

AROUND THE WORLD IN 80 HOURS

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Diversity exists everywhere. This becomes most apparent on a college campus where people of various cultures come together to accomplish the same goal - education. Within the residence halls at The University of Akron, student leaders believe that to respect each other and our cultural differences, we need to educate ourselves and our peers on the topics of diversity and culture.

"Around the World in 80 Hours" is an international theme week which has three main focuses:

- * Describing backgrounds of people throughout the world
- * Discussing traditions and customs of nationalities
- * Breaking down stereotypical attitudes between cultures.

The goals were successfully accomplished through the "Around the World in 80 Hours" event which consisted of a series of programs based on the seven continents, an international comedian, and international foods prepared every night by University Dining Services.

To respect our neighbors and their differences we need to become educated on the diversity existing in America and throughout the world. "Around the World in 80 Hours" created the basis for new understandings and relationships on our ever-changing and diverse planet. So, pack your bags and climb aboard for your cultural tour.

Schedule of Events

Day 1: 7:00 pm Africa: Open Forum - Diversity vs. Centralism.

9:00 pm North America - Dr. L. Martin will be speaking about Native American Culture.

Day 2: 7:00 pm Europe: Italy, Spain, and France will be represented with an in-depth look at their individual cultures.

9:00 pm Antarctica: A brief video on Antarctica will be shown. Then you may test your survival instincts while playing the "Survival Game." Penguin and Orca cookies will be served.

Day 3: 7:00 pm Africa: What they never told you in the history books.

9:00 pm Comedian Carlos Alaziqui

Day 4: 7:00 pm South America: Learn about the environment. Come for a steamy discussion on South America's Tropical Rain Forests.

9:00 pm Australia: The movie "Crocodile Dundee" will be shown.

Day 5: 7:00 pm Asia: Food Festival including the following dishes: Hunan Chicken, Lo Mein with Chicken, Vegetable Stir Fry, Fried Rice, Sweet-n-Sour Shrimp, Steamed Rice, Egg Rolls - served at the dining hall.

THE BUDDY PROGRAM AND WORKBOOK

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SCHEDULE OF TOPICS

Workshop A - Introduction and Training

Week One: Personal History

Week Two: Intercultural Communication

Workshop B - Intercultural Communication

Week Three: Roles

Week Four: Ways of Working

Week Five: Prejudice and Discrimination

Week Six: Leadership

Workshop C - Global Leadership

Introduction and Purpose

Intercultural understanding and leadership issues are having and will continue to have a great impact on the global community. The next generation of leaders must have a global and international awareness of different cultures, traditions, and beliefs. The Buddy Program (Intercultural Partnerships) focuses on preparing students for leadership roles in the global community by promoting communication and understanding between the different subcultures of our campus, our nation, and the cultures of the world.

The United States, as well as almost every country around the world, is becoming more culturally diverse than ever before. Intercultural contacts on a global scale and the opening of borders via acts such as the North American Free Trade Agreement make apparent the need for increased understanding, appreciation, and communication across cultures. Future leaders must acquire not only knowledge and skills, but also attitudes and awareness appropriate for our multicultural experiences (Fantini, 1991).

Attitudes and awareness are often best aroused through direct intercultural experiences. Positive interactions with people of other cultures can result in a change in perspective and increased appreciation for diversity. Additionally, "from intercultural experiences we learn not only about the target culture and language, but more significantly, they provoke introspection and questions about ourselves, our own perspectives, and our own culture" (Fantini, 1991, p. 18).

The Buddy Program seeks to provide these direct intercultural experiences by pairing students of differing cultures and backgrounds in a six-week program designed to assist students' understand of diverse cultures and issues that affect global leadership. Throughout the next six weeks, you will be asked to respond to several issues in an effort to understand not only yourself, but also other people on their own terms. Your willingness to participate and open yourself to new in-sights will determine the quality and the outcomes of your experience.

Leadership and learning go hand in hand. In this time of rapid change, an ability to "embrace new ideas, routinely challenge old ones and live with paradox will be the effective leader's premier trait" (Berg, 1992, p. 66).

The Buddy Program is a new component of the Dwight D. Eisenhower Leadership Development Program. As a member of the inaugural class of The Buddy Program, we need your input. Your active participation and feedback are essential to the further development of The Buddy Program.

What is culture?

A culture is a unique system of common behaviors and customs that bind a group together. Culture is a shared way of life; members of the culture learn, value, and share aspects such as language, symbols, actions, ideas, and artifacts (Haslett, 1989). Culture can also be looked at as a map for behavior, used to organize and normalize activity within a group (Gudykunst, 1988).

These definitions of culture do not limit it to foreign countries! Cities, states, organizations, sports teams, fraternities and sororities, the student body at UTEP--any group which shares common beliefs and customs--can have a culture of its own.

Our cultures influence the very way in which we view the world. Our values, customs, and language influence our interpretation of other people and the world around us. Consequently, people of different cultures, backgrounds, and beliefs may have entirely different interpretations from our own. These differences of interpretation often result in misunderstanding and barriers to communication (Fantini, 1991).

Our cultures also influence who we are. We define ourselves in terms of the groups, or cultures, to which we belong. For example, you may define yourself as student, female, Hispanic, engineering major, member of a sorority, and native El Pasoan. Each of the groups to which you belong constitute a culture or subculture that affects the way you think, feel, and behave in various situations

As you respond to the questions and issues in the workbook, keep in mind not only your ethnic background, but all of the cultures of which you are a part.

