EDUC 199 (J-TERM 2022)

3 credit hours

SPAIN AND MOROCCO: EXPLORING THE INTERSECTION OF ETHICS AND CULTURE

**Instructor 1:** Dr. Cris Wildermuth
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COURSE DATES

**DEPARTURE FROM DES MOINES:** January 4, 2022
**ARRIVAL BACK IN DES MOINES:** January 20, 2022

Additional meetings required before and after arrival.

COURSE OVERVIEW

The main goals of this interdisciplinary course are to expose students to the complexity of culture, with a special focus on the challenges and opportunities inherent to intercultural and value differences. Students will articulate their own ethical framework, contrast their personal framework with those of their peers, connect ethics and cultural values, and apply cultural and ethical concepts learned to a current global challenge.

In the 2022 version of the course, we will focus on immigration. Students will contrast American perceptions of immigration with those of Spanish and Moroccan citizens. Ultimately, we expect students to gain awareness of their own stage of intercultural competence¹, identify threats to rational thinking in ethics, and develop a plan for continuing development.

COURSE OBJECTIVES

Through this course, students will:

GLOBAL AND CULTURAL UNDERSTANDING

- Discuss how key aspects of their identities (i.e., gender, ethnicity, national origin, family background and upbringing, religion, social class, education, etc.) impact worldview, values, belief systems, and communication styles.
- Identify their own cultural defaults.
- Discuss Milton Bennett’s model of intercultural development and assess their own stage of intercultural development according to the model.

CULTURE, ETHICS, AND CURRENT GLOBAL CHALLENGES: THE CASE OF IMMIGRATION

- Explore four ethical theories: Kantianism, Utilitarianism, Ralwsianism, and the Ethics of Care.
- Identify threats to ethical reasoning.
- Explore their preferred value system, their preferred ethical theory, and develop their Code of Ethics.
- Discuss key challenges of intercultural encounters and connect those challenges with value differences.
- Explore how cultural programming and societal expectations impact bias and privilege.
- Discuss the tension between patriotism and ethnocentrism, as well as the impact of ethnocentrism on underprivileged communities.
- Discuss how international institutions support the needs of the immigrant community.
- Critically examine their own moral blindspots and apply at least two ethical theories and their personal Code of Ethics to solve a moral dilemma.
- Assess their own intercultural competency and design a plan for further development.
- Apply the cultural and ethical concepts learned to a current global challenge: immigration.
AREAS OF INQUIRY

We designed this course to align with two Areas of Inquiry (AOIs) at Drake University: Global and Cultural Understanding and Values and Ethics.

Objectives for Global and Cultural Understanding

1. Interpret intercultural issues from diverse perspectives and reflect critically on the self and others to demonstrate an understanding of the complexity of cultural issues in local, national, and global contexts.
2. Explore the elements that create diversity and explain their impact on the development of a culture or interaction between cultures in the context of complex systems of exclusion and privilege.
3. Identify and analyze how institutions adjust in response to struggles among members of diverse societies and how they address their needs.
4. Reflect on their own cultural biases and consider the skills, knowledge, collective efforts necessary to help foster inter-cultural communication, respect, and understanding.

Objectives for Values and Ethics

1. Recognize and reflect critically on ethical issues.
2. Identify values that underlie human activities.
3. Articulate ethical issues that arise in their professional or civic life.
4. Articulate relevant ethical issues and apply them in developing solutions for critical problems and questions.
5. Articulate a reasoned vision of their own values or core beliefs.

This course was designed to fulfill all four objectives for the Global and Cultural Understanding AOI. For the Values and Ethics AOI, the course was designed to fulfill objectives 1, 2, and 5. Further, as we explore the intersection of ethics and culture in the immigration case, we will also partially fulfill objective 4 (treating immigration as a critical “case in point” worthy of ethical exploration).

Important Note: We will submit this course to the University Curriculum Committee for AOI approval. As of 11/18/2019, when this course was submitted to the School of Education Curriculum Committee, this approval has not yet been sought or granted.

