

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2019
Discipline:	Education
Course Number and Title:	EDUC 380A1 Diversity and Equity in Lifelong Learning
Division:	Upper
Faculty Name:	Kelly McKenna
Semester Credit Hours:	3

Prerequisites: None

Meeting: A days, 1230-1350 in Kaisersaal Port

COURSE DESCRIPTION

Working within educational and social institutions in the United States requires a deep understanding of issues of diversity and equity. Not only is it important to develop our own personal understandings of multiculturalism in our lives and professions, it is essential to critically examine how institutions and societies end up providing equitable and inequitable opportunities and realities, whether intentional or not – and to understand our role in supporting or altering these systems and structures. This course draws upon the academic disciplines of anthropology, sociology, psychology, and other positions and practices offered by intercultural, multicultural, and social justice researchers and practitioners. We will rely heavily on your own experiences along this well-worn path of meaning-making. Some of the core concepts and/or capacities we will explore include: culture, empathy, diversity, equality, equity, cultural responsiveness, culturally inclusive curriculum, male privilege, white privilege, power, multiculturalism, oppression, social justice education, cultural competence, transformational education, critical pedagogy, and more.

LEARNING OBJECTIVES

Participants of this course will be able to:

- Identify and reflect on ones' cultural identities
- Identify societal structures that lead to marginalization, oppression, and privilege
- Investigate and analyze approaches for relating to individuals different from themselves
- Examine and critique their own privileges, biases, beliefs, and values in relation to their culture and power (or lack of)

REQUIRED TEXTBOOKS

AUTHOR: Allan G. Johnson
TITLE: Privilege, Power, and Difference
PUBLISHER: McGraw-Hill
ISBN #: 9780073404226
DATE/EDITION: 2017/3rd edition

AUTHOR: Adams, M., Blumenfeld, W. J., Castaneda, C., Hackman, H. W., Peters, M., L., & Zuniga, X.
TITLE: Readings for Diversity and Social Justice
PUBLISHER: Routledge
ISBN #: 9781138055285
DATE/EDITION: 2018/4th edition

TOPICAL OUTLINE OF COURSE

Classes will meet for 80 minutes every other day at sea, with 25 class meetings in total, including the final exam day.

Depart Ensenada, Mexico — January 5

A1—January 7:
Course introduction
Ground rules

A2—January 9:
Building community
PPO 1

A3—January 11:
Cultural forces, cultural identity, and self-understanding
Readings 1 & 2,

Honolulu, Hawaii — January 12

A4—January 14:
Cycle of socialization/liberation
Readings 5, 134

January 16—International Date Line crossing (Lost Day)

A5—January 17:
Social Justice and Marginalization
Readings 4, & 6

Study Day (No Class) — January 19

A6—January 20:
Privilege, Oppression, and Difference
PPO 2
Cultural Profile of Self Due

A7—January 22:
Culture – ethnography
Chapter pdf

Kobe, Japan – January 24-28

A8—January 29:
Gender (in)equity

Shanghai, China – January 31 - February 1

In-Transit – February 2-3

Hong Kong, SAR – February 4-5
A9—February 6:
Capitalism, Class, and the Matrix of Domination
PPO3

Ho Chi Minh City, Vietnam – February 8-13

A10—February 14:
Transformative Multiculturalism

Community Programming (No Class) – February 16

A11—February 17:
Making Privilege and Oppression Happen
PPO 4

Yangon, Myanmar – February 19-23

A12—February 24:
LGBTQ in Education

A13— February 26:
The Trouble with the Trouble and What it has to do with Us
PPO 5 &6

Cochin, India – February 28 – March 5

A14—March 6:
How Systems of Privilege Work
PPO 7

Community Programming (No Class) – March 7

A15–March 9:

Getting off the Hook: Denial and Resistance
PPO 8

Port Louis, Mauritius – March 11

A16–March 12:

Racism
Readings for Diversity and Social Justice Section 2 as assigned

A17–March 14:

Classism
Readings for Diversity and Social Justice Section 3 as assigned

A18–March 16:

Religious Oppression
Readings for Diversity and Social Justice Section 4 as assigned

Cape Town, South Africa – March 18-23

A19–March 24:

Sexism, Heterosexism, and Trans* Oppression
Readings for Diversity and Social Justice Section 5 as assigned

A20–March 26:

Ableism
Readings for Diversity and Social Justice Section 6 as assigned

A21–March 28:

Youth Oppression and Elder Oppression
Readings for Diversity and Social Justice Section 7 as assigned

Takoradi, Ghana – March 30 - April 1

Tema, Ghana – April 2-3

Field Class April 3 Privilege and spirituality in Ghana

A22–April 4:

Striving for institutional equity
Chapter pdf

A23–April 6:

Transformative pedagogies
Chapter pdf

Study Day (No Class) – April 8

A24– April 9:
Transformative pedagogies
Chapter pdf
Field Class Final Due

Casablanca, Morocco – April 11-15

Study Day (No Class) – April 16

A25–April 17: Final Exam
Field Class Presentation Excerpts and Course Wrap-Up
PPD 9