How to use the workbook:

The workbook contains a schedule for the six weeks of The Buddy Program and a topic for each week. Each week, you and your buddy will meet and respond to the questions in the section for that week. Your conversation does not need to be limited to the questions in the workbook. Use the questions as a launching point for discussion. During each workshop, your experiences may be shared and integrated into the topics of intercultural communication and global leadership.

In order to gain the maximum benefit from the program, participants will be expected to do the following:

1. Actively participate in the individual and group sessions through discussion and activity.
2. Ask questions when you don't understand.
3. Respect each other's viewpoints.
4. Meet with your buddy at least once per week.
5. Attend the three workshops on October 10, October 24, and November 11. Those pairs who are unable to attend will

schedule meetings with Audrey Russell in place of each workshop.

6. Keep an open mind.

Week 1: PERSONAL HISTORY

Purpose: To gain an understanding of who your buddy is in order to improve communication throughout the six weeks of the Buddy Program.

Learning Outcomes:

1. Identify your buddy's cultural group/background.
2. Practice the listening and attending skills learned in the introductory workshop.
3. Discover common ground between yourself and your buddy.
4. Identify five cultural groups to which you belong.

(Worksheet)

Buddy's Name

Major

Phone (for scheduling sessions)

Best time to call

Where do you consider your hometown?

Why did you choose your major?

Of which cultures would you consider yourself a part? (Remember that the definition of culture is not limited to your citizenship.)

What is your religious background?

Describe something that you value greatly and why.

Schedule your next meeting!

Week 2: INTERCULTURAL COMMUNICATION

Purpose: To understand how differences can be a barrier in communication, and to expose students to discussions related to culture and its implications beyond ethnicity.

Learning Outcomes:

1. Learn the differences between you and your buddy.
2. Be able to define culture and what it means to be a member of a particular culture.
3. Discover what's acceptable or unacceptable to yourself and to others.
4. Develop skills for learning to communicate with people of other cultures.

(Worksheet)

What do you find most frustrating about communicating with someone from a different culture?

What is considered an appropriate greeting in the following interactions: Stranger, Acquaintance, Friend, Professional colleague, Elder (professor, minister, relative).

When communicating with others, where is your personal space (how close is too close)?

How long do you need to know someone before you feel comfortable sharing personal information?

What kind of body language (such as gestures and eye contact) is acceptable or respectful in your cultures?

What kind of body language is considered rude or offensive in your cultures?

What is considered appropriate behavior in the following interactions: Male-Female, Male-Male, Female-Female,

Does this change in different situations, for example in a business (professional) setting, or with fellow students, friends, acquaintances, relatives?

What is the norm of behavior for display of affection between members of your cultures?

How do you distinguish between friendship and romantic relationships?

Schedule your next meeting!

Week 3: ROLES

Purpose: To expose students to discussion of different roles they are placed in daily by their gender, work, and family, and to develop strategies for adapting to those roles.

Learning Outcomes:

1. Learn how your family and upbringing have affected you as an adult.
2. Understand the influence that gender has on communication style.
3. Understand the influence of culture on gender and family roles.
4. Identify at least five roles in which you are placed in your daily life.

(Worksheet)

What are the prevalent assumptions about gender roles in your cultures?

What does it mean to be female in your cultures? Male?

Describe your role in the following areas. Include what you feel is expected of you by your peers: Student, Male or Female, Family member - son, daughter, parent, sibling, etc., Member of your cultures.

What roles do women play in work/business situations?

What roles do men play in work/business situations?

Describe your family and the role each member is expected to play.

What role does the family unit play in your cultures?

Your family may have unique traditions that are not necessarily related to your ethnic background. Does your family have any traditions of its own?

What are your expectations of yourself, as a student, family member, future professional, member of your community?

Schedule your next meeting!

Week 4: WAYS OF WORKING

Purpose: To discuss the relationships between messages you received from your cultures and your beliefs and actions as an adult in the present. To identify personal aspirations.

Learning Outcomes:

1. Identify messages regarding work values you heard from your cultures (while growing up) and how they are influencing you as an adult.
2. Discover your individual work ethic.
3. Determine your personal goals for success.
4. Differentiate between values learned from your cultures and those you have adopted on your own.

(Worksheet)

What messages did you receive as a child that impacted your view of success (what does success mean to you)?

What expectations does your family have of your professional future? Your peers? Your cultures?

What concerns you most about pursuing a career?

What do you plan to do when you finish your degree at UTEP?

What outcomes do you expect from your career? (Happiness, money, security, self-fulfillment, etc.)

Do you plan to return to or remain in your community when you have finished your degree? Do you feel pressure to do so?

Do you plan to have a family? What effect will this have on your career in your cultures?

Your work ethic is made up of the principles or morals which guide your philosophy of work. For example, you may have heard the sayings "work hard and you'll be rewarded", "education is the key to success", or "idle hands make mischief". What is the work ethic in your culture? In your family? What is your own personal work ethic?

Schedule your next meeting!

WEEK 5: PREJUDICE AND DISCRIMINATION

Purpose: To enhance self-awareness of your own viewpoints and how the viewpoints of your family, peers, and cultures have influenced you.

Learning Outcomes:

1. Identify a time when you have prejudged someone.
2. Identify a time when you have been prejudged by someone else.
3. Understand how those times you have prejudged and been prejudged have affected you and how your experiences might be projected onto others.
4. Differentiate between the viewpoints learned from your cultures, family, and peers and those you have adopted for yourself.
5. Gain an appreciation of other viewpoints and realize that it is okay to not always agree with others. The object is to be able to discuss and accept others' view-points, not necessarily to agree with them every time.

