



FACULTY-LED
STUDY ABROAD

KIIS Tanzania Program, Summer 2021

SWRK 490/695 : Special Topics: Human Diversity and Social Justice
3 Credit Hours

Instructor: Dr. Sandra H. Starks

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Instructor's office hours: on site and by appointment

Syllabus subject to change

1. Course Description:

This course focuses on the role of diversity as well as social, economic and environmental justice in human service practice. Discrimination, economic deprivation, oppression, differences and similarities in experiences, and cultural beliefs of people distinguished by ethnicity, gender, race, sexual orientation, age, class, religion/spiritual beliefs, family structure, socioeconomic or socio-legal status, and physical/mental challenges are examined from a global perspective.

2. Overall KIIS Program Student Learning Outcomes:

KIIS Study Abroad Mission Statement:

KIIS provides high-quality education abroad programs for students from all diverse backgrounds that promote deep international learning, are integrated into the curriculum, and encourage critical and creative thinking. Our goal is to help students understand the wider world and develop personal and professional skills for lifelong enrichment. We strive to go beyond generalizations and cultural stereotypes to help foster a nuanced appreciation of the world in which we live.

Students participating on KIIS study abroad programs aim to:

- 1) Understand contemporary issues of their host country/countries (i.e. KIIS program location).
- 2) Develop skills to interact comfortably in a global setting.
- 3) Understand other cultures.

Prior to your KIIS study abroad program, and again at the conclusion of your program, KIIS will ask each student to a) answer a few multiple-choice questions, and b) write a short reflective essay (two paragraphs in length) related to the elements detailed above. There is no right or wrong answer, and your responses will not affect your grade in any way. The purpose of the exercise is to help KIIS measure the effectiveness of its study abroad programs.

3. Course Objectives and Specific Learning Outcomes:

Students who complete this course should be able to acquire the following:

Knowledge

1. Articulate an understanding and awareness of cultural experiences, biases, and values
2. Demonstrate an understanding of the consequences and realities of diversity within a global setting

Values

3. Demonstrate professional partnerships that fosters respect for other diverse ideas and contributions

Skills

4. Demonstrate application of theories of diversity that explain and show characteristics of culturally competent practice
5. Identify and critique oppressive language, gestures and behaviors that are used negatively to refer to other diverse cultural groups

Cognitive & Affective Processes

6. Reflect and analyze cultural barriers related to competent practice (discrimination/oppression, ideological perspectives, economic, political, social, and legal policies) while examining personal values that may impact practice in rural areas.

4. Major Topics covered in the Course:

- Cultural Diversity
- Social Justice
- Intersectionality of Oppressions
- Global Human Service practice

5. Fulfillment of General Education Requirement: (If applicable, i.e. if you feel that your KIIS course will fulfill/satisfy a Gen. Ed. requirement at your institution— more likely a possibility if you are teaching a non-Topics course— please list briefly the way your KIIS course will fulfill the Gen. Ed. requirements. If this section is not applicable to your course, you may delete this section (#5) from your syllabus.)

6. Required Readings and Materials:

Sloan, L., Joyner, M., Stakeman, C., & Schmitz, C. (2018). *Critical multiculturalism and intersectionality in a complex world* (2nd ed.). New York: Oxford University Press.

Hays, P. A. (2013) Connecting across cultures: The helper's toolkit. Los Angeles: Sage Pub.

Required Link:

National Association of Social Workers. (2007). *Indicators for the achievement of the*

NASW standards for cultural competence in social work practice. Retrieved from <http://www.naswdc.org/practice/standards/NASWCulturalStandardsIndicators200>

7. Graded Assignments:

695 Students Will have an additional graduate level paper required (100 pts) (500pts total)

Self-Study Paper (75 pts)

The Self-Study Paper is designed to heighten awareness of your own cultural identity and other cultural groups. It addresses the questions: Who am I? Who do others think I am? How do I imagine others see me? What judgments do I imagine they make about what they see? How do I feel about others' reactions to me?

You are to describe your **cultural background**, values, and beliefs associated with your group identities. Discuss how these attributes and dimensions of who you are influence your self-concept and attitudes toward others as well as your interactions with others. This paper is to be 6 pages (minimum) long plus a reference page (if required) and you must have a cover page and abstract with the paper

Mid Semester Exam (100 points)

Students will take a exam assessing their mastery of all knowledge up until that point. More details on the exam will be shared during the first few weeks of class.

Book Review (50 points)

Refer to Rubric and submit a 2-3 page paper responding to the list of questions provided.

Cultural Sensitivity Project & Ism Journal

(100 pts for the Immersion Experience Paper/ 50 Pts for the Ism paper) 150 pts.

The purpose of the Cultural Sensitivity Project is twofold: First, you will become more cognizant of the oppression of certain cultural groups by **observing and recording** oppressive language, gestures, and behaviors aimed at them. Second, you will have a cultural experience/encounter with a group or area that you are unfamiliar with (and preferably have some biases about) and then reflect on the experience. Both of these exercises will help you become a more culturally competent social work practitioner, as they involve directly encountering the realities of multicultural clients.

This is project is divided into two segments: Part A & B:

Part A

During Part A, you are to spend at least **four weeks** observing, listening to, and recording incidents of oppressive language, gestures, or behaviors that you encounter referring to different individuals' or groups' age, ethnicity, class, color, disability, gender, sexual orientation, and religion. As you experience these "isms" such as racism, sexism, and ageism, remember them and record them daily. Keep a **running log** of these incidents you observe during your daily routine, on television, in movies, in advertising, with your family & friends, at church, and at school, etc.