LEARNING ACTIVITIES

- Introductory group simulations and group exercises
- Guided visits to historic and culturally important locations
- Discussions with students, professionals, and local experts as well as members of the immigrant communities
- Group discussions and cooperative learning
- Reflective papers and projects integrating the course content
- Cultural development and ethical lens assessments
MEETINGS

- You must participate in the following pre-departure meetings (locations and dates TBD)
  - Meeting 1: An orientation meeting for team-building purposes and to ensure that you are comfortable with the contents of the syllabus.
  - Meeting 2: Individual meeting with Dr. Wildermuth to discuss your IDI results
  - Meeting 3: A meeting organized by Drake International to discuss safety and logistical issues.
  - Meeting 4: A final “Zoom” meeting to make sure everyone is ready for the trip and to answer any remaining questions
- During the trip, you will also engage in various facilitated meetings with your hosts, professors, and colleagues.
- You will also engage in one group meeting after we return to the U.S. The purpose of the meeting is to debrief our trip and your learning experiences.

What should you do if you cannot attend a meeting?

All meetings are mandatory and part of the course requirements. Please make every effort to attend every meeting. It is almost impossible to create materials that will entirely substitute them. All students are expected to fully participate in these meetings (arriving on time, leaving at the assigned time, and engaging in the class and team discussions).

If you have a serious emergency and cannot attend a meeting, you will be asked to submit a proposal for an additional assignment to compensate for your absence. The purpose of the assignment is to help you meet the meeting objectives. While these assignments are graded on a pass-fail basis (where “pass” means at least C-level work for undergraduate students and B-level work for graduate students):

- You cannot pass the course without completing the assignments and
- You cannot earn an A in the course if you do not complete the assignments at an A level.

Please contact one of your instructors immediately if you cannot attend the meeting.

ASSIGNED TEXTS

COMPLETE BEFORE SEPTEMBER 30

  - You will receive a link to the instrument early in the fall of 2020.

COMPLETE BEFORE WRITING PAPER 1 ON CULTURE AND PERSONALITY

- The Big Five Inventory, available free of charge at http://www.outofservic.com/bigfive/
- What’s your Cultural Profile, available free of charge at https://hbr.org/web/assessment/2014/08/whats-your-cultural-profile

READ OR COMPLETE BEFORE WE LEAVE (BEFORE JANUARY 4)

Choose at least one credible source each for the countries we will visit. Be ready to share what you uncovered about the political system, geography, and key cultural practices in those countries. Your source may be a YouTube video (see recommendations on Blackboard), a book (two are recommended below), articles by the State Department, etc. Note: A credible source does not include Wikipedia or a Travel Blog.

**GENERAL BOOKS ON SPANISH / MOROCCAN CULTURES**

While not academic or mandatory, these books may be useful as you prepare for the trip.


Additional articles and sources of information will be added to Blackboard.

**READ BEFORE JANUARY 5**

During the fall of 2020 or the Christmas break, read the first chapter of the book Cultures and Organizations: Software of the Mind (Hofstede et al.), the books Justice (Sandel, chapters 1, 2, 5, and 6) and Open Borders (Caplan), and the articles The US Immigration Debate (Felter & Renwick) and Nacirema (Miner).

**SUMMARY OF ASSIGNMENTS & DUE DATES**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language self-learning and recording</td>
<td>January 5</td>
<td>50</td>
</tr>
<tr>
<td>Paper 1: Who are you?</td>
<td>December 30</td>
<td>50</td>
</tr>
<tr>
<td>Paper 2: The Expatriate</td>
<td>December 30</td>
<td>50</td>
</tr>
<tr>
<td>Group Presentation 1: Codes of Ethics</td>
<td>TBA (during the trip)</td>
<td>50</td>
</tr>
<tr>
<td>Group Presentation 2: Expert Circles</td>
<td>TBA (during the trip)</td>
<td>50</td>
</tr>
<tr>
<td>Paper 3 and Journals</td>
<td>January 25</td>
<td>100</td>
</tr>
<tr>
<td>Participation</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

The assignments and points above are subject to change, as needed. Students will be informed in writing (via Blackboard) of any needed changes. The final grade calculations will be based on the percentage of the actual points (i.e., if assignments are added, the total number of points may change).
You will make the most of this experience if you take the time to gain at least rudimentary knowledge of Spanish and either Arabic or French. In the fall of 2021, we will share the basic vocabulary you need to know in Spanish and either French or Arabic (both languages are spoken in Northern Morocco).

