

SYLLABUS – Principles of Cultural Mediation

Course Number CSP 628 – 3 units
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Welcome to this Course!

Main Course Topics

Cultural workers and other stakeholders in the art and cultural sustainability sector may find themselves in the position to serve as mediator/facilitator in a variety of communities and/or organizations. Without the recognition of difference of opinion, viewpoints, and individual value systems, conversations around divisive issues can often be dominated by polarized and destructive debate. Creating a space for dialogue can allow for these multiple viewpoints to be shared, with a desire to understand and learn from those that view the world differently. This course will present a framework for understanding what dialogue is and the role of the mediator/facilitator in bridging cultural differences to achieve a mutually beneficial outcome.

Beginning with examining their own habitual patterns of response to social forces, Students will reflect on how their own cultural background frames their understanding of themselves and others. Students will explore the internal and external forces that influence the ability of individuals to participate in dialogue and mediation. Students will develop an understanding of how intercultural dialogue and mediation can be utilized to work successfully and ethically in partnership with broader community members around issues of a cultural, gender, economic, ethical, historical, moral, political, religious, or spiritual nature.

Learning Objectives

At the conclusion of this course, you will be able to do the following:

- Evaluate the influence of the one's own ethnicity, cultural heritage, and biases on the dialogical relationship and process.
- Analyze potential strategies for resolving interpersonal anger, aggression, bias, and cultural differences.
- Employ intrapersonal, interpersonal and inter group skills to bridge cultural differences and achieve mutually beneficial outcomes.
- Analyze different concepts of dialogue and the impact of various cultural viewpoints in the creation of culturally informed interventions.
- Understand the power of language and word choice in communicating in a non-judgmental and neutral way.
- Integrate professional and personal development through self-reflection, emphasizing personal capacities such as self-awareness, integrity, sensitivity, flexibility, insight, compassion, imagination, and personal presence.

Course Format

This course is part of the residency program. There will be course meetings during the residency session, followed by online meetings and activities for 3 weeks.

Residency

The 8 day intensive residency is held at the campus of Goucher College. This course will meet 8 times for 4 hours and sessions will include presentations, discussion, and individual and group work that develop leadership and dialogue skills used to navigate conflict situations, and begin to detect conflicts as potential clues of organizational challenges. The residency sessions will culminate with delivery of the learning activity or a presentation of the design that will subsequently be implemented during the online follow-up.

Three-week online follow-up

After our time together at Goucher, we will continue to meet for three weeks through the GoucherLearn online education system. We will use video, live chat, discussion boards, and social media to continue the conversations begun in Baltimore.

Activities (face-to-face and online) will include:

- Brief lectures
- Class discussion
- Group activities
- Final Project – Design of a Dialogue
- Presentation of Final Project
- Assigned readings
- Online links and resources

Assignment Instructions:

1. Participation - Participate in the 8 day residency. You may miss no more than one session without special arrangement,. You are required to participate in class discussion as much as possible. As this is a learning environment, an open exchange of ideas is expected. Student participation is an essential element for effective learning in this course. Questions and discussion are expected and encouraged; tolerance of alternative viewpoints is expected. Students will bring questions and/or comments relevant to the assigned reading for critique and discussion in class. Quality of comments is as important as quantity and should contribute to the discussion and learning environment.
2. Readings - The readings assigned for each class period must be completed before class. It is advised that you bring the text or texts we are discussing to class in order to refer to specific passages (a laptop or mobile device with the text is fine – no need to print unless you want to!) Remember that academic reading is not a passive activity. Strive to gain the highest degree of understanding about the work that you can.
3. Residency Dialogue Facilitation – The class will organize and facilitate a dialogue for all residency students and faculty to participate in. More information about this assignment will be provided in class.
4. Residency Reflection Paper - The purpose of this assignment is to let you take a little time to reflect, so as to improve your understanding of yourself and others particularly in regard to dialogical styles, and your strengths and weaknesses. Ultimately, such reflection should make you a more effective leader. The paper should address issues and concepts raised in the course that illustrate key concepts of the course.

