

Capstone Project
CETL April 19th 2005
Louisa Eckert-Zebras
Speech Communication Department
Spee101: Interpersonal Communication
Spee315: Effective Listening

A Humanistic Approach: Listening for Social Change

1. Listening to Poverty: “Make Poverty History”
 - a) Diversity issue is overlooked
 - b) Students’ perceptions of poverty is skewed
 1. U.S Census 2000- 45% women and children living at, near or right above the poverty level
 2. Divorce statistics: Female income declines, Male income increases
 - c) Difficulty listening to voices of oppression/pain/hardship
 - d) Education is needed for the following elements
2. Ethnocentrism
 - a) Materialism in schools: what we have vs. who we are
 - b) Credit card debt in this country on the rise
 - c) It won’t happen to me fallacy
 - d) Families should help fallacy
3. Stereotyping
 - a) People of poverty deserve it
 - b) People of poverty are lazy
 - c) People of poverty just don’t try hard enough
 - d) Nickel and Dimed: I will be management fallacy
 - e) Students need informed opinions
4. Develop Empathy and Compassion in the Classroom
 - a) Jane Elliotts “A Class Divided” concept of walking in another persons shoes is needed in this context
 - b) Assignments and projects to promote understanding
 1. Mary Johnson (interview, teleconference or taped presentation)
 - a. Highlighting the experiences of a teacher of special education in Minneapolis Minnesota who teaches low-income students
 - b. Question/Answer session after her talk to educate students
 2. Attend workshop offered for faculty “Incorporating Diversity in your Curriculum” scheduled May 17th 2005, Application Deadline April 29th 2005
 3. Assessment techniques will follow after workshop (if I am accepted)