

Cultural Competence in Conflict

CR407/507
Winter 2007

Instructor: Amanda Byron

E-mail: abyron@pdx.edu

Phone: 503/725-9170

Office: NH223 *Office hours by arrangement*

Website: <http://web.pdx.edu/~abyron>

Course Description:

This course will introduce students to the ideas and practices of cultural competence, which will be explored in the context of conflict resolution theory. We will emphasize the role and function of cultural competence within organizational culture, but will also address the related issues of intercultural communication, intercultural conflict and internalized processes. Students will analyze institutional and societal patterns of oppression, and will explore resolution practices to transform organizations into culturally competent entities. This highly interactive course requires student participation, which includes a willingness to examine how power and privilege operate in society, and how we as individuals are complicit with such structural inequities.

Course Expectation:

Students are expected to attend and actively participate in each class session. There is a WebCT component to the course, to enable students to share ideas and resources in an online format. Students are expected to read assigned reading in advance of class sessions, so that they can actively participate in class discussion. There will be a midterm paper and a final paper, described below.

Required Reading:

(books will be sold on campus by In Other Words bookstore during the first week of class)

1. Brown, C. & Mazza, G. (2005). *Leading diverse communities*. San Francisco: Jossey-Bass.
2. Hogan, M. (2007). *Four skills of cultural diversity competence: A process for understanding and practice*, 3rd ed. Belmont, CA: Thomson.
3. Other readings as assigned

Weekly Reflection:

A weekly discussion board is set up on our WebCT course site, which you have automatic access to once you have registered for the course. You are expected to post a critical reflection about the readings assigned for that week, and comment (in the conflict resolution style of communication) to the postings of two other students. As part of your weekly reflection, you are encouraged to share any additional resources you are aware of on the weekly topics (using APA citation style for print materials and urls/links for online information).

Midterm Case Study:

This 5-8 page Multicultural Organizational Assessment will be posted to the WebCT course site by Thursday, February 8th. This paper will assess the culture of an organization, analyze the cultural competence of that organization, explore the way(s) that conflict is resolved within the organization, and make recommendations for more effective and culturally competent systems.

The paper should employ the Conflict Resolution Style of Communication, as described by instructor, to describe any shortcomings or deficiencies in effective conflict resolution and/or multicultural competence.

Final Narrative Analysis:

A 10-12 page Narrative Analysis will be posted to the WebCT course site by Thursday, March 15th. After reading a diverse, narrative text (chosen from the list provided in the Hogan book), students will reflect on three to five of the aspects of culture/ethnicity presented in Chapter 2 of the Hogan text, and integrate their findings with conflict resolution theory and/or practice.

Evaluation:

25% Class Participation*

25% Weekly Critical Reflections

25% Midterm Case Study

25% Final Narrative Analysis

* Students will lose class participation points if late or absent for any class sessions.

Week 1

January 11: Introduction to Conflict Resolution Theory and Practice Introduction to Cultural Competence

Reading: Chapter 1 Brown and Mazza
Chapter 1 Hogan
Chapter 2 Diller, J. & Moule, J. (2005). *Cultural competence: A primer for educators*. Belmont, CA: Thomson.

Assignment: Introduce yourself to students on WebCT discussion board. Describe yourself, with whatever social identifiers you identify with, and details about your personal and/or professional background that you believe are relevant to this course.

Week 2

January 18: Intercultural Conflict Theory/Organizational Conflict Theory

Reading: Chapter 2 Brown and Mazza
Chapter 2 Hogan
Stella Ting-Toomey, *Intercultural Conflict Management: A Mindful Approach*
<http://www.personal.anderson.ucla.edu/richard.goodman/c4web/Mindful.htm>

Assignment: Weekly Reflection

Week 3

January 25: Understanding Affirmative Action The Ally Model

Reading: Chapter 3 Brown and Mazza
Ten Myths About Affirmative Action, linked from WebCT and available at:
<http://www.understandingprejudice.org/readroom/articles/affirm.htm>

Assignment: Weekly Reflection

Week 4

February 1: Group and Power Dynamics

Reading: Chapter 3 Hogan
Article Sharon Kaiser

Case Study Power Distance
Assignment: Weekly Reflection

Week 5

February 8: Midterm Due

Reading: None

Assignment: Comment on two classmates' papers.

Week 6

February 15: Communication

Everyday and Extraordinary Discrimination

Reading: Chapter 4 Hogan

TBD Online Reading

Week 7

February 22: Barriers and Inspirations

Learning from Other Disciplines

Reading: Chapter 9 Diller, J. & Moule, J. (2005). *Cultural competence: A primer for educators*. Belmont, CA: Thomson.

Chapter 1 Weaver, H. (2005). *Explorations in cultural competence: Journeys to the four directions*. Belmont, CA: Thomson.

Article Flowers, B. & Davidov, B. (2006). The virtue of multiculturalism: Personal transformation, character, and openness to the other. *American Psychologist*, 61(6), 581-594.

Assignment: Weekly Reflection

Week 8

March 1: Orchestrating Change

Reading: Chapter 13 Weaver, H. (2005). *Explorations in cultural competence: Journeys to the four directions*. Belmont, CA: Thomson.

Article McPhatter, A. & Ganaway, T. (2003). Beyond the rhetoric: Strategies for implementing culturally appropriate practice with children, families and communities. *Child Welfare*, 82(2), 103-124.

Narrative of Choice

Assignment: Weekly Reflection

Week 9

March 8: Leadership

Reading: Chapter 4 Brown and Mazza.

Narrative of Choice

Assignment: Weekly Reflection

Week 10

March 15: Final Papers Due

Closing and Course Evaluation

Please notify instructor of any special needs

Any and all reasonable requests for accommodation will be granted to the best of the instructor's ability