**Why are we asking you to do this?** Of course, we would not expect you to actually “learn” two languages on your own and in the course of one semester. The point is not to learn how to speak these languages but to be able to say a few polite words to your hosts and new friends in Morocco and Spain. Even a few polite words send a powerful message of respect and courtesy.

**What method should you use?** You may choose any system you wish, as long as you learn the vocabulary list we will share. We recommend the following methods:

- **For Spanish:**
  - Destinos - [https://www.learner.org/series/destinos-an-introduction-to-spanish/](https://www.learner.org/series/destinos-an-introduction-to-spanish/). This excellent albeit old video course follows a “telenovela” style, sharing the adventures of a lawyer through various Latin American countries. The course is available free online. If you wish to purchase the accompanying book, go to Amazon and look for a used and reasonably priced version. For example on [THIS PAGE](https://www.learner.org/series/destinos-an-introduction-to-spanish/) I spotted multiple used copies for less than $20. Purchasing the book is not required (remember, you will select the method you like best) but it will certainly help you learn if you follow the Destinos method.

- **For French:**
  - French in Action - [https://www.learner.org/series/french-in-action/](https://www.learner.org/series/french-in-action/). Another very old but excellent video course – also totally free! Multiple used copies of the book are also available on Amazon, see [HERE](https://www.learner.org/series/french-in-action/).

- **For Spanish, French, and Arabic:**
  - Drake has a subscription to Transparent Languages Online and Mango Languages.
  - Even DUOLINGO has improved tremendously in the last few years and is very good.
  - These online methods work best if you start early and work everyday, even if you spend only five minutes. You’ll be surprised at how well you’ll learn if you keep a steady pace.

**Language Learning Recording**

Record yourself pronouncing the words in the vocabulary. If you prefer, you may partner with another classmate and record a dialog. To record yourself, we recommend Loom, an excellent and super easy to use recording software. Create a **student** account [HERE](https://www.learner.org/series/destinos-an-introduction-to-spanish/) (make sure you get a student account or you may have a strict time limit). Then, submit your recording link on the appropriate assignment location on Blackboard.

If you work with a colleague at a distance, you may use Zoom and then upload your video on Panopto. Panopto will be available on the course Blackboard. Information on how to use Panopto will be available on Blackboard.

Still another option is to use Blackboard Collaborate to record your video. The video will then be automatically stored in the Drake system. We will discuss these options in our first orientation session.
PAPER 1: WHO ARE YOU?

- Reflect on the questions (see Appendix A) on your own cultural background and identities.
- Write a reflection paper addressing the following questions:
  - What are your most salient identities (i.e., the identities that matter the most to you)?
  - How do these identities impact your worldview?
  - What did you learn from your cultural profile?
  - How did your upbringing (see Appendix A questions) affect your worldview and culture?
  - What did you learn from the results of the Big Five personality assessment?
  - Considering your identities, personality traits, and upbringing, what “blind spots” may you have as you travel abroad?
  - What might you do to better prepare for the trip?
- Approximate length: 2 pages.

PAPER 2: THE EXPATRIATE

The Intercultural Development Inventory (IDI) is an assessment that helps you identify your current level of comfort with cultures different from your own. For this course, you will have the opportunity to complete the IDI and receive personal coaching on your results.

Early in the fall semester, you will receive a link to complete the IDI. Please do so as soon as possible after receiving the link. Next, schedule a meeting with Dr. Wildermuth to discuss your results. You should contact Dr. Wildermuth to schedule that meeting no later than September 30.

