

**Respect for Human Dignity**  
**Curriculum Planning Worksheet**  
 (Notional Example – 7 Sep 07)  
 For the Class of 2012

**Tier 3 Outcome(s):** Respect for Others (from Service Before Self)

**Overview:** Intertwined throughout this four-year curriculum are repeated references to two contexts (also sometimes referred to as “*themes,*” “*story lines,*” or “*threads*” in which human beings can fail to respect the human dignity of others:

- (1) **Powerful vs. Powerless.** These are situations in which individuals recognize that one person has more real or perceived power than another; and
- (2) **Majority vs. Minority.** These are situations in which individuals identify themselves as being in either the majority or minority. There are lots of contexts for these perceptions, including ideology, race, ethnicity, gender, experience, ability, preferences, etc.

<b>Year</b>	<b>Course/Program</b>	<b>Learning Goal(s)</b>	<b>Learning Experience(s)</b>	<b>Assessment</b>
1 <sup>st</sup>	English 411 Lifelong Dev/Contr Oral Comm Written Comm Civ/Cul/Int'l Knowl	<ul style="list-style-type: none"> <li>• Be able to synthesize the moral, intellectual and emotional foundations of officership</li> <li>• Demonstrate the ability to employ effective and thoughtful rhetorical strategies for the written and spoken word</li> </ul>	<ul style="list-style-type: none"> <li>• Reading and discussion of oratory, memoir, autobiography, and fiction arising from conflict and national crisis</li> <li>• Through a variety of writing and oral assignments, examine the complexity of military action and how it affects human thought and behavior</li> </ul>	<ul style="list-style-type: none"> <li>• Written and oral assignments incorporating both analysis and expression</li> </ul>
1 <sup>st</sup>	PDP 400 (Military Training) Ethical Reason/Act Lifelong Dev/Contrb Critical Thinking Decision Making Teamwork Civ/Cul/Int'l Knowl Ethic/Found Charac	<ul style="list-style-type: none"> <li>• Know MEO complaint processes, the role of leadership and installation helping agencies in resolving human relations issues and comprehend how reprisals and/or retaliation negatively impact the military mission</li> <li>• Understand the leader's role in AF civilian employee EEO issues, policies, and laws and difference between MEO and EEO resolution processes</li> <li>• Understand sexual assault policies and the role of the leader and the chain of command in educating, preventing, responding to, and reporting a sexual assault</li> </ul>	<ul style="list-style-type: none"> <li>• Guided discussions and exercises</li> <li>• Guest speaker and guided discussions</li> <li>• Facilitated discussion of past actual cases to explore actions and decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report and exam</li> </ul>

2 <sup>nd</sup>	Cadet Wing	<ul style="list-style-type: none"> <li>• Demonstrate consistent respect for human dignity as both leader and officer candidate</li> </ul>	<ul style="list-style-type: none"> <li>• Lab: Serve as an Element Leader</li> </ul>	<ul style="list-style-type: none"> <li>• 360-degree assessment of Element Leaders</li> </ul>
2 <sup>nd</sup>	Behavioral Science 310 Lifelong Dev/Contr Civ/Cul/Int'l Knowl	<ul style="list-style-type: none"> <li>• Cadets strengthen their knowledge of the definition of Respect for Human Dignity</li> <li>• Comprehend what it means to be a toxic leader</li> <li>• Know how and when to tell other people what they are doing right or wrong</li> <li>• Be able to draw analogies from the Pol Sci 211 concepts of liberty and equality to leadings groups</li> <li>• Be able to draw analogies from the Pol Sci 211 concept of separation of powers to leadings organizations</li> </ul>	<ul style="list-style-type: none"> <li>• Cadets revisit the Respect for Human Dignity concept map from Beh Sci 110 through reading and in-class discussion</li> <li>• Reading and in-class discussion</li> <li>• Cadets read and discuss chapter entitled "Characteristics of a Helping Relationship"</li> <li>• Using to-be-determined (TBD) learning experiences, cadets will tie the concept of the political trade-off between liberty and equality learned in Pol Sci 211 to trade-offs in leading groups</li> <li>• Using TBD learning experiences, cadets will learn to relate organizational leadership issues to the separation of powers inherent in the American political system</li> </ul>	<ul style="list-style-type: none"> <li>• Reflection Paper</li> <li>• Quiz/GR/Final Exam question(s)</li> </ul>
2 <sup>nd</sup>	PDP 300 (Military Training) Ethical Reason/Act Lifelong Dev/Contrb Intercultural Comp Critical Thinking Decision Making Courage Teamwork Civ/Cul/Int'l Knowl Ethic/Found Charac	<ul style="list-style-type: none"> <li>• Comprehend the supervisor/leader's specific role in equal opportunity and treatment activities that impact the professional environment</li> <li>• Comprehend the importance of promoting diversity as a supervisor through understanding value of diversity and how to recognize and address barriers</li> <li>• Understand sexual assault policies and the role of the individual and the chain of command in educating, preventing, responding to, and reporting a sexual assault.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided discussions and exercises</li> <li>• Facilitated discussion of past actual cases to explore actions and decisions</li> </ul>	<ul style="list-style-type: none"> <li>• Self-report and exam</li> <li>• Self-report and exam</li> </ul>
Rising 2 <sup>nd</sup>	Element Leader or SERE/BCT Cadre (Survival, Evasion, Resistance, Escape)	<ul style="list-style-type: none"> <li>• Revisit learning experiences from Beh Sci 110 during Cadre Training, this time focusing on the role of the leader (person in the "power" position) [Reader's Digest version of Beh Sci 310]</li> </ul>	<ul style="list-style-type: none"> <li>• Lab: Serve as SERE or BCT Cadre</li> </ul>	<ul style="list-style-type: none"> <li>• 360-degree assessment of SERE and BCT Cadre</li> </ul>
3 <sup>rd</sup>	Political Science 211 Decision Making Nat'l Sec/Joint Coal	<ul style="list-style-type: none"> <li>• Understand why Respect for Human Dignity is Important</li> <li>• Understand the principles of human dignity in the American political context</li> <li>• Be able to apply Beh Sci 110 concept map to civil rights issues</li> </ul>	<ul style="list-style-type: none"> <li>• Using case studies, tie Respect for Human Dignity to the Constitution and public policy issues related to liberty, equality, and civil rights</li> <li>• Cadets wrestle with "All men are created equal" phrase in Declaration of Independence. They discuss civil disobedience as a way to address violations of human dignity</li> <li>• Cadets and faculty will review the Respect for Human Dignity concept map from Beh Sci 110 and apply (in guided discussions) at a different level of analysis, such as civil rights</li> </ul>	<ul style="list-style-type: none"> <li>• GR/Final Exam/Quiz Questions</li> </ul>

