Term Information

Effective Term: Spring 2014
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
Add Mansfield campus

What is the rationale for the proposed change(s)?
This course was not added to the Mansfield campus when the other HESA courses were added. It is needed for the students to complete their programs.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course?)
None. The faculty at the Columbus campus support this change.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Higher Ed & Stdt Aff
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Undergraduate
Course Number/Catalog: 2577
Course Title: Leadership and Inter-Group Dialogue
Transcript Abbreviation: Ldshp Group Dialog
Course Description: Builds on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building.
Semester Credit Hours/Units: Fixed: 3

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Sometimes
Does any section of this course have a distance education component? No
Grading Basis: Letter Grade
Repeatable: Yes
Allow Multiple Enrollments in Term: No
Max Credit Hours/Units Allowed: 12
Max Completions Allowed: 4
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus, Mansfield
Previous Value: Columbus
Prerequisites and Exclusions

Prerequisites/Corequisites
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0406
Subsidy Level: General Studies Course
Intended Rank: Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors
The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
• Demonstrate an appreciation for other points of view and other cultures and become familiar with the language and cultural environment of Haiti to facilitate cross-cultural understanding.

Previous Value

Content Topic List
• Overview and Introductions
• Creating an Environment for Dialogue
• Group Building
• Exploring the Centrality and Complexity of Identities
• Sharing Stories
• Exploring Commonalities and Differences in Experiences
• Reflectioning on Racial and Ethnic Socialization Within Identity Groups
• Understanding Racial and Ethnic Socialization across Identity Groups
• Understanding Systems of Inequalities—Oppression and Privilege
• Dialogue about Controversial Topics (2 sessions)
• Envisioning Change
• Action Planning
• Alliance Building

Attachments
• HESA 2577- International Praxis Syllabus.pdf

(Syllabus. Owner: Wheaton, Joe Edward)
Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<td>Wheaton, Joe Edward</td>
<td>09/13/2013 09:31 AM</td>
<td>Submitted for Approval</td>
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<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>09/13/2013 09:32 AM</td>
<td>Unit Approval</td>
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<td>Pending Approval</td>
<td>Achterberg, Cheryl L</td>
<td>09/13/2013 09:32 AM</td>
<td>College Approval</td>
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<td>Blount, Jackie Marie</td>
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<td>Odum, Sarah A.</td>
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<td>Zircher, Andrew Paul</td>
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LEADERSHIP AND INTER-GROUP DIALOGUE
International and Interdisciplinary Praxis

Educational Studies: HESA 2577
Repeatable to a maximum of 12 cr hrs.
INSTRUCTOR: Dr. Terri Teal Bucci- bucci.5@osu.edu

COURSE LOCATION:
TBA

1. COURSE DESCRIPTION:
This course is built on intellectual and experiential engagement with issues of difference, diversity, social justice, and alliance building. In a multicultural society that is culturally diverse yet socially stratified, discussions about difference, community and conflict are important to facilitate understanding among different social and cultural groups. This course will explore a broad range of social identities.

This section of HESA 2577 will focus on issues of power, praxis, and practice by investigating dialogue, voice, and collaborations within an international context. The OSU Haiti Empowerment Project (HEP) has been practicing culturally relevant collaborations with university students, faculty, and community members in Haiti for the past nine years. Students participating in HEP work in interdisciplinary groups to design, implement, and reflect upon projects and programs that promote empowerment and encourage mutually respectful communication. Through a process of praxis, we work with professionals and community leaders on multidisciplinary projects. This work requires a clear understanding of international communications, power, privilege, and praxis. We will be using Paulo Freire’s Pedagogy of the Oppressed as a guide in developing a practice that respects a collaborative nature that focuses on those ideas. We will explore topics of identity, social justice, and diversity through the lens Freire’s work and in the context of international development. As we discuss and learn about different aspects of social identity, we will continue to reference praxis, as defined by Freire and the impact different social identities, disciplines of study, and international contexts have on our understanding of Leadership and Inter-Group Dialogue.

This spring break, students will travel to Haiti and collaborate with local community members and university students. This required spring semester pre-departure course will address issues of poverty, praxis, globalization, privilege and empowerment. Upon return to campus, students will continue to reflect on their first hand-experience and how that experience might inspire a desire to continue interdisciplinary and international dialogue and promote social justice on a local, national, and international stage through individual students’ field of study.

Overall, the course will be guided throughout by the following questions:
1. How have you come to learn about race/gender/class/globalization? How has this shaped your world view and how will your world view effect your professional role?
2. In what ways can you use the information gained in this course to become an actively engaged, socially just global citizen within the university, state, national, and international communities?
HAITI EMPOWERMENT PROJECT GOAL:
Overlay Freirian philosophy and methodology in interdisciplinary development work in Haiti and discover how this work can inform local, national, and international change.

2. COURSE OBJECTIVES:
1. Demonstrate an appreciation for other points of view and other cultures and become familiar with the language and cultural environment of Haiti to facilitate cross-cultural understanding.
2. Recognize the influence of culture on communication and be willing to address any difference of one’s own culture and communication style to best work in interdisciplinary, international collaborative teams.
3. Use observation, conflict management, dialogue, and active listening as a means of understanding and engaging with others while in US and abroad.
4. Define power, privilege, value systems and difference and be able to identify their different forms and work toward collaborations.
5. Assist in finding ways your new intercultural and interdisciplinary skill set can be marketed for future jobs/graduate & professional school and identify ways in which they can challenge or address systems of power and privilege through your field of study at home.
6. To promote sustainability of HEP activities.

