

**Please complete the following and return electronically to [colonnadeplan@wku.edu](mailto:colonnadeplan@wku.edu).**

1. What course does the department plan to offer in Connections? Which subcategory are you proposing for this course? (Social and Cultural, Local to Global, Systems)

Department of Folk Studies and Anthropology  
FLK 330 CULTURAL CONNECTIONS AND DIVERSITY  
(Social and Cultural)

2. How will this course meet the specific learning objectives of the appropriate subcategory? Please address **all** of the learning outcomes listed for the appropriate subcategory.

In this course students will gain knowledge about the nature of culture and of cultural diversity, of the many types of cultural groups, of ways in which some groups have been favored over others, and of the multicultural nature of American society in a globalized world. They will gain skills in critically analyzing culture, becoming sensitive to cultural differences, and working collaboratively with individuals from diverse cultural backgrounds. Connections courses direct students to apply and integrate discipline-specific knowledge and skills to the significant issues challenging our individual and shared responsibility as global citizens. The service learning component will uniquely challenge students to work collaboratively within teams and with diverse community partners to evaluate solutions to real-world social and cultural problems (Social and Cultural #3). In meeting the learning objectives of developing skills to understand cultural, ethnic, and gender diversity and of recognizing the need to examine one's own cultural critically, the course will meet the outcome: "analyze the development of self in relation to others and society" (Social and Cultural, #1) Finally since understanding diverse values is at the heart of a cultural diversity course, this class will centrally address Social and Cultural, #2: Examine diverse values that form civically engaged and informed members of society.

3. In addition to meeting the posted learning outcomes, how does this course contribute uniquely to the *Connections* category (i.e., why should this course be in Colonnade)? Discuss in detail.

A unique aspect of this course is the embedded multicultural service learning component. In addition to readings, class discussions/activities and writing assignments, students will organize into small groups to carry out multicultural service learning projects in collaboration with a variety of potential partners in the community. These projects will demonstrate reciprocity (benefitting students, partners and community), capacity building (promoting self-sufficiency), sustainability (long term solutions rather than short term fixes), and reflection.

4. Please identify any prerequisites for this course. NOTE: Any prerequisites MUST be Colonnade Foundations or Explorations courses.

No prerequisites

5. Syllabus statement of learning outcomes for the course. NOTE: In multi-section courses, the same statement of learning outcomes must appear on every section's syllabus.

A student completing FLK 330 will be able to:

- Reflect about the cultural, ethnic, and gender diversity of society and the world, and be familiar with concepts such as culture and worldview.
- Recognize the contributions of a variety of social and cultural groups.
- Identify ways in which one group may be favored over another, and the concepts of ethnocentrism, stereotyping, prejudice, discrimination, and privilege.
- Recognize that all groups tend to take much of their own culture for granted, and that there is a need to examine one's own culture critically before one can understand other cultures.
- Explore critically how we respond to cultural difference in our lives, and examine cultural biases and assumptions.
- Develop and practice cross-cultural competence and communication skills.
- Demonstrate ability to work in reciprocal partnerships with individuals and groups from a variety of cultural backgrounds.

6. Give a brief description of how the department will assess the course beyond student grades for these learning objectives.

We have developed a questionnaire to measure knowledge and skills related to cultural issues and intercultural sensitivity as outlined in the goals and learning objectives for the "Social and Cultural" category for Connections classes in the Colonnade Program. The questionnaire has 45 questions, in each of which the student can rate her/himself from 1 (no) to 5 (yes, very much/well). Questions range from "Can you describe your own cultural identity?" and "Can you describe your own stereotypes and preconceived notions about people from backgrounds different than your own?" ( both address **Colonnade Learning Outcome: "analyze the development of self in relation to others and society"**), "Do you consider yourself as having the skills necessary to effectively interact with people whose cultural background is different than your own?" (**Colonnade Learning Outcome: "examine diverse values that form civically engaged and informed members of society"**), and "Can you intelligently discuss how the following issues influence the quality of life of people from different backgrounds in our society, i.e. immigration issues, poverty issues, racism issues, stereotyping issues? (**Colonnade Learning Outcome: "evaluate solutions to real-world social and cultural**

**problems’’).** The questionnaire will be administered to students at the beginning of the semester, and again at the end of the semester. Results will be calculated and compared, using [wku.qualtrics.com](http://wku.qualtrics.com). “Success” will be defined as an average improvement of 2.0 on a scale of 5.0.