(Worksheet)

For each of the following issues, describe your own personal viewpoint, your parents' viewpoint, and your friends' viewpoints. Are your viewpoints different from those of your parents and friends? What challenges does this present for you? How does it make you feel?:

Patriotism/Gays in the military
Hispanic migration in California
Interracial couples
White people/ Black People
Women priests
Welfare recipients
People with AIDS/HIV
People with physical disabilities
Obesity
Abortion
Sex before marriage.

Is there a difference between Chinese and Japanese? Is there a difference between Filipinos and Vietnamese? Are all Asians the same, are all Latinos the same?

What is your definition of prejudice?

All of us have prejudices of one kind or another. We have preconceptions or make prejudgements of people based on messages we have heard. Prejudice is "a judgment or opinion formed before the facts are known; preconceived idea, favorable, or more usually, unfavorable", or "a judgment or opinion held in disregard of facts that contradict it; unreasonable bias".

A. Identify a time when you prejudged someone. What were the circumstances? How do you feel about it now?

B. Identify a time when someone made a prejudgement about you. What were the circumstances? How did you feel? Do you feel UTEP is a multicultural campus? Why or why not?

What would make UTEP a more accessible place for someone of your cultural backgrounds?

Schedule your next meeting!

Week 6: LEADERSHIP

Purpose: To see yourself in a global context when defining leadership, and to realize how the person you are including your cultures, influences, and personality--affects your own personal leadership style.

Learning Outcomes:

1. Identify your personal definition of leadership.
2. Recognize leadership qualities in yourself.
3. Identify the qualities needed by a global leader.
4. Recognize the importance of intercultural understanding for global leadership in the present.

(Worksheet)

Please complete this section prior to the Global Leadership workshop on November 14, 1994.

Define leadership--what does it mean to you?

Describe a leader from your culture that you admire. What makes this person a leader?

What are the qualities of a good leader?

Are the qualities needed by a global leader the same? Why or why not?

There are many different types of leaders. What kind of leader is valued in your culture?

Define global leadership. What role will you or your cultures play in the changing face of global leadership?

Identify a few leaders from your cultures. What traits of theirs would you like to model for yourself? What traits of theirs do you feel you already possess?

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The Buddy Program is a new component of the Dwight D. Eisenhower Leadership Development Program. This publication constitutes the first draft of a workbook to be used by the inaugural class of The Buddy Program, Fall semester 1994.

Helpful Hints, Observations, & Things We Wish We Had Done

- Borrow (rip-off) ideas or components of other programs that you like and that will work for you.

- Use available resources: other professionals, programs already in place, physical and other resources on your campus and in your community.

- Involve related departments on your campus, e.g. the International or Multicultural Programs office if your program is intercultural; the Women's Resource Center if your program is gender related; etc.

- Have a selection process for pairing up buddies and stick to it (some buddies will wonder why they were paired).

- No matter how diametrically opposed they seemed on paper during the selection process, most buddies in our program found more things in common than they did different.

- Be aware that some students will complain about their partners--they have nothing in common, their political views are too different. etc. Keep them together! Make sure they understand the purpose of the program, and that their differences don't cause them to lose interest and stop meeting. You may wish to meet with them if they are having problems with their discussions. This actually happened less often than we expected.

- Clearly articulate expectations of the participants at the beginning of the program. Their willingness to participate and open themselves to new insights will determine the quality and the outcomes of their experiences.

- Bring them together in the whole group often--for workshops, socials, field trips, service, etc.

- Take time to process their independent workbook activities during group workshops.

- Have a listening workshop early in the program to prepare them for the workbook topic discussions.

- Keep track of the buddies. We found that so much of the program was individualized and independent that it was difficult to follow up with the individual pairs. If the group isn't too large, you may want to conference with the buddies periodically outside of the workshops.

- Utilize workshops to focus on what students can do with their new found knowledge and awareness of differences. While you want to process their workbook activity, you don't necessarily want to duplicate it in the workshops. Take it to the next level instead show them how to use the knowledge they have gained in their discussions to become better leaders, citizens, etc.

- Build activity components into the workbook to break up the questions and give them another mode of exploration. Some ideas may be drawing a family tree, sharing a meal with foods from each of their cultures, practicing a cultural tradition or activity together, or taking a cultural quiz.
- Plan a reunion a month or even a semester after the conclusion of the program.
- Because ours was a pilot program, our evaluations were heavily open-ended and time-consuming to complete. Aim for clear, concise evaluations with plenty of room and time allowed for comments.

Crossing Borders: Preparing Leaders for the Global Community
 Audrey Irizarry Russell & Jaycee E. Pynes
 The University of Texas at El Paso
 NASPA Conference, March 1995

COMING OUT WEEK

Submitted by: Amy Bjorneby(bjorneby@badlands.nodak.edu) and Katie Demory
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Day 1: PFLAG WORKSHOP

Day 2: 1:00 "Hot Time Music Show" KDSU, 91.9 FM "Q-Folk"

Day 3: 12:00 Gay/Lesbian Student or Faculty Panel
 7:00 pm PFLAG Panel

Day 4: 12:30 Civil Liberties Issues, NDACLU, Bill Roath
 7:00 pm "Before Stonewall" video (90 minutes)

Day 5: 12:30 YMCA Brownbag, Mark Chekola, "The Moral Implications of the Closet"
 8:00 pm Campus Attractions, "Three of Hearts"

Day 6: 12:10 "What Happened at Stonewall?" Larry Peterson
 3:00 "Stonewall Twenty-five" video (90 minutes)
 7:00 pm Ann Reed, MSU Underground

Day 7: 6:30 Informational Panel on HIV - Valley AIDS Network
 7:00 Campus Attractions, "Philadelphia"
 9:30 Personal Panel with Positive Voices

Day 8: 8:00 am - 4:00 pm Repeats from week (mostly Stonewall)
 8:30 "Before Stonewall" video (90 minutes)
 10:00 "Gay/Lesbian Civil Rights" Karen Thompson
 11:30 Lunch
 12:30 "Disability Issues" Karen Thompson
 2:00 "What Happened at Stonewall?" Larry Peterson

3:00 "Stonewall Twenty-five" video (90 minutes)

DIVERSITY PROGRAMMING RESOURCE MANUAL

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The topics listed below are included in East Carolina University's Diversity Programming Resource Manual. Beside each topic in the manual was listed a campus or local expert or presenter who was willing to come into the halls and present.