COURSE REQUIREMENTS:
1. Follow the “Rules of Conduct” contract that must be signed by each student prior to departure.
2. Attend and actively participate in coursework and pre-departure meetings with individual discipline area groups.
3. Cooperate with program coordinators and be considerate of other participants at all times during the study abroad course. Positively represent The Ohio State University and The Haiti Empowerment Project. Professional behavior is expected.
4. Complete all assignments to the best of your ability.
5. Be a conduit between your schools and colleges and responsible development dialogue and community connection.

3. READINGS:
Freire, Paulo. Pedagogy of the Oppressed
Farmer, Paul. The Uses of Haiti
Bogart, J. & Bucci, T. Help or Detriment? The Role of Non-Governmental Organizations in Post-Earthquake Haiti.
Miller, Mike. Community Organizing: A Brief Introduction
Gorski, Paul. The Myth of the Cycle of Poverty
Harro, Bobbie. The Cycle of Socialization
Bucci, T., Winterbottom, C., & Leedy, A. Reconstructing Service-Learning

4. RESPECT FOR DIVERSITY
Diversity includes, but is not limited to race, ethnicity, national origin, tribal affiliation, sex, gender, gender-expression/identity, sexual orientation, socioeconomic status, age, physical abilities or religious affiliation. Students are encouraged to think critically about diversity and
about the social privileges they are afforded. Students are encouraged to expand their knowledge of other cultures. It is important that we honor individual differences by (a) listening and respectfully responding to individuals with varied beliefs and backgrounds, and (b) discussing conflicting viewpoints in a calm and respective manner.

5. ACCOMMODATIONS
Students with disabilities that have been certified by the Office for Disability Services (www.ods.ohio-state.edu) will be appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office for Disability Services on the Mansfield Campus, Michelle McLane, is located at 100E Broomfield Hall (mclane.15@osu.edu). That office on the Columbus campus is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901.

6. ACADEMIC MISCONDUCT
It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct (http://studentaffairs.osu.edu/resource_csc.asp). Plagiarism is representing someone else’s words or ideas as your own. It is a form of academic dishonesty and it is not tolerated. Plagiarism includes, but is not limited to: handing in someone else’s work as your own; taking credit for ideas that are not your own; including in your work phrases, sentences, paragraphs or any text from a book, article, or web site without marking the text as a quotation and citing the source; and paraphrasing text from a source (i.e., taking an idea from a source while not quoting it exactly) without citing the source. Any student found to have plagiarized on any assignment may receive a failing grade for the quarter. Additionally, the instructor will notify the Committee on Academic Misconduct. See http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm for further discussion of plagiarism.

7. COURSE REQUIREMENTS
GRADES AND REQUIREMENTS: This is a 3-credit, letter-graded course. All papers must be typed, double-spaced, 12-point Times New Roman font, with 1-inch margins all around. The final course grade will be based on the following requirements:

1. Attendance and Participation (25% of your grade)
2. Setting Expectations (10%)
3. Freire and Me: Understanding the Complexities of International Development Communications (15%)
4. Daily Field Notes Reflection Paper: Revisiting “Freire and Me” (15%)
5. Group Presentation to your School or College: (10%)
6. Praxis & Practice: Social Justice, Community Organizing & Dialogue through (Your field of study) Final Paper (25%)
8. COURSE READING SCHEDULE:

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reading Due</th>
<th>Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td></td>
<td>In class: Gorski, Paul. <em>The Myth of the Cycle of Poverty</em></td>
<td>Facing our prejudices, stereotypes, and the experiences that born them.</td>
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<tr>
<td>Week 2</td>
<td>Freire: Introduction and forward</td>
<td>Understanding Freire &amp; the voice of the oppressed</td>
<td>Upload: Setting Expectations</td>
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<td>Week 3</td>
<td>Freire: Chapter 1</td>
<td>Roles of partners in overcoming oppression</td>
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<tr>
<td>Week 4</td>
<td>Freire: Chapter 2</td>
<td>“But I’m not a teacher.” The pedagogy of working “with,” not “at” or “to.”</td>
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<td>Week 5</td>
<td>Freire: Chapter 3</td>
<td>Dialogics- How we communicate in the local, national, and world stage.</td>
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<td>Week 6</td>
<td>Freire: Chapter 4</td>
<td>Comparing and contrasting dialogical and anti-dialogical perspectives. Looking for connections to our fields of study and immediate work.</td>
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<td>Week 7</td>
<td>Miller: Chapters 1, 2</td>
<td>Communications and community.</td>
<td>Freire and Me: Understanding the Complexities of International Development Communications</td>
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<td>Week 8</td>
<td>Miller: Chapters 3, 4</td>
<td>Grappling with politics, community, and conflict tactics.</td>
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<td>Week 9</td>
<td>Bogart, J. &amp; Bucci, T. <em>Help or Detriment? The Role of Non-Governmental Organizations in Post-Earthquake Haiti.</em></td>
<td>False-generosity in action.</td>
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<td>Week</td>
<td>IN HAITI</td>
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<td>Write Daily Field Notes</td>
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<td>Week 11</td>
<td>Compare and contrast your expectations with your reality in Haiti</td>
<td>Upload: Daily Field Notes Reflection</td>
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<td>Week 12</td>
<td>The Uses of Haiti- Finished</td>
<td>This is hard work. How do we engage in life-long teaching and learning about difficult issues?</td>
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<td>Week 13</td>
<td>Harro, Bobbie. <em>The Cycle of Socialization</em></td>
<td>Bringing it home: oppression, power and dialogics in our back yard.</td>
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<td>Week 14</td>
<td>Bucci, T., Winterbottom, C., &amp; Leedy, A. <em>Reconstructing Service-Learning</em></td>
<td>The responsibility that comes with our professions and becoming leaders in our fields.</td>
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<td>Presentation to College or School (Finished by this date)</td>
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<td>Week 15</td>
<td>Final Paper Due: Connecting Research to Practice Paper</td>
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