7. Please discuss how this course will provide a summative learning experience for students in the development of skills in argumentation and use of evidence.

Students will develop skills in argumentation and use of evidence through a number of pedagogical exercises, including writing reflective papers on their applied learning activities, participating in structured in-class discussions and debates, systematically carrying out service learning projects, and writing papers in which students have to utilize scholarly sources to back up their arguments.

8. How many sections of this course will your department offer each semester? At least one per semester.
9. Please attach sample syllabus for the course. **PLEASE BE SURE THE PROPOSAL FORM AND THE SYLLABUS ARE IN THE SAME DOCUMENT.**

## **SAMPLE SYLLABUS**

### **FOLK STUDIES 330: CULTURAL CONNECTIONS AND DIVERSITY**

**Course objectives:** Students will gain knowledge about the nature of culture and of cultural diversity, of the many types of cultural groups, of ways in which some groups have been favored over others, and of the multicultural nature of American society in a globalized world. They will gain skills in critically analyzing culture, becoming sensitive to cultural differences, and working collaboratively with individuals from diverse cultural backgrounds.

**Service learning:** In addition to readings, class discussions/activities and writing assignments, students will organize into small groups to carry out multicultural service learning projects in collaboration with a variety of potential partners in the community. These projects will demonstrate reciprocity (benefitting students, partners and community), capacity building (promoting self sufficiency), sustainability (long term solutions rather than short term fixes), and reflection.

#### **Specific learning objectives include:**

- Reflect about the cultural, ethnic, and gender diversity of society and the world, and be familiar with concepts such as culture and worldview.
- Recognize the contributions of a variety of social and cultural groups.
- Identify ways in which one group may be favored over another, and the concepts of ethnocentrism, stereotyping, prejudice, discrimination, and privilege.
- Recognize that all groups tend to take much of their own culture for granted, and that there is a need to examine one's own culture critically before one can understand other cultures.
- Explore critically how we respond to cultural difference in our lives, and examine cultural biases and assumptions.
- Develop and practice cross-cultural competence and communication skills.
- Demonstrate ability to work in reciprocal partnerships with individuals and groups from a variety of cultural backgrounds.

#### **COURSE REQUIREMENTS (850 points total)**

1. General class participation (100 points). This includes attendance, general participation and asking questions, as well as participation in organized classroom activities. To participate, it is essential that you keep up with the readings and activities.
2. Paper on your own cultural background (100 points). This will be a typed, double-spaced paper, about 8-10 pages. It will be explained in more detail in class handouts and discussion.
3. Service learning projects. Students working in small groups will be partnered with community organizations, to carry out projects benefiting the community and demonstrating reciprocity, capacity building, sustainability and reflection. Students will be expected to give regular in-class updates on the projects, write two short papers on aspects of the project, give oral presentations, and write final reports on the projects.

More details will be given on all of this. Projects (including the final reports) are worth 200 points. The two short papers are worth 50 points each. The presentation is worth 50 points. Total: 350 points.

4. Journals (100 points). Starting the second week of classes, students will be expected to write a minimum of one page (typed, double-spaced) per week reflecting on the service learning project and/or other issues that come up in class. These will be used as the basis for class discussions. Students will hand in their week's entry at the end of Friday's class, but will also need to keep their journals and add to them every week, so they will have a narrative of the entire class at the end of the semester.
5. Exams: There will be two exams, a midterm and a final (100 points each, 200 points total).

**READINGS (note: These have been selected from a number of potential class readings).  
TO BE PURCHASED AT THE CAMPUS BOOKSTORE:**

Bayoumi, Moustafa. *How Does It Feel To Be A Problem?: Being Young and Arab in America*. New York: Penguin Books, 2009.

Covington, Dennis. *Salvation on Sand Mountain: Snake Handling and Redemption in Southern Appalachia*. New York: Penguin Books, 1995.

**BLACKBOARD READINGS:** In addition to the books, there are a number of short readings accessible on blackboard.

**SCHEDULE:**

- Unit 1: Introduction to the Class
- Unit 2: Introduction to Culture
- Unit 3: Training in Service Learning Methodologies
- Unit 4: Issues: Multiculturalism vs. the "Melting Pot"
- Unit 5: Worldview
- Unit 6: Understanding Prejudice
- Unit 7: Race
- Unit 8: Ethnicity and Immigration
- Unit 9: Gender
- Unit 10: Religious Diversity
- Unit 11: Social Class
- Unit 12: Service Learning Reports, Conclusion