 points for this course. Final grades for the course will be based on a points system using the following scale:

• A94-100 points	• C+77-79
• A-90-93	• C73-76
• B+87-89	• C-70-72
• B83-86	• D60-69
• B-80-82	• F59 points or less

Important University Policies and Resources: Review these links (we will follow applicable policies):

- Academic integrity: integrity.fiu.edu
- Student code of conduct: conduct.fiu.edu
- Sexual harassment policy: diversity.fiu.edu/services-view/title-ix/
- Disability resources: <https://studentaffairs.fiu.edu/get-support/disability-resource-center/>
- Counseling and/or Victim Empowerment: <https://studentaffairs.fiu.edu/get-support/victim-empowerment-program/index.php>
- Reporting concerning behavior: <https://studentaffairs.fiu.edu/get-support/panthers-care/index.php>

Important course content notes:

- The content of this course is focused on contemporary and historical information and issues, and therefore is subject to change throughout the semester. As a result, the readings and discussion topics may be updated in Canvas and during class meetings (another reason why attendance and engagement in class discussions is critical).
- There may be content covered and discussed in this course that some find disturbing (e.g., racism, sexism, violence, sexual assault, bias-motivated behaviors, discrimination, hate, mental health, crisis management, and other critical issues facing higher education). We will be looking at these topics directly. If this concerns you, please feel free to voice your concerns as the topics arise, or speak with me privately.

Course Schedule

Date	Topic(s)	Assignment Due
Week 1 – 8/22	<ul style="list-style-type: none"> • Introductions • Syllabus review • What is culture? 	None
Week 2 – 8/29	<ul style="list-style-type: none"> • What is culture? • Who defines culture? • Who benefits from culture? • Self-knowledge part I 	<ul style="list-style-type: none"> • Readings in Canvas Module
Week 3 – 9/5	<ul style="list-style-type: none"> • Self-knowledge part II • Global Competencies Assessment • Guest Speaker, Sabrena O’Keefe, Ph.D. 	<ul style="list-style-type: none"> • Readings in Canvas Module • Assignment (5 points) due by 12pm on this date: O’Keefe Global Leadership Self-Assessment Results <ul style="list-style-type: none"> ○ Completed online here: https://www.drsabrena.com/
Week 4 – 9/12	<ul style="list-style-type: none"> • Culture as a phenomenon in organizations, campuses, and shared community spaces • The concept of culture within sub-groups or sub-cultures 	<ul style="list-style-type: none"> • Readings in Canvas Module • Assignment (10 points): 3-4 page reflection paper answering the following: <ul style="list-style-type: none"> ○ What cultures am I participating in? (past and present) ○ What cultures do I know about BEYOND the cultures in which I participate? ○ What cultures, if any, do I perpetuate? How? Why?
Week 5 – 9/19	<ul style="list-style-type: none"> • Macro-cultures (and the influence on higher education) <ul style="list-style-type: none"> ○ Organizational culture ○ Political and government culture(s) ○ Pop-culture ○ Rape culture 	<ul style="list-style-type: none"> • Readings in Canvas Module

	<ul style="list-style-type: none"> ○ Sub-cultures ○ Online culture ○ Gender roles and cultures ○ Race/ethnicity and cultures ○ Sexuality and cultures ○ Religion and cultures ○ Economic cultures ○ Geographic cultures 	
Week 6 – 9/26	<ul style="list-style-type: none"> ● Sub-cultures on campus <ul style="list-style-type: none"> ○ Veterans ○ Sexuality ○ Ability ○ Religion ○ Athletes ○ Greeks ○ Student orgs and other affinity groups ○ International students 	<ul style="list-style-type: none"> ● Readings in Canvas Module
Week 7 – 10/3	<ul style="list-style-type: none"> ● Cross- and trans-cultural competencies and practices ● Intersectionality ● Cultural conflicts, crises, and recovery 	<ul style="list-style-type: none"> ● Readings in Canvas Module
Week 8 – 10/10	<ul style="list-style-type: none"> ● Applications of cultural competency and work within higher education 	<ul style="list-style-type: none"> ● Readings in Canvas Module
Week 9 – 10/17	<ul style="list-style-type: none"> ● Presentations begin 	<ul style="list-style-type: none"> ● Readings in Canvas Module ● Presentations & papers due
Week 10 – 10/24	<ul style="list-style-type: none"> ● Presentations 	<ul style="list-style-type: none"> ● Readings in Canvas Module ● Sub-Cultures Learning Goals Report (10 points) due by 5pm. ● Presentations & papers due
Week 11 – 10/31	<ul style="list-style-type: none"> ● Presentations 	<ul style="list-style-type: none"> ● Readings in Canvas Module ● Presentations & papers due
Week 12 – 11/7	<ul style="list-style-type: none"> ● Presentations 	<ul style="list-style-type: none"> ● Readings in Canvas Module ● Presentations & papers due
Week 13 – 11/14	<ul style="list-style-type: none"> ● Presentations 	<ul style="list-style-type: none"> ● Readings in Canvas Module ● Presentations & papers due
Week 14 – 11/21	<ul style="list-style-type: none"> ● NO CLASS 	<ul style="list-style-type: none"> ● Readings in Canvas Module ● Presentations & papers due
Week 15 – 11/28	<ul style="list-style-type: none"> ● Presentations 	<ul style="list-style-type: none"> ● Readings in Canvas Module ● Assignment (5 points) due by 12pm on this date: O’Keefe Global Leadership Self-Assessment Results ● Presentations & papers due
Week 16 – 12/5	<ul style="list-style-type: none"> ● Presentations ● Closing discussion 	<ul style="list-style-type: none"> ● Readings in Canvas Module ● Presentations & papers due ● Final reflection on O’Keefe Assessment Post-Test Results/Changes