3 <sup>rd</sup>	R&R (Workshop: Respect & Responsibility) Lifelong Dev/Contrib Decision Making Courage Teamwork Civ/Cul/Int'l Knowl Ethic/Found Charac	<ul style="list-style-type: none"> <li>Be able to recognize the differences in others in demonstrating Respect for Human Dignity and offer constructive alternative behaviors that would demonstrate respect</li> </ul>	<ul style="list-style-type: none"> <li>Revisit and process worksheet completed at the end of SERE</li> <li>Using case studies, skits, scenarios, and actual operational experience shared by mentors/facilitators, identify the lack of respect for human dignity in both leader/follower and peer situations</li> </ul>	<ul style="list-style-type: none"> <li>Self-report</li> <li>Feedback during seminar discussions</li> <li>End-of-day critiques on both program and self-assessment</li> </ul>
		<ul style="list-style-type: none"> <li>Personally commit to respecting the dignity of all human beings, both in leader/follower and peer situations</li> </ul>		
3 <sup>rd</sup>	PDP 200 (Military Training) Ethical Reason/Act Service to Nation Lifelong Dev/Contrib Decision Making Teamwork Heritage & AF Apps Ethic/Found Charac	<ul style="list-style-type: none"> <li>Know how to foster respectful relationships in the context of human relations, sexual harassment, and respect for others of different faiths</li> <li>Understand sexual assault policies and the role of the individual and the chain of command in educating, preventing, responding to, and reporting a sexual assault</li> <li>Know the impact of the social norms approach</li> </ul>	<ul style="list-style-type: none"> <li>Guided discussion of past actual cases to explore actions and decisions</li> <li>Informal lecture and guided discussion</li> </ul>	<ul style="list-style-type: none"> <li>Self-report and exam</li> <li>Self-report and exam</li> </ul>
Rising 3 <sup>rd</sup>	SERE (Survival, Evasion, Resistance, and Escape Training)	<ul style="list-style-type: none"> <li>Be able to apply the knowledge and skills learned in Beh Sci 110, PDP 100/101 and BCT</li> </ul>	<ul style="list-style-type: none"> <li>Lab: Experience “powerless” situation while being held as a simulated “hostage by terrorists” situation</li> <li>Cadets complete a worksheet that provides “by-name” feedback on how well each Cadre they interacted with demonstrated Respect for Human Dignity</li> </ul>	<ul style="list-style-type: none"> <li>Analyze and assess cadets’ ability to recognize the presence or absence of Respect for Human Dignity and conditions under which these exist</li> </ul>
4 <sup>th</sup>	Behavioral Science 110 Critical Thinking Princ Science/Method	<ul style="list-style-type: none"> <li>Be able to define Respect for Human Dignity.</li> </ul>	<ul style="list-style-type: none"> <li>Cadets will use a concept map in conjunction with TBD learning experiences to develop a fundamental understanding of the meaning of Respect for Human Dignity</li> </ul>	<ul style="list-style-type: none"> <li>Quiz/GR/Final Exam question(s)</li> </ul>
		<ul style="list-style-type: none"> <li>Understand the power of social influence and the complex social dynamics involved in interpersonal relationships</li> <li>Be able to recognize the presence and absence of Respect for Human Dignity and conditions under which these exist</li> </ul>	<ul style="list-style-type: none"> <li>Using TBD learning experiences revisit the BCT Journal when learning about the power of social influence and other concepts from social psychology [typical examples include Stanford Prison Experiment and Abu Gharib; Asch’s studies with conformity and Milgram’s studies with obedience;]</li> </ul>	<ul style="list-style-type: none"> <li>Writing Assignment</li> <li>Quiz/GR/Final Exam question(s)</li> </ul>
		<ul style="list-style-type: none"> <li>Understand how to demonstrate respect for the dignity of human beings, such as those experiencing psychological disorders</li> </ul>	<ul style="list-style-type: none"> <li>Cadets read and discuss chapter on Psychological Disorders. Emphasizes ways officers can interact with individuals with such disorders and affirm that they are human beings deserving the same respect afforded to all other people</li> </ul>	<ul style="list-style-type: none"> <li>Quiz/GR/Final Exam Essay Question(s)</li> </ul>