HEALTH RELATED ISSUES

- AIDS Education
- Alcohol and drug education
- Alcohol and drug use in minority communities
- Eating disorders
- Safer sex
- Birth control
- STDs

THE OCCULT/SUPERNATURAL

- Palm Reading
- UFOs
- Horror movies as morality plays

CURRENT ISSUES

- Ethnic cleansing
- Where do the races stand?
- Genocide
- Hate crimes
- Apartheid
- Gays in the military
- Gang violence
- Economic Crisis in Europe
- Human rights violations
- Censorship

GAY, LESBIAN, BISEXUAL, TRANSGENDERED ISSUES

- Homophobia
- Heterosexism
- Gay, Lesbian, Bisexual Issues
- Gay bashing
- What is a drag queen?
- AIDS in the Gay community
- Being an ally

AFRICAN-AMERICAN ISSUES

- Sickle Cell Anemia
- Ethnocentrism
- Step Shows
- Slavery
- Historical/Famous African-Americans and Leaders
- Affirmative Action
- Black Greek organizations
- Historically Black colleges
- Learning styles of African-American children

African-American literature-writers
 African influence on African-American culture
 NATIVE AMERICAN CULTURE
 Tribal Customs
 Spirituality in the Native American community
 RELIGIOUS ISSUES
 Comparisons between and among denominations
 What is an Atheist/Agnostic
 Cults
 Amish/Mennonites
 Religious leaders
 Sensitivity to non-Christian religious public functions in the work place
 The authority of the Bible
 Biblical view on dating
 What is a Christian?
 PRAYER--What is it, How it works
 OTHER DIVERSITY ISSUES
 Sexual Assault
 Subtleties in dialog
 Regionalism (Rebel vs. Yankee)
 Men's Issues
 Women's Issues
 History/Appreciation months
 Jewish culture
 Hispanic culture
 Asian culture
 International exchange programs
 Holidays
 Volunteerism
 Multicultural education
 Multicultural art
 Marriage and sex roles in the south--sorting out values
 Racial issues in Pitt County public schools
 Advantages/Disadvantages of being male or female
 Stereotyping
 Forensic Pathology and investigation of suspicious deaths
 Positive Peace Education: Unity in Appreciation of Diversities
 Differences in IQ test scores between Blacks and Whites
 Germany and German Language
 Classical culture and literature
 Low-income population, especially low-income youth
 Diversity in the workplace
 Gender/Interpersonal communication
 Male & female friendships in college students
 International students at ECU
 International work/study experience--the value
 International student roommates--how about it?
 Ethnic fashions
 Interracial dating
 Foods of the world
 Biracial children

ETHNIC AWARENESS WEEK AT NDSU (Example #1)

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 and Katie Demory

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1994 Theme: "Tradition, Technology, and Telecommunications"

Day 1: 12:30-1:20 pm Brown Bag Seminar: "Cultural Empowerment Through Video The Case of the Dakota Oyate," Kate Ferraro.

1:30-3 pm Roundtable Discussion with Video Specialist Kate Ferraro.

Day 2: 3:30 pm Film: "For Angela . . ." (1993, National Film

Board of Canada, 22 minutes). Inspired by a true story, this docudrama probes a family's pain when confronted with ethnic slurs and stereotypes.

4 pm Film: "None of the Above" (1993, 25 minutes).

Using the technological medium of film, director Erika Surat Andersen focuses on people who, like herself, are "unclassifiable" in a society obsessed with precise ethnic and racial categories. Winner of the 1994 Silver Apple Film & Video Award. Discussion will follow.

Day 3: 12:30-1:20 pm YMCA Brown Bag Seminar: "Using Technology to Educate Rural Teachers on Issues of Diversity

in a Multiethnic/Multicultural Society, NDSU Institute for the Study of Cultural Diversity.

7:30 pm Evening Lecture: "Communal Life in the Computer Age-The Hutterites and Technology.

Day 4: 3:30-5:00 pm Telecommunications Symposium: "Cultural Diversity Across the Internet." Panel discussion and demonstrations focusing on Lists, Newsgroups, Gopher, and the World Wide Web, Information Technology Services.

Day 5: 3:30 pm Film: "Anatomy of a Springroll" (1993, 60 minutes). Cooking is one of the oldest technological skills known to humans. The focus of this film is on Paul Kwan, a Vietnamese immigrant who has found a new life in the United States - yet he occasionally longs for the familiar foods of the old homeland. "This dazzling film is a gigantic stirfry of savory images." Winner, 1994 Best Documentary Award, Atlanta Film Festival.

Ethnic Awareness Week events sponsored by the NDSU Institute for the Study of Cultural Diversity, NDSU Information Technology Services, the US West Foundation, and the YMCA of NDSU.

ETHNIC AWARENESS WEEK AT NDSU (EXAMPLE #2)

Day 1: 12:30-1:20 p.m. Brown Bag: "North Dakota: Melting Pot or Ethnic Mosaic?", Sociology-Anthropology Professor.

