

LEWIS & CLARK GRADUATE SCHOOL OF EDUCATION AND COUNSELING
CPSY 557/EDLL 798: GLOBAL AWARENESS IN PROFESSIONAL PRACTICE

CREDITS: 2

SPRING 2013

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CATALOGUE DESCRIPTION

An overview course designed to enhance global awareness from a systems perspective. By viewing the world as a single place with interconnected social, political, environmental, economic, and biological dynamics, students are encouraged to recognize the impact of the global in all local contexts, including counseling and education.

COURSE OBJECTIVES

Students in this course will develop:

1. A global systems perspective;
2. An understanding of the dynamics of colonization, power, and global resource distribution;
3. The ability to relate the global to the local, including placing one's own history and experience within a global perspective;
4. Deeper consideration of U.S. privilege relative to global relations;
5. A stronger sense of global responsibility, and
6. Strategies for applying what they learned in the course to ensure more just practices in their respective professions.

COURSE DESCRIPTION

This course includes readings, lectures and discussions aimed at increasing global awareness of global dynamics on everyday life in all contexts. Content includes issues of international power and economics, colonization and de-colonization, the impact of the global on the local, and self-of-the-professional within a global context. Awareness is raised through the use of media, dialogue, and exercises in and out of the classroom. The course starts with more general understandings of global systems, human rights, and environmental justice. Students then apply their learning to their professional field.

COURSE REQUIREMENTS AND EVALUATION

- *Engagement and Participation:* Students must complete all assigned readings and/or media viewings prior to class to be ready to discuss and apply concepts with colleagues, and be active participants in class small group and large group discussions. Participation includes providing monthly updates on the “personal project” – to be described in class. 10 points.
- *Self-in-World History:* Students will analyze their family/household history over a minimum of four generations from a world-systems perspective, relating family events, values, perspectives, economics, privilege/oppression, etc. to global systemic processes (as portrayed by theorists such as Wallerstein). This includes the impact of colonization, economics, war/structural trauma, political developments, environment, technology, etc. [Framework for this analysis is developed in class.] This assignment is worth 30 points and is evaluated as follows:

Comprehensive analysis: 15 points

Demonstration of awareness and ability to reflect on self/family in context: 10 points

Professional writing/clarity of presentation: 5 points.

- *Global Awareness Exercise:* Students will go into a local community to identify examples of global effects on local contexts. This may be done by pairs of students or solo. In the spirit of consciousness-raising methods advocated by Paulo Freire, students will bring pictures or other cultural artifacts to class and lead short global consciousness-raising conversations among colleagues. This assignment is worth 30 points and is graded as follows:

Relevance of issue, including ability to bridge the global with the local: 10 points;

Ability to facilitate consciousness raising dialogue: 10 points;

Demonstration of ability to engage in complex analysis: 10 points.

- *Final Paper or Presentation- Links to Professional Practice:* The final paper or presentation offers students the opportunity to explore a content area covered in the course (e.g., environmental justice, colonization, human rights, global economics, immigration), organize findings, and examine implications for practice.

If the paper option is chosen, the paper should be under 10 pages and must:

Include a literature review that includes literature from the student’s professional field when available: 10 points

Contain a discussion of relevance of this knowledge to professional practice: 15 points

Be well organized, written, and presented: 5 points.

If the presentation option is chosen, the student must prepare a presentation in workshop, lecture, or multimedia format and present it to an audience outside of class (at work, faith community, neighborhood group, school, clinic) and get feedback. It should be at least 45 minutes long. The outline of the presentation will be evaluated for:

Comprehensive grasp of the content: 15 points

Linkages to frameworks that convey systems understanding: 10 points

Creativity and clarity in presentation format: 5 points

NON-DISCRIMINATION POLICY/SPECIAL ASSISTANCE

Lewis & Clark College adheres to a nondiscriminatory policy with respect to employment, enrollment, and program. The College does not discriminate on the basis of race, color, creed, religion, sex, national origin, age, handicap or disability, sexual orientation, or marital status and has a firm commitment to promote the letter and spirit of all equal opportunity and civil rights laws.

SPECIAL ASSISTANCE

If you need course adaptations or accommodations because of a disability and/or you have emergency medical information to share please make an appointment with the instructor as soon as possible.

GRADING

93-100 = A	83-87 = B	73-77 = C
90-92 = A-	80-82 = B-	70-72 = C-
88-89 = B+	78-79 = C+	

“A” grades will be reserved for particularly outstanding work. Grades on the border may be determined by participation and demonstration of completing readings prior to each class session.

TEXTS AND MATERIALS

Fanon, F. (1961/2004). *The wretched of the earth.*

Freire, P. (1968/1970). *Pedagogy of the oppressed.*

Wallerstein, I. (2004). *World-systems analysis.*

COURSE SCHEDULE

1/11

DAY 1: Overview and Introduction to Developing Global Awareness

Readings: Wallerstein, *World-systems Analysis* (chapters 2-5)

Topics:

The Planetary/Global Era and its Consciousness

World-Systems Perspective

Modernization and Fundamentalism

Globalization

2/8

DAY 2: “Glocal” Approaches to Professional Practice

Readings: Freire, *Pedagogy of the Oppressed* (entire book)

Topics:

Poverty and Social Exclusion, “Voices of the Poor”

Development and Post-development

Environmental Justice

Linkages to professional practice in education and community well-being

Assignment Due: Self-in-world history exercise; Reports on personal projects

3/8

DAY 3: Colonization, De-colonization, and PostColonial Frameworks

Readings:

Fanon, *The Wretched of the Earth* (Preface, Chapters 1, 2, 3, Conclusion)

Topics:

The Movement of Movements, the Great Turning, Transition, etc.

Human Rights, International Organizations

Postcolonialism

Indigeneity

Linkages to professional practice in education and community well-being

Assignment Due: Global Awareness Exercise; Reports on personal projects

4/5

DAY 4: Conclusion

Topics:

Overviews of final papers and presentations

Synthesis and looking forward

Assignment Due: Final Paper or Outline of Presentation; Reports on “personal projects”

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