- Since this is a personal reflection, there is a good bit of leeway in specifically what you write. However, it should discuss the exercises and readings up to that date, as the readings have been picked and assigned to be helpful and/or provocative. It should demonstrate what the student has learned in class and from the readings. Student reflections constitute a strong component of the class learning and provide the basis for course assessment.
 - The papers will be judged on the quality of your observations and the depth and clarity of your reflections. Where appropriate, you should also include reference to readings; however, the major thrust of the paper is on your observations and experiences during the simulation.
5. Discussion Board Postings - Participation in the online GoucherLearn activities includes submitting the required postings, reading your classmates' entries, responding to at least three of those entries each week and posting to discussion boards. Your responses should provide constructive critiques that will help your peers improve and advance their work. Please be aware that all of your responses are contributing to your discussion board grade. The faculty will read the responses. You will be required to complete 2 posts of between 250 and 700 words. See details within the learning unit in GoucherLearn. These posts could include the following.
- Thoughtful reflections and critical responses on the readings.
 - Substantial descriptions of websites, events, organizations, or books relevant to the topic of dialogue.
 - Reflective mini essays on themes that pertain to dialogue and cultural mediation in your particular community of interest.
6. Cumulative Project - There will be a cumulative project that runs throughout the course. The project is to design and develop a proposal for a dialogue in your community/culture/group of your choice that delineates the pre-planning, preparation, and proposed implementation of the dialogue. It will be a narrative discussion of ways in which you might implement a space for transformative dialogue in your cultural sustainability community of choice. The project will be broken into several components:
- Design – A design document including audience and constraints analysis, objectives and expected outcomes, and high-level design of the learning experience
 - Development and Implementation – Students will work to develop either the entire learning experience, or a module of it (if the scope is too broad to complete development within the duration of the course). They will either implement the activity in the course, or will present their implementation plan. Specific requirements will be determined by working with the faculty to discuss and refine project scope.
 - Peer evaluation – Students will be asked to evaluate 2 other learning experiences and provide substantive feedback.
- NOTE: Specific details and requirements for the project will be provided via the GoucherLearn course site.

Required Readings

All readings are available through the Goucher bookstore, Amazon or in the online course (articles).

Pre-Readings

1. Cultural Identity: Components and Assessment (online)

Required Residency Reading

2. *See Schedule of Assignments*
3. *Everything is workable: A Zen Approach to Conflict Resolution* by Diane Hamilton (ISBN-10: 1611800676 | ISBN-13: 978-1611800678)

Grading

Course Elements	Points
Discussion and Participation (Residency)	20
Residency Dialogue Creation, Participation, and Facilitation	25
Residency Reflection Paper (4-6 full pages)	20
Discussion and Participation (Zoom and discussion board)	20
Dialogue Proposal and Online Presentation	25
2 Peer Evaluation of Colleague Proposal and Presentation (5 each)	10
TOTAL	120

Grade Scale

A	95 – 100 %
A-	90 - 94 %
B+	87 - 89 %
B	83 - 86 %
B-	80 - 82 %
C+	77 - 79 %
C	73 - 76 %
C-	70 - 72 %
F	69 points and below

Course Policies

Communication:

- Faculty will be available at their Goucher email address and will respond to queries within 24-48 hours.
- Course participants are responsible for maintaining continuous involvement with faculty, fellow students and student groups. In particular, participation in all online discussions is required. Ongoing communication allows you to gain deeper insights into the content, activities and assignments in the course. Please give notice of any obstacle that prevents this.
- You are encouraged to ask questions whenever information needs clarifying.
- For questions pertaining to your assignments: send an email directly to the instructor (please do not post personal questions on the discussion board).
- For questions about assignments that may be interesting and helpful to other class members: please use the discussion board.
- For problems with technical aspects of the website: contact helpdesk@goucher.edu (you may copy the instructor).

Missed Work:

You are responsible for material covered in the course. It is your sole responsibility to obtain any materials missed.

Late Policy:

For proper graduate student learning to occur, pacing of content mastery is critical. Therefore, assignments are to be completed on time. If extreme circumstances prevent an assignment to be completed in a timely fashion, please notify me before the assignment is due so a new date can be

negotiated. Only follow-ups completed by the due date can be redone. Late assignments without such notification will be docked.

Academic Integrity:

All final work products are to be the independent work of each student and stored in the electronic portfolio. Suspected violations of the Honor Code will be referred to the Academic Honor Board. For a full description of the code and what constitutes a violation of the code, refer to the Goucher Handbook or online at www.goucher.edu/x1292.xml.

Disability Support:

<http://www.goucher.edu/academics/academic-support/disability-support-services>