Now, imagine that you are about to be sent to Spain or Morocco (choose one of these countries) to represent an organization where you work (a “pretend company” is fine). How ready do you feel to tackle this challenge? Write a paper (two to three pages) addressing the following:

- Your own level of intercultural competency, considering your IDI results.
- Your general experiences completing the assessment and participating in the coaching session.
- Your plans for further development.
- What you hope to learn before traveling and during the trip about your chosen country (for example, you may list questions you wish to ask local people or other information you plan to gather). Note: Please be specific as you ask your questions.
- Approximate length: 2 to 3 pages.

GROUP PRESENTATION 1: CODES OF ETHICS AND IMMIGRATION

During our first workshop day we will discuss the usefulness of a Code of Ethics. For this assignment, you will:

- Individually write your own Code of Ethics.
- Meet with your groups to share lessons learned and present a brief and informal presentation to the class on how you might apply your code and at least one ethical theory to address the immigration crisis in the US.
- You will work on this project after we arrive in Morocco.
GROUP PRESENTATION 2: EXPERT CIRCLES, THE PROBLEM OF GLOBAL IMMIGRATION

During the trip, you will have multiple opportunities to discuss the ethics of immigration and the experiences of immigrant communities. Half-way through the trip, we will have a group discussion on culture, privilege, and ethics as these topics relate to immigration. You will:

- As a group, take notes during the various presentations and discussions on this topic during the trip.
- Make sure to pay attention to ways in which local institutions support and respond to the needs of immigrants in their communities.
- Consider your own biases, ethical reasoning defaults, and threats to ethical reasoning.
- Summarize your notes as a group and look for relevant themes.
- Share your observations and lessons learned in an informal presentation.
- Make sure to connect your observations with what you learned about threats to ethical reasoning prior to the trip.

JOURNALS AND FINAL REFLECTIVE PAPER

PART 1: JOURNALS

During the trip, you will be expected to keep detailed journals of your experiences. Consider the following prompts (keep in mind that not all prompts need to be addressed in all journals).

- What surprised you?
- What felt familiar?
- What made you feel uncomfortable?
- What questions did you ask your hosts, peers, or people you met (even if informally)? (note: this part is very important!)
- What did you learn as you asked those questions and participated in various course activities?
- What questions do you still have and how can you have them answered?
- What ethical issues emerged from your discussions or observations and how can you connect these with cultural differences?
- How can your Code of Ethics, values, and the ethical theories you learned help you address those issues?
- Did you notice any threats to your ethical reasoning? If so, which?

Additional Instructions

- Spend some time each day on these journals. We will collect them every few days during the trip. Your final grade will depend on the consistency and depth of reflection in your journal entries.
- You should write a minimum of ten journals during the trip.
- You may complete this journal digitally or in a simple notebook. Keep in mind that the Internet may be spotty on occasion or that you may want to write while we are traveling (buses, trains, and airport waits are great opportunities for writing on your journal!).
- We will collect your journal at the end of the trip to read carefully but you will receive it back.
- Your journals will be evaluated on the basis of (a) frequency and timeliness (i.e., completing all of them at the end is not ok!), (b) critical thinking, reflection, and (c) evidence of asking questions and learning during the trip.
**TIP #1**: You are likely to enjoy looking back at these journals after you return. Consider doodling, having others write notes, keeping track of the photos you took and places you visited, etc. Also include the names of people you met and your plans, if applicable to keep in touch.

**TIP #2**: The “Rocketbook Everlast” (see [HERE](#)) costs about $20 and allows you to send us the digital version of your handwritten notes. Consider purchasing something like this (or a similar product) if you prefer not to take your computer. A paper journal is also fine!

**PART II: REFLECTIVE PAPER**

- Consider the course as a whole, in particular, our discussions on ethics, culture, and immigration. Keep in mind the application of ethical and cultural concepts learned to immigration as a global challenge.
- Think of how your cultural programming, societal expectations, and ethnocentric perspectives may have impacted your biases and your previous or current views on the topic. If something changed as a result of the trip, say so.
- During the trip, take pictures, ask questions, and enter deep reflections in your journals.
- Write a paper summarizing your findings.
- You will turn in your paper and your journal in our last debrief meeting. Get ready to share the gist of your discoveries.
- Approximate length: 3 to 4 pages.

