



Cultural Awareness: Seeing Past the Stereotypes Syllabus

Term:

Instructor: Inna Kuznetsova

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Course Dates:

Credit Hours: 3 credit hours

Course Overview: *Cultural Awareness: Seeing Past the Stereotypes* initiates the process of seeing past stereotypes by raising each student's awareness of the culture in which they live. Once students are tuned into the elements of their own culture, they will be exposed to their own implicit bias and guided down a path of exploring and implementing the best strategies for connecting with and appreciating those from other cultures. Students will be provided with opportunities to hear the voices of those from other cultures and, through their work in this course, they will develop tools to assist them in successfully applying the important concepts of cultural awareness in their work environment, whether educational, counseling or administrative.

This course will be delivered online using the Blackboard Learning Management System and will be broken down into several components of study/analysis:

1. Text readings from *Readings for Diversity and Social Justice*, as well as other sources
2. Various video interviews and presentations
3. Reflection on current practices related to those from other cultures and where practices can be improved
4. Interaction with your peers, your instructor, and those from other cultures
5. Activities and assignments designed to allow for direct implementation of the concepts in this course.

Course Goals:

- To provide students with an understanding of self and increase their awareness of their own culture.
- To provide students with the opportunity to understand implicit bias and reflect on their own biases and how they impact their decisions and impressions.
- To explore the many aspects and injustices of racism, classism, sexism and the many other "isms".
- To facilitate effective and positive interactions by students with others outside of their own culture.

Required Textbook: Adams, M., Blumenfeld, W., Hackman, H., Peters, M., Zuniga, X. (2018). *Readings for Diversity and Social Justice*. *Rutledge*.

Educational Resources: The readings from the course textbook, along with assorted articles form the core of foundational information. In addition, participants are encouraged to research additional information using the online resources available through Cowles Library and resources available locally.

Email: It is important to check your Drake Email account on a regular basis.

Course Assignments:

Module 1

Key Terms Definition Blog	10 Points
Elements of Culture	5 Points
Personal Introduction Blog	5 Points

Module 2

I Am From Blog	10 Points
Communicating About Your Culture Blog	10 Points
Defense Mode Analysis	10 Points
Proposal for Cross-Cultural Field Experience	5 Points

Module 3

Implicit Bias PRE Reflection Blog	5 Points
Implicit Bias Journal	5 Points
Implicit Bias Video Conference	5 Points
Implicit Bias POST Reflection Blog	10 Points

Module 4

Counter stereotypical Examples Blog	5 Points
Implicit Bias Mitigation Blog	5 Points
Mitigation Plan	15 Points

Module 5

Connecting Simple Step and Blog Entry	10 Points
Connection Interview	15 Points

Module 6

Small Group Chat and Report	20 Points
Action Plan	20 Points

Module 7

Classism and Education Blog	5 Points
Classroom or Professional Setting Analysis	15 Points
Cross-Cultural Field Experience and Analysis	20 Points

Module 8

Context and Voices Blog	10 Points
Isms and Injustices Journal	5 Points
Ism Research Assignment	25 Points

Total Points Possible

250 Points

Evaluation Criteria:

Assignment-specific assessment guidelines are detailed in each module in Blackboard. However, the following criteria apply for all assignments:

1. Assignments will be turned in by midnight on Sunday of the following week. For example, if class starts on Monday the 1st, all assignments in Module One are due at midnight on Sunday the 7th. Late work will not be accepted. Exceptions in the case of emergency will be considered on a case-by-case basis when communicated to the instructor. If you know of and communicate potential due-date obstacles *in advance*, accommodations may be considered.
2. Proper grammar and spelling is expected on each assignment, including blog and journal posts, and will be taken into consideration when grading submissions.

3. It is expected that all required readings and components of each module will be completed. The instructor may hold students accountable for information included in any portion of each module, whether there is an assessment for that information or not.

Points and Letter Grades:

90-100 %	(225 – 250 points)	A
80-89 %	(200 – 224 points)	B
70-79 %	(175 – 199 points)	C
60-69 %	(150 – 174 points)	D
Below 60 %	(below 150 points)	F

Statement of Plagiarism: The penalty for plagiarism, cheating, and other forms of academic dishonesty will vary from incident to incident, depending upon the scope and magnitude of the offense and the circumstances in which it occurred. Give credit where credit is due. Consult the SOE Governance, Appendix II, Page 30 for definitions and additional policies regarding plagiarism, cheating, academic dishonesty, and the appeal process at the following link:http://www.drake.edu/media/collegesschools/soe/documents/soe_governance_%209222015.pdf

Accommodations Clause:

If you have a disability and will require academic accommodations in this course, please contact your instructor at the beginning of the course or prior to the first official day of class. Accommodations are coordinated by Michelle Laughlin. Her contact information is listed below:

Michelle Laughlin
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