In addition to describing these oppressive incidents, you are to briefly write down, after each incident you log, how you **thought and felt** about what you saw or heard.

Part B

For Part B, **active participation in at least one dynamic, culturally different experience** is required for this project. That is, you must investigate a cultural group new to you, preferably with which you are **uncomfortable** and/or unfamiliar. Once you have identified the group that is approved by your professor, you are to attend an **event or function** hosted by that particular group. It is even more optimal if students can attend more than one meeting. For example, you might attend worship services in a faith significantly different than your own, attend an advocacy group meeting for a diverse cultural group. The experience that you choose will require the professor's **approval beforehand**.

Your "isms" log with reaction paper is the only written requirement for Part A of the project. For Part B, you are to address the following questions in a 5-6 page, APA style. **Students will do a brief presentation in-class on their Cultural Sensitivity Projects (more details on this assignment will be given).**

Professionalism (25 points)

Students are expected to behave professionally in the classroom, handling all information in a manner consistent with the ethic of confidentiality, and addressing all questions posed with respect and personal regard. This class involves some discussion of highly sensitive topics and there may be some personal disclosure, so students are expected to handle this in a professional manner. It is expected that difficult and uncomfortable conversations (courageous) will occur. Conduct toward classmates, the professor, and any guests should include a respect of, and allow for, differing opinions. Fulfilling these Professionalism and Performance Expectations will be reflected in the professionalism grade

Evaluation & Grading

Course grading is based on the following criteria:

<u>Assignment</u>	<u>Points</u>
Self Study Paper	75
Mid Course Exam	100
Book Review	50
Cultural Sensitivity Project & Journal	150

Total Points Possible**400 Total Points**

695 Students Will have an additional graduate level paper required (100 pts) (500pts total)

Grading Scale:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

68 and below = F

8. Attendance Policy:

KIIS program participants are expected to be punctual to and in attendance at all classes, presentations, meetings and required excursions, and to remain with the program for the full academic period. Unexcused absences from classes and/or mandatory meetings will result in a lowering of the student's final grade, as will excessive tardiness. Multiple unexcused absences could result in expulsion from the program. Any absence from an academic class session must be excused for medical reasons.

9. Disability Accommodation:

KIIS will make every reasonable effort to provide accommodations for program participants with special needs or disabilities, but we cannot guarantee that we will be able to do so. Be aware that many foreign countries do not have comprehensive legislation comparable to the Americans with Disabilities Act (ADA). As a result, businesses and other establishments operating in foreign countries may not be able to provide accommodations.

If you have a disability accommodation need, we recommend you contact your KIIS Campus Representative, <https://www.kiis.org/about-kiis/contact-us/campus-representatives/> early in your program selection process so that s/he has time to discuss any specific needs, including which KIIS programs may be best suited. You also are welcome to contact KIIS Assistant Director, Maria Canning, maria.canning@wku.edu, to discuss your disability accommodation needs (e.g. housing, transportation, excursions, class schedule, etc.).

Immediately after acceptance, notify KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, haley.mctaggart@wku.edu, if you have a special need or disability that might require any form of accommodation abroad. Failure to notify KIIS may prevent you from participating on your KIIS program.

If you require any accommodations abroad, you must provide KIIS Assistant Director, Maria Canning, or KIIS Admissions and Enrollment Specialist, Haley McTaggart, an accommodation letter from your home campus' disability accommodation office that lists the accommodations you are eligible to receive. Please do not request accommodations directly from your KIIS Program Director or other KIIS Faculty; the KIIS Office will notify your KIIS Program Director and/or Faculty after we have received your above accommodation letter.

In some cases, you may need to make arrangements for a caregiver to join you on your KIIS program, should your physician, campus disability accommodation office, or KIIS make such a recommendation or require it.

10. Title IX / Discrimination & Harassment:

Recent attention to gender discrimination and sexual harassment at colleges and universities reminds us of the importance of adhering to standards of ethical and professional behavior. KIIS Study Abroad is committed to supporting and encouraging safe and equitable educational environments for our students, faculty, and program directors. Students, faculty, and program directors are required to be civil and treat each other with dignity and respect. As such, harassment and/or discrimination of any kind will not be permitted or tolerated.

Sexual misconduct (sexual harassment, sexual assault, and sexual/dating/domestic violence) and sex discrimination are violations of KIIS policies. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to a) KIIS Assistant Director Maria Canning (+1-859-200-1000) or KIIS Executive Director, John Dizgun (+1-270-227-2288), b) WKU's Title IX Coordinator, Andrea Anderson (270-745-5398 / andrea.anderson@wku.edu) or WKU's Title IX Investigators, Michael Crowe (270-745-5429 / michael.crowe@wku.edu) or Joshua Hayes (270-745-5121 / joshua.hayes@wku.edu). Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a KIIS program director and/or faculty member, KIIS program directors and faculty are considered "Responsible Employees" of Western Kentucky University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator.

If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's Counseling and Testing Center, <https://www.wku.edu/heretohelp/> at 270-745-3159.

For more information on KIIS Title IX, see <https://www.kiis.org/students/health-safety/title-ix-clery/>; additional Title IX resources can be found here <https://www.wku.edu/eoo/brochure2019update.pdf>.

Everyone should be able to participate on a KIIS program, attend a KIIS event, or work in a KIIS environment (e.g. KIIS office) without fear of sexual harassment or discrimination of any kind. Be respectful of each other.