4 <sup>th</sup>	PDP 101 (Military Training) Ethical Reason/Act Lifelong Dev/Contrb Critical Thinking Decision Making Courage Civ/Cul/Int'l Knowl Ethic/Found Charac	<ul style="list-style-type: none"> <li>Comprehend how stereotypes (perceptions) can create offensive human relations environments and negatively impact the mission</li> <li>Be able to identify a situation where negative stereotypes are present and describe how to combat them</li> </ul>	<ul style="list-style-type: none"> <li>Using experiential exercises in the context of socialization and sexism, learn how to combat stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Self-report and exam</li> </ul>
		<ul style="list-style-type: none"> <li>Know USAFA alcohol and substance abuse policies</li> </ul>	<ul style="list-style-type: none"> <li>Informal lecture and guided discussion</li> </ul>	<ul style="list-style-type: none"> <li>Self-report and exam</li> </ul>
4 <sup>th</sup>	PDP 100 (Military Training) Ethical Reason/Act Lifelong Dev/Contrb Critical Thinking Decision Making Courage Civ/Cul/Int'l Knowl Ethic/Found Charac	<ul style="list-style-type: none"> <li>Be able to identify a situation where negative stereotypes are present and describe how to combat them</li> <li>Comprehend how stereotypes (perceptions) can create an offensive human relations environment and impact the mission</li> </ul>	<ul style="list-style-type: none"> <li>Using experiential exercises in the context of religion and the use of Native American imagery (such as symbols and mascots), learn how to combat stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>Final exam</li> </ul>
Rising 4 <sup>th</sup>	BCT (Basic Cadet Training)	<ul style="list-style-type: none"> <li>Know the fundamental concepts of diversity and respect for human dignity.</li> <li>Understand the destructive impact of prejudice and negative, unfounded perceptions</li> <li>Comprehend how prejudice and unlawful discrimination can hinder a positive military environment.</li> </ul>	<ul style="list-style-type: none"> <li>In large and small groups, using experiential exercises and skits, learn about labeling, stereotypes, and unlawful discrimination</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
		<ul style="list-style-type: none"> <li>Know what to do if you observe prejudice, discrimination, or other behaviors that demonstrate a lack of respect for human dignity</li> </ul>	<ul style="list-style-type: none"> <li>Using a “pros/con” guided discussion, learn what to do when encountering behaviors that demonstrate a lack of respect for human dignity</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>
			<ul style="list-style-type: none"> <li>Keep Journal of Experiences and Reflections as someone in a “powerless” position</li> <li>Journals collected and returned in Beh Sci 110</li> <li>Complete survey: “By-name” feedback on how well Cadre demonstrated Respect for Human Dignity</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>

**KEY**

Black Text: Input from representatives of the department or program

Blue Text: Other Outcomes supported by this course or program in a significant way (Note: Still a “work in progress” for PDP)

Some experiences and factors to consider that are likely to promote commitment to personal and social responsibility:

- Experiences that produce feelings of empathy for others
- Experiential exercises
- Guest Speakers with follow-on processing (written or oral discussions)
- Immersion experiences
- Institutional Policies and Communications
- Journaling
- Multiple experiences from various perspectives
- Real-world experiences
- Role Modeling