3:30-5:00 p.m. Faculty Roundtable: "Integrating Ethnic Awareness into the Curriculum".

Day 2: 12:30-1:50 p.m. "Blacksmiths, Midwives, and Winter Masqueraders: Ethnic Culture as an Integrated Whole," Sociology-Anthropology Professor.

3:30-4:30 p.m. Film: "Chanukah: A Celebration of Freedom" (1993, 30 minutes).

Day 3: 11:00-1:00 pm Scandinavian Luncheon. Ethnic booths will be set up outside the entrance to the Ballroom.

3:30-5:00 p.m. Panel Discussion: "The Pain, the Pride, the Promise: Ethnic Women Speak".

7:30 p.m. "Ukrainian Culture in North Dakota," Ukrainian Cultural Institute.

Day 4: 3:30-4:00 p.m. Film: "The Latino Family" (1993, 30 minutes).

4:00-5:00 p.m. "Latino Families in the Red River Valley," Sr. Carmen Rodriguez, "Mujeres Unidas," (Women United).

Day 5: 3:30-5:00 p.m. "Celebrating Ethnic Diversity Through Folk Art and Folk Music," State Folklorist, North Dakota Council on the Arts and members of the local Kurdish and Vietnamese communities.

Ethnic Awareness Week is sponsored by the NDSU Institute for the Study of Cultural Diversity.

GLOBAL AWARENESS DAY

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"Kick-Off" for the 1994 - 95 Diversity Weeks of Awareness

10:30-11:20 a.m. Panel Discussion: "The Importance of Global Awareness in the World of Tomorrow." Leaders from business and industry in the Red River Valley discuss how global interdependence affects working environments and economic development in the region and around the world. Presentations will be followed by a question and answer opportunity.

12:30-1:20 p.m. Brown Bag Performance: "Cultural Change on the Northern Plains", Jack Gladstone blends music, history, and legend to entertain while using his unique communication skills to inform audiences of Plains Indian culture. The son of a Blackfeet father and German-American mother, Jack uses his dual heritage to give his audience a multi-cultural perspective.

1:30-3 p.m. Video presentation: "Diversity in Higher

Education". This is a re-showing of the satellite video conference presented on Sept. 8th about exploring the role universities can take in developing outreach services, developing partnerships, understanding elements of diversity, managing equal opportunity and affirmative action, and addressing backlash and resistance to diversity.

Global Awareness Day is Sponsored by the NDSU Diversity Planning and Institute for the Study of Cultural Diversity.

INTERNATIONAL WEEK

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Day 1: 10:30 am Opening ceremony, President Ozburn will share his comments on the week; band and procession of flags

11am - 4pm International exhibition. Cultural display of International countries

6 - 9 pm Volleyball Tournament

Day 2: Noon "Countries in Transition-Mexico" - Panel discussion on recent and future changes in Mexico

Day 3: 9am - 4pm "Opportunities Abroad"

10:30 am "NDSU Students and their International Experience"

12:30 YMCA Brown Bag Seminar "A Year Overseas"

3:30 pm "I Want to Study Abroad but Don't Know How to Get Started," Panel Discussion

4:30 pm "Work and Travel Opportunities Abroad" - Panel Discussion.

6 - 9 pm Volleyball Tournament

Day 4: 11:30-1:20pm "Workshop on Chinese Protocol-Getting to Know the Chinese People"

3:45 pm Reception - International Visiting Scholars

Day 5: 12:30 pm "Japan: Culture and Agriculture"

3:30 pm "Implications of Cultural Diversity in a University Community".

7:30 pm "International Night"

10:00 pm International Dance

ISSUES IN DIVERSITY CLASS

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Credits: 1-3 variable

Prerequisites: None

Has this course been taught before: No (However, pilot course Univ 498: Woman: A Week of Awareness, has been taught for several years by faculty in HSS & HDE.)

Brief Description of Course:

Exploration of diversity issues related to topical Weeks of Awareness sponsored by various campus and departmental units.

Reasons for Offering:

The literature in diversity education suggests that integrating co-curricular experiences with academic courses provides for enhanced student learning and understanding. The Weeks of Awareness have been a part of NDSU's co-curricular programming for years, some for more than a decade (Women's Week, Native American Week, and International Week). Records from the past two years indicate the number of students attending Weeks of Awareness programming is increasing. Similarly, enrollment in UNIV 498: Women's Week Seminar has been steady at 10-15 students for several years.

Effects on Department Loads:

The Director of the ISCD will be lead teacher for the course and will assume responsibility for facilitating the class sessions and Weeks of Awareness programming. The instructors for the four Weeks of Awareness will come from several departments in HDE & HSS. They have agreed to participate as part of load.

Would course be of interest/relevance/concern to others: We anticipate an interest in the course. The previous instructors of the Women's Week Seminar support this course and will integrate their week within the structure proposed for this course.

Tentative Course Plans

Section 1 - One Credit Option

Students attend:

1 hr. opening class meeting
13 hrs. Week of Awareness Programming (3-4 hours per Week of Awareness)
1 hr. closing class meeting

Section 2 - Two Credit Option

Students attend:

1 hr. opening class meeting
8 hrs. pre-Week of Awareness meetings
20 hrs. Week of Awareness Programming (5 hrs per Week of Awareness)
1 hr. closing class meeting

Section 3 - Three Credit Option

Students attend:

1 hr. opening class meeting
8 hrs. pre-Week of Awareness meetings
28 hrs. Week of Awareness Programming (8 hrs. per Week of Awareness)
8 hrs. post-Week of Awareness meetings
1 hr. closing class meeting

Tentative leaders for pre- and post-weeks were solicited from various departments, including: Sociology, English, Apparel Textile Design, Food & Nutrition, Political Science, and Communication.