Arrive Amsterdam, The Netherlands – April 21

FIELD WORK

Semester at Sea field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

Field Class:

The field class for this course is on **Wednesday, 3 April in Tema, Ghana.**

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Title:

Privilege and spirituality in Ghana

Description:

In this field class participants will visit the Afrikan Magick Temple to learn about traditional West African spiritual practices. This visit introduces students to a new cultural experience and is an opportunity to see how culture is integrated throughout our experiences. This spiritual center “educates people on traditional West African spiritual practices and offers

professional spiritual services to those in need. These practices are guided by experienced spiritualists referred to in Ewe as Bokors". Following the visit to the temple we'll head to International Needs Ghana where participants will engage in presentations on trafficking and slavery which will introduce students to practices different from their own. International Needs Ghana empowers vulnerable communities. These presentations will address power and privilege.

Learning Objectives:

Participants in the field study will be able to:

1. compare traditional spiritual practices of the Ewe tribe with their own beliefs and practices.
2. examine their own privilege in relation to the oppression experienced by many individuals.

Independent Field Assignments

A mini-ethnography/narrative will be completed based on student' participation in the field class and their visit to the temple or International Needs Ghana. Students will choose one of the experiences to focus on. In addition, they will examine their own privileges and draw on course content from throughout the semester.

METHODS OF EVALUATION

1. Participation and Engagement – 20%
2. Group 'ISM' Presentations – 15%
3. Journals – 20%

Guided journal entries to support you in critically reading and responding to the readings in specific ways will be completed throughout the semester. Consider the journal entries as an informal opportunity to share your reflections and to pose questions for further inquiry. Opportunities to partner share entry topics will be integrated throughout the semester.

4. Cultural Profile of Self – 15%

This assignment presents you the opportunity to explore your "surface" culture and "deep" culture. You will compile a "cultural bag" then you will be asked to write a small narrative and analysis that explains each of the five items. Each symbol requires a brief explanation and a thorough analysis of its meaning to you based on elements of Weaver's "external" and "internal" culture, Spradley's conceptions of culture, the diversity wheel of social/cultural identities and other definitions we explore and experience. This activity provides an opportunity for considering the types of culture we're experiencing on semester at sea.

5. Field Class, Mini-Ethnography/Narrative (final) – 30%

This assignment asks you to enhance your ethnographic skills through participating in the field class. You will learn with and participate in cultural activities with members of a cultural group different than your own. You will observe the explicit and implicit "rules," cultural artifacts, cultural behaviors, and cultural meanings in operation in that cultural context. Students will take field notes during and after their participation. Students will then choose one of the experiences to focus on (spiritual practices of the Ewe tribe or Trokosi Slavery) and examine their own privileges in relation to the oppression experienced through

these practices drawing on and integrating the course content from throughout the semester.

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct.

Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

TBD

AUTHOR:

TITLE:

PUBLISHER:

ISBN #:

DATE/EDITION:

FILM REQUEST:

TBD

Title of Film:

Distributor:

ELECTRONIC COURSE MATERIALS

AUTHOR: James P Spradley and David W. McCurdy

ARTICLE/CHAPTER TITLE: Chapter 1: Ethnography and Culture

JOURNAL/BOOK TITLE: Conformity and Conflict

VOLUME: 14th edition

DATE: 2012

PAGES: 6-13

AUTHOR: Sonia Nieto and Patty Bode

ARTICLE/CHAPTER TITLE: Chapter 6: Culture Identity and Learning

JOURNAL/BOOK TITLE: Affirming Diversity: The Sociopolitical Context of Multicultural Education

VOLUME: 6th edition

DATE: 2012

PAGES: 156-210

AUTHOR: Margery B. Ginsberg and Raymond J. Wlodkowski

ARTICLE/CHAPTER TITLE: Chapter 1: Understanding Relationships Between Culture and Motivation to Learn
JOURNAL/BOOK TITLE: Diversity & Motivation: Culturally Responsive Teaching in College
VOLUME: 2nd edition
DATE: 2009
PAGES: 1-70

AUTHOR: James A. Banks and Cherry E. McGee Banks
ARTICLE/CHAPTER TITLE: Chapter 10: Approaches to Multicultural Curriculum Reform
JOURNAL/BOOK TITLE: Multicultural Education: Issues and Perspectives
VOLUME: 7th edition
DATE: 2010
PAGES: 233-254

ADDITIONAL RESOURCES

Ted Talk - The Danger of a Single Story

https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en

YouTube – Getting Serious About Education: Culturally Relevant Teaching for New Century Students

https://www.youtube.com/watch?v=S5asJrgl4_8

YouTube - GMT20180402 235508 2018SP EDUC 651 001 Guest

<https://www.youtube.com/watch?v=WTml8egLRD8&feature=youtu.be>

YouTube - GMT20180416 235731 2018SP EDUC 651 001

<https://www.youtube.com/watch?v=7Tx9VScy5FI&feature=youtu.be>