Due: January 25 (our last “debrief” meeting back in the United States). Remember that the journals will be “spot checked” throughout the trip.

**PARTICIPATION GRADE**

While we hope everyone’s experience is magical, we know that the success of this course does not depend only on the instructors and hosts. We know from experience that the success of the course depends on the engagement, enthusiasm, and support of all members. Please be ready to help one another and accept inevitable discomforts, changes in plans, and frustrations that “come with the territory” when traveling abroad, especially with a group. Therefore, a participation grade will be assigned to all students.

To evaluate the participation grade, we will consider:

- Engagement during all meetings (before, during and after the trip).
- Respect for all people with whom you come in contact (peers, instructors, hosts, etc.).
- Punctuality and attendance.
- General attitude during the trip.
- Participation in group projects.

All group members are expected to put in the same amount of work. We reserve the right to assign differentiated grades to different team members when one of the team members clearly contributed less to the team than the others. When in doubt about participation we will (a) ask whether all team members participated in the
meetings, and (b) rely on our own observation of team members’ participation, presentations and answers to questions.

**GRADING CRITERIA**

Your work should at all times demonstrate the professionalism and excellence of Drake students. Think of the type of work that you would, for instance, be proud to use as a demonstration of your competencies to a prospective or current employer.

The following grading criteria applies:

**THOROUGHNESS** means the conscientious and careful completion of the assignment. A thorough assignment includes and “does justice to” all required project components. We expect you to go beyond the “bare bones minimum.” When appropriate, you should include references from outside authors.

**LOGIC / CRITICAL THINKING** - Your projects should provide evidence of reflection and not simple regurgitation. When you seek alternative references, make sure that these are integrated into the text rather than simply “cut and pasted.” Consider the implications of your findings. Always include a thoughtful “so what” conclusion.

**WRITING** – This includes a review of your writing style and the application of grammatical rules. We will also consider the *structure* of your papers. Are they easy to read? Do you subordinate the topics into reasonable themes? Do you use subheadings where appropriate?

**PRESENTATION** – With the exception of the journals (which may be handwritten and informal) all projects should be professionally presented (typed, attractively displayed, etc.).

**GRADING SCALE**

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>100-93%</td>
<td>A+</td>
<td>Extraordinary, “above and beyond” work.</td>
</tr>
<tr>
<td>92.9-90%</td>
<td>A</td>
<td>Excellent work, superior.</td>
</tr>
<tr>
<td>91.9-90%</td>
<td>A-</td>
<td>Strong work, maybe a few minor issues.</td>
</tr>
<tr>
<td>89.9-87%</td>
<td>B+</td>
<td>Very good work, some issues worth correcting.</td>
</tr>
<tr>
<td>86.9-83%</td>
<td>B</td>
<td>Good work, some errors in writing, critical thinking, or thoroughness.</td>
</tr>
<tr>
<td>82.9-80%</td>
<td>B-</td>
<td>Some errors in writing, critical thinking, or thoroughness.</td>
</tr>
<tr>
<td>79.9-77%</td>
<td>C+</td>
<td>The errors are more severe.</td>
</tr>
<tr>
<td>76.9-73%</td>
<td>C</td>
<td>Met basic requirements at a minimum level, but included significant errors.</td>
</tr>
<tr>
<td>72.9-70%</td>
<td>C-</td>
<td>Poor work, many problems.</td>
</tr>
<tr>
<td>60.9-67%</td>
<td>D+</td>
<td>Poor work, severe problems.</td>
</tr>
<tr>
<td>66.9-63%</td>
<td>D</td>
<td>Poor work, severe problems.</td>
</tr>
<tr>
<td>62.9-60%</td>
<td>D-</td>
<td>Poor work, severe problems.</td>
</tr>
<tr>
<td>59.9% or less</td>
<td>F</td>
<td>Failing grade.</td>
</tr>
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</table>
IMPORTANT COURSE POLICIES AND ACADEMIC STANDARDS

Submission of Assignments

Late assignments will lose 5% point value per day of lateness up to 50% of the total assignment grade. We reserve the right not to accept assignments when more than 5 days late.