General Course Requirements:

1. Students will keep a journal throughout the semester with specific topics identified for reaction, as well as individual thoughts and concerns. This will be assessed by course facilitator.
2. Students will write a 7-10 page paper (must meet specified guidelines) focusing on an approved topic. This will be assessed by a member of the teaching team, depending upon topic area selected.
3. Students will complete a brief evaluation form for each Week of Awareness program attended. These will be assessed by a member of the teaching team for each Week of Awareness.
4. Students will actively participate in pre- and post-Week of Awareness discussions and activities, as led by members of the teaching team.
5. Students will complete assigned readings and study questions as provided by members of the teaching team.

MULTICULTURAL EDUCATIONAL COMMUNITY

University Housing Multicultural Initiatives

A Unit of the Division of Student Affairs

The University of Michigan

Submitted by: Jackie Mims-Hickmon

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Preamble: The framers of the Principals of a Multicultural Educational Community recognized the challenges of moving this document from a collection of appropriate words and phrases to an organic part of this community milieu. To assist in this transition, a set of strategic actions were outlined that could be used as a definitive means to measure our progress in achievement of what has been prescribed in the statement.

1. Create opportunities for cross-cultural understanding and appreciation between diverse groups and individuals.

STUDENT PROGRAMS & ACTIVITIES

* Intergroup Relations Dialogues: Blacks and Jews; White Women and Women of Color; Men and Women; Latino/Latina

* Film viewing and discussions

- * Ethnic Socials: special dinners, dance workshops, cooking demonstrations, art festivals, storytelling, poetry reading,
 - * Holiday Celebrations: Diwali, Kwanzaa, Hanukah, Chinese New Year, Martin Luther King Day
 - * Cultural Celebrations: Coming Out Week, DisAbilities Week, Women's Month, Black History Month, Asian Lunar New Year, Octoberfest, Hispanic Heritage Month
 - * Group trips to Native American Pow Wow, UM MLK Day Unity March, Mexican Village Tour
 - * Workshops: Interracial Dating, Religions Around the World, Sign Language, Male/Female Relationships, Stereotypes, Isms: Sexism, Racism, Homophobia
 - * Faculty Presentations/Discussions: Apartheid, Palestinian and Israeli Relations, Haitian Refugees
 - * Rap Sessions: Gay, Lesbian and Bisexual, Religion
 - * Housing Cable Channel
- STAFF PROGRAMS**
- * Facilities Council: new governance structure which redistributes power and reduces fear, thereby increasing understanding and appreciation of differences
 - * Self-Managed Work Teams
 - * Housing-wide Seven Habits Training
 - * Meyers-Briggs Workshop sponsored by Facilities
 - * Release time for participation in MLK Day activities
 - * Release time for participation in Women of Color Career Conference
 - * Training on the American with Disabilities Act (ADA) and Disabilities Issues
2. Promote self-awareness and provide opportunities for students, through purposeful programming, to experience and share various aspects of their culture.
- * Multicultural Lounges
 - * Minority Peer Advisor/Assistant Program
 - * Social Programs: Bronze Elegance, Bursley Show
 - * Taste of Culture
 - * Kwanzaa Celebration
 - * Meal options for religious/cultural observances such as Ramadan, Passover, and Kosher meal program in collaboration with Hillel Foundation
 - * Cooperative efforts with community agencies such as Hillel Foundation
 - * Performances by Talk to Us and Residence Repertory Theater (ResRep) on topics such as 'isms', appreciating differences, etc.
 - * Computer Education: World Tour program includes meals from around the world
 - * Library Education: Multicultural Alcoves, bibliographies, exhibits
 - * Multicultural Education Teams
 - * English Language Programs
 - * Celebrate Family Week
 - * Holidays Around the World
 - * Week of the Young Child
 - * International Potlucks
 - * African American Month Program
 - * Storytelling from Around the World
 - * Japanese and Spanish Language Classes

- * Diwali (Indian Festival of Lights)
- * Promotion of diverse videos available for rental by Family Housing residents
- * Multicultural Festival
- * Art Classes
- * Ethnic Dinners
- * Menus and dining services programs which reflect diversity
- * A host of volunteer opportunities for Family Housing residents to share in the program experience

3. Provide opportunities for students to collaboratively plan programs and activities that both focus on the unique. and common qualities among cultural groups.

- * Multicultural teams (in two halls) composed of residents, resident staff and the Coordinator of Residence Education
- * Minority Councils
- * Association for Multicultural Unification (AMU)
- * Hall Student Governments
- * Residence Hall Association (RHA)
- * Family Housing Community Aides
- * Family Housing Residents' Council
- * Family Housing Single Parents Network
- * Family Housing Safety Committee
- * Family Housing Mother's Support Group
- * East Quad's Forum for Understanding

4. Encourage all members of the community to utilize mediation, compromise and education to constructively resolve conflict.

- * Residence Education Staff
- * Minority Peer Advisor/Assistant Program
- * Family Housing sponsors a licensed counselor who specializes in family counseling, crisis intervention and therapy
- * Community Aides
- * Family Housing sponsored developmental programs: Marital enrichment, Parenting Skills, Stress Management
- * Housing Information Mediation Services for off-campus housing
- * Housing Information staff provide expertise and referrals in the area of dispute resolution
- * Housing Judicial Process
- * Conflict and Conflict Management half day retreat for Facilities staff
- * Conflict, Managing Conflict, and Valuing Differences 2 day workshop for Facilities staff
- * Housing Facilities Development of new governance (self-management) structures which encourages consensus and win-win" approaches, versus autocratic and "win-lose" approaches characteristic of traditional hierarchical structures

5. Promote student leadership development by providing opportunities for students to participate on all levels in the decision making process.

- * Resident Staff
- * Minority Peer Advisors/Assistants
- * Student membership on selection committees
- * Association for Multicultural Unification (AMU)
- * Student Government Executive Boards
- * Minority Council Executive Boards
- * Summer Camp Counselors
- * Participation on various University Housing Committees
- * Leadership training for Minority Council and Hall Government Officers and Advisors
- * Language Houses
- * Family Housing's Resident Council
- * Child Development Center Parents Advisory Board
- * Mother's Support Group
- * Residence Hall and Family Housing Rate Study Committees
- * Nursing Advisory Board
- * Single Parents Network
- * North Campus Program Board

6. Focus staff and student development on acquiring multicultural communication skills and techniques.

- * Sexual Orientation workshops
- * Martin Luther King program
- * Monthly Programs Highlighting Underrepresented Students of Color
- * Resident Staff Training
- * Multicultural Programming Teams
- * Staff trained in Valuing Diversity Program
- * Collaborated with Abilities Unlimited, Inc., Phoenix, AZ, to produce 2 hour video marketed commercially providing overview of ADA and disability sensitivity training
- * Fifty percent (50%) of all Housing Facilities Staff (100 of 200 people) attended 3-day program on 7 Habits of Highly Effective People
- * Diversity Training for Summer Camp Counselor Staff

7. Acknowledge the existence of discrimination in the community and express the institutional commitment to eliminate such practices.

- * Housing Special Programs
- * Project Awareness
- * Affirmative Action practices in student staff recruitment/selection policies and procedures

PEOPLE AWARENESS NOTEBOOK

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Listed below are different items, (programs, videos, exercises, etc.) that can be found in the People Awareness notebook.

PROGRAMS

- Don't you dare ignore me...I'm here to stay (addresses different cultures)
- Judge or be judged
- Homosexuality: What's Myth, Fact & What's Reality? (a handout that explains all of these)
- Valuing Our Diversity
- Ignorance = Fear (homophobia)
- Beyond Tolerance (gay, lesbian, bisexual issues)
- Opening Doors -this program was done by Kathy Obeart at NACURH 93
- A League of their Own (diversity) -a variation of the above that talks about oppression
- Sex & Chocolate (men & women sexual issues)
- One Better World (diversity awareness)-this is a program by Vernon Wall
- Your Kind of People: Social
- Breaking Cultural Stereotypes
- White Awareness Training-exposing white staff to what it may be like to be a minority on campus
- Let me in exercise
- Headbands/labels
- Commonly asked questions about homosexuality-a handout to help others understand the facts
- GAMES/SURVEYS/QUIZZES/ACTIVITIES**
- Cultural Pursuit
- Bingos
- Salad game (addresses different cultures/diversity)
- The UNGAME (can be a good icebreaker)
- Diversity Scavenger Hunt
- Personal Values Inventory
- The Stereotype Game
- Black History month quizzes
- Effects of Privilege survey
- Gender Communications Quiz
- How do you feel quiz
- The Card Party (deals with gay/lesbian/bi sexual issues)
- A Different World
- How Open Minded Are You?
- Being Impaired for a Day (disabilities issues)
- Personal Assessment survey
- Prejudice: An awareness-expansion activity
- Race from Outer Space: an awareness Activity
- Investigating Negative Reactions
- On being invisible
- Personal Assessments
- Heterosexual questionnaire
- HANDOUTS/FLYERS/SIGNS/OTHER**
- Book of Black Heroes
- Diversity skits/role-plays
- Men's issues
- On Being Invisible
- Various role-plays
- Sexual harassment
- Racism 101

Action plans to fight prejudice stereotyping
 Women's History packet
 Black History Month packet
 Rules for being human
 When you meet a visually impaired person
 When you meet a disabled person
 When you meet a wheelchair user
 When you meet a deaf person
 Just suppose
 101 questions on the African world experience
 For the straight folks who don't mind gays but wish they weren't so blatant
 Homosexuality fact sheets
 What you should know about gay men & lesbian women
 I am what I am
 I am me
 Racism: what's the big deal?
 Colors
 I am somebody
 AIDS education
 Difference between sex & rape
 Being gay in your world
 Listing of famous gays & lesbians
 Gay statistics & facts
 How can I protect myself from AIDS?
 Ten ways to eliminate racism
 Have you ever wondered?
 What you should know about hate crimes

TAPESTRY OF DIVERSE TALENTS

Submitted by: Amy L. Bjorneby
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 and Katie Demory
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The Institute for the Study of Cultural Diversity, in conjunction with the Memorial Union recognizes students, faculty, staff, and administrators for the diversity and contributions they bring to the North Dakota State University. Any one can nominate individuals who fit some or all of the following criterion.

1. Honorees are people who through their own life experience have contributed to the diversity of the NDSU community.
2. Honorees may have been instrumental in promoting diversity locally, nationally or internationally.
3. Honorees may have contributed to the inter-cultural awareness of the NDSU community through actions or personality.

The Tapestry is a pictorial mosaic comprised of twenty four individual photographs of campus members who reflect the ages, classes, abilities, ethnicity, gender, races, regional differences, religions, sexual orientations and world views of the University Community. Each month two individuals are recognized and their photograph is displayed for a twelve month period. The selections for honorees will be made

twice yearly by a committee within the Memorial Union consisting of faculty, staff and students. Nominations are accepted throughout the year from the entire campus community.