Academic Standards

The highest standards of academic and personal integrity should be observed by all class members. Plagiarism and dishonesty will not be accepted. Incidents of academic misconduct will be handled as per the policies and procedures established by Drake University. Penalties for academic misconduct may range from receiving a zero in the assignment to failing the course depending on the severity of the case.

Follow the “rule of 3”: 3 or more words exactly from the source must be cited and inserted between quotation marks. The page numbers must then be included. Even non-exact quotations must be cited appropriately (consult APA rules). Take notes carefully so as to avoid unintentional plagiarism!

Students with Disabilities

If you have a documented disability and need special accommodation (for instance, special seating arrangements, note-taking, or other assistance), please contact us as soon as possible. You should also contact the Student Disability Services at 515-271-1835.

Changes & Exceptions

We may need to change portions of this syllabus during the course due to unforeseen circumstances or needs. Any necessary changes will be posted in the Blackboard “Announcements” for the class and immediately become part of the syllabus. Also, exceptions may be warranted in special cases. Please contact me if you have a serious problem that requires my attention.
APPENDIX A: YOUR UPBRINGING AND CULTURE

When you grew up...

1. Who took care of you?
2. Where did you live?
3. Were you expected to share?
4. Were you allowed to cry?
5. What happened when you got hurt?
6. Did you compete with other kids?
7. Did you spend most of your days playing or working?
8. Were you encouraged or discouraged to use your imagination?
9. Who were your heroes? What were they like?
10. What are your earliest memories of other cultures / countries?
11. How and what were you taught to keep clean?
12. What were you punished or rewarded for?
13. What do you remember your parents "always saying"?
14. What rules were "sacrosanct?" What rules were ignored?
15. What did you learn about your gender?
16. What did you learn about social class?
17. What did "politeness" mean?
18. What was "taboo"?
19. Do you remember being ashamed? Of what and why?
20. What made you feel proud?

What does that tell you about how you are today?

What part of your programming are you reproducing on a daily basis? Think of your peers, colleagues, and/or younger family members or friends whom you formally or informally mentor.
# APPENDIX B: ACTIVITIES AND ALIGNMENTS

<table>
<thead>
<tr>
<th>Objective</th>
<th>Assessment</th>
</tr>
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<tbody>
<tr>
<td>Discuss how key aspects of their identities (i.e., gender, ethnicity, national origin, family background and upbringing, religion, social class, education, etc.) impact worldview, values, belief systems, and communication styles.</td>
<td>Paper 1</td>
</tr>
<tr>
<td>Identify their own cultural defaults.</td>
<td>Paper 1</td>
</tr>
<tr>
<td>Discuss Milton Bennett’s model of intercultural development and assess their own stage of intercultural development according to the model; design a plan for further development.</td>
<td>Paper 2 + IDI</td>
</tr>
<tr>
<td>Explore their preferred value system, key ethical theories, moral blindspots, and develop their own Code of Ethics.</td>
<td>Group Presentation 1</td>
</tr>
<tr>
<td>Identify threats to ethical reasoning.</td>
<td>Group Presentation 2 + Paper 3</td>
</tr>
<tr>
<td>Discuss how international institutions support the needs of the immigrant community.</td>
<td>Group Presentation 2</td>
</tr>
<tr>
<td>Discuss the tension between patriotism and ethnocentrism, as well as the impact of ethnocentrism on underprivileged communities.</td>
<td>Group Presentation 2 + Paper 3</td>
</tr>
<tr>
<td>Explore how cultural programming and societal expectations impact bias and privilege.</td>
<td>Paper 3 and Journals</td>
</tr>
<tr>
<td>Discuss key challenges of intercultural encounters and connect those challenges with value and ethical lens differences.</td>
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<tr>
<td>Apply the cultural and ethical concepts learned to a current global challenge: immigration.</td>
<td>Paper 3 and Journals</td>
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