WOMEN'S WEEK

Submitted by: Amy L. Bjorneby
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 and Katie Demory
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Day 1: 10:00 am Women's Athletics/Rape and Abuse Crisis Center Jog-a-thon

Day 2: 4:30 - 5:30 pm Susan Glaspell's play, Trifles.

Day 3: 12:30 - 1:30 pm Families and Feminism: Today's Families, Tomorrow's Challenges.
 4:00-5:00 p.m. Susan Glaspell's play, Trifles.

Day 4: 12:30 - 1:30 pm Women: Gatekeepers of the family story, YMCA brownbag seminar
 4:30 p.m. Poetry Readings: Regional poets celebrate Woman's Week by reading their poems by and about women and their families.

Day 5: 12:30 - 1:30 pm Families and Feminism: Balancing Career and Families, YMCA brownbag seminar
 4:00-5:00 p.m. Creating Public Policy. Guests include Lt. Gov. Rosemarie Myrdal, Attorney General Heidi Heitkamp, Agriculture Commissioner Sarah Vogel, and Public Service Commissioner Susan Wefald.

Day 6: 12:30 - 1:30 pm Science, Theology and the World Forum; "Bee and Seem" What Does She Mean?: A conversation with Elizabeth Tanfield Cary (1585-1639). Presented by MSU English instructor Maureen Kelly Johnson.

3:30-4:30 p.m. Gallery talk with Martina Lopez: She will discuss her exhibition Within Generations
 7:30 p.m. Female Friendly Science Teaching Techniques to Attract Women and Minorities.

Day 7: 11:00 am Through the Glass Ceiling: Women in Higher Education

THE WORLD CITIZEN PROGRAM

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Sponsors: A Detroit Public School, Detroit Chapter of LINKS, University of Detroit Mercy, World Citizen Project, Co-operative Venture

"It takes a village to educate a child"....welcome to our global village.

The World Citizen Program is a multi-phased, multi-disciplinary, multi-cultural program created to involve volunteer organizations, colleges, universities and Domestic and International Students in co-operative ventures in K-12 schools. The African Proverb: "It takes a village to educate a child," is expanded to include the concept of a "global village" connected by instant communication and rapid transportation, coming together for the benefit of elementary and secondary students and teachers. These programs require a service organization whose members possess a variety of professional skills and conduits to the human resources of the entire community, a college or university administration that encourages public service of its students and staff, and a school system or school willing to be innovators.

The World Citizen program is designed to be multi-faceted in its scope. It is designed to: provide a rigidly structured academic program in an open classroom environment; incorporate outside activities that increase awareness of educational opportunities, explore ethnic heritage, teach self directed study skills, and provide cross-cultural experiences; and incorporate these areas into a system that teaches value clarification, judgment, decision making, and self esteem.

Special emphasis is to be placed on developing good study habits and methodologies, utilizing reading, writing, and oral learning skills in conjunction with involvement in program activities. READ (Listen, Take Notes), RECITE (RETELL), DISCUSS, CORRELATE; EXPLORE, RESEARCH, UTILIZE, REVIEW, & RECORD, are teaching/learning techniques to be applied in various synchronized activities.

Phase 1

"ALL ABOUT ME" is a 8 week program that uses the creating of a book to explore the student's past, present, and future. This module grounds the student in who and what he or she is, based on their unique life experiences and those of other community members. Interviewing and questioning skills are taught by volunteer attorneys; note taking by reporters; research skills by librarians and genealogist; micro-fiche and database searches by college students. Africanist and other ethnologists at Greenfield Village, the African American Museum and the Detroit Public Schools' African History Museum provide interpretive tours for the students. Long and short term goal setting was taught by Guidance Counselors, and self-esteem and motivational programs by Psychologists.

A living American History panorama of the last 100 years was presented by community members who recounted their own impressions of significant events. As an example, a segment on W.W.II included a Tuskegee Airman, a Holocaust Survivor, an Asian Internment Camp victim, housewives, children and workers who discussed the war from their personal perspectives and were interviewed by the students.

A Day at College, is another recommended activity. Our children participated in the King, Parks, Chavez Program at the University of Michigan.

Materials available:

Volunteer Guide \$5.00

Teachers Manual \$7.95

Student Workbook \$2.00 on groups of 50 or more

Phase 2

"Linking Language Culture and Human Resources" is a six week program that is focused on teaching students how to learn a language and assisting the early childhood learner in developing a phonic ear. Teams of five international students visit schools twice a week to share their language and culture in 30 minute segments.

Phase 3

"Traveling the Nation and the World on the Information Superhighway" is a six week reading and writing based program that utilizes the Internet as an instructional tool. Two CIS Major students are assigned to a school: one for ten hours per week and the other for twenty. Classroom educators and students are trained on existing school computers, using modems, off-line reader packets and one telephone line. Building upon the skills garnered in the previous two program phases the students are awarded varying levels of Internet access based upon the acquisition of performance based skills. Classroom activities are done in conjunction with NASA, Big Sky Telegraph, KIDLINK, Earthforce, Newton and other K-12 resources. Individual research skills are trained using gopher to the CIA and KGB Fact Books, Library of Congress, Electronic books, and other on-line resources.

The program provides:

1. On-site instruction on Internet Protocols.
2. Email "Key Pals" from the countries of the language studied.
3. Participation in On-line Science projects.
4. Instruction in techniques of the Internet as research tool.
5. Instruction on utilizing free on-line tutoring resources.
6. Educator Seminar on utilizing the Internet curricula.

Requirements: One classroom per school with one phone line. IBM or MAC with one LCD panel or TV computer screen adapter.

Materials

Student workbook \$1.25

Teachers manual \$.95

Maps