

# SOCL260-015: RACE (racism) AND ETHNIC RELATIONS (Fall 2024)

Tuesday/Thursday, 11:10-12:30

Grise Hall, Room 139

## INSTRUCTOR INFORMATION

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| Instructor:      | Marcus Brooks, PhD (He/Him)  |
| E-Mail:          | <a href="mailto:Marcus.Brooks@wku.edu">Marcus.Brooks@wku.edu</a>   |
| Student Hours:   | Wednesday: 10:00-12:00 or by appointment: <a href="https://calendly.com/marcus-brooks-1/30min">https://calendly.com/marcus-brooks-1/30min</a> <sup>1</sup> |
| Office Location: | Virtual Appointments Upon Request at: <a href="https://wku.zoom.us/j/6748454505">https://wku.zoom.us/j/6748454505</a><br>Grise Hall, Room 114              |

## COURSE DESCRIPTION AND OBJECTIVES

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Conversations, debates, and uproars about issues related to race and racism are at levels of visibility and interaction that we have not seen since the Civil Rights Movement. Stories about racial discrimination, state violence, ethnic cleansing, citizenship, national identity, racial identity, and so many more have become part of everyday conversation in our lives. So, how do you make sense of it all??? Well, you've taken a good first step by enrolling in this class. Over the next 15 weeks we will explore these, and many more topics, related to the subjects of Race, Racism, and Ethnicity. You will leave this course empowered to be a critical consumer of information about these topics and with a deeper understanding about how these issues impact you, your life, and the lives of people around you.

In this course you will learn:

- 1) how the concepts of race, racism, and ethnicity are socially constructed and what the consequences of these constructs are.
- 2) the historical development of theories of race, racism, and ethnicity.
- 3) examples of how racism impacts politics, the economy, and your own life.
- 4) how cultures in other parts of the world understand and deal with race, racism, and ethnicity.
- 5) how to work collaboratively within a framework of communal accountability with your peers.

I use two framing perspectives in developing this course: **engaged pedagogy** and the **active learning** approach. Engaged pedagogy is an approach of mutual learning and growth. This means that we all, including myself, will learn from each other. And instead of me being the "expert" in the room, I am the facilitator of our shared learning project. The active learning approach means that everyone is expected to engage critically with course material, and we will focus on understanding and practical application of what we cover. You will also participate in **team-based learning** so you can be active participants in a process of peer education and learning.

By the end of this course, you will be able to:

- 1) Describe the theoretical development of the sociological understandings of ethnicity, race, and racism.

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<sup>1</sup> Please wait for personal confirmation from me before locking the meeting into your calendar.

- 2) Define and apply the major theories of the Sociology of Race and Racism.
- 3) Describe the tools and methods that sociologists use to analyze and understand the material impacts of ethnicity, race, and racism.
- 4) Present your analysis of course content in a team-based format using technology and visual aids.
- 5) Identify and analyze the workings of Structural, Systemic, and Colorblind Racism in your everyday life and the modern world.

## COURSE REQUIREMENTS

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### Technology

All course material (including readings, exams, assignments, and submissions) are housed on Blackboard. So, while this is an in-person class, you are required to have access to Blackboard, as this is where you will access readings and submit assignments. Note that this is a mostly paper-free course, so I will not be handing out physical copies of course materials (you are free to download materials and bring them with you to class) – if you have an accessibility need and require physical copies of course material please let me know and we can set up an accommodation.

If you do not have access to a personal computer, WKU Information Technology Services has computer labs on campus. [For information on lab location and hours, visit their page here.](#)

TopperTech offers computer repair and rental services. [Information about these services is available here.](#)

### Limited Use of AI Permitted:

You will get out of this class what you put into it. AI tools, like ChatGPT can be great resources for learning more about a topic, having complicated texts translated into legible language, or working through ideas. That being said, use of AI is strongly discouraged and USE OF AI TO COMPLETE ASSIGNMENT IN WHOLE IS PROHIBITED. Use the resources available to you. But don't use them so much that you rob yourself of your own education. Deeping knowledge comes deep learning – which requires that you engage with, struggle with, and work through complicated ideas and concepts.

### Course Texts

You are not required to purchase any texts or other media for this course. All material is available to you via PDF on Blackboard or I provide links them.

While you are not required to purchase texts there are several that I use, and you are encouraged to add them to your library. If you prefer to purchase full texts, either physical or digitally, below is a list of texts used in the course:

- Cornell, Stephen and Douglas Hartmann. 2007. *Ethnicity and Race: Making Identities in a Changing World*. Thousand Oaks: Pine Forge Press.
- Morning, Ann. 2011. *The Nature of Race: How Scientists Think and Teach About Human Difference*. Berkley: University of California Press.
- Omi, Michael and Howard Winant. 2015. *Racial Formation in the United States*. New York: Routledge.
- Ray, Victor. 2022. *On Critical Race Theory*. New York: Random House.

- Roberts, Dorothy. 2011. *Fatal Invention*. New York: The New Press.
- Sowell, Thomas. 2019. *Discrimination and Disparities*. New York: Basic Books.
- Sundstrom, Ronald. 2008. *The Browning of America and the Evasion of Social Justice*. Albany: State University of New York Press.

**E-Mail/Contact**

All e-mail communication should go through the WKU domain (.edu). Don't e-mail me from your personal, i.e. non-university e-mails; I will not respond. I will never e-mail you from an address other than my university address: [marcus.brooks@wku.edu](mailto:marcus.brooks@wku.edu).

Since e-mail is my primary way of keeping in contact with you outside of class, please check your e-mail regularly. I check my e-mail often, so you should receive a timely response to any messages (I commit to responding to any messages within 24 hours, not counting weekends and holidays). I ask that you check yours often, so you do not miss any important class information or updates.

**Attendance**

This class meets twice a week for 15 weeks, with some exceptions – which are noted on the course calendar. You are expected to attend each of the class meetings, because participation in class activities will count toward your final grade in the form of Team-Based Learning points. If you are not in class on the day the Team-Based Learning points are allocated, you cannot make these up. That being said – you will not be penalized for missing class sessions. I understand that sometimes life happens, and you may have to miss class. If that happens, you are not required to supply supporting documentation. If you are habitually absent from class, I may reach out to you personally to discuss why you are not attending class and to work through solutions. Note that for required documentation purposes, I will take attendance during each class meeting.

**Assignments**

|                            |                     |
|----------------------------|---------------------|
| 1) Reading Quizzes (15x10) | 150 points          |
| 2) Team-Based Learning     | 100 points          |
| 3) Group Project           | 150 points          |
| 4) Mid-Term                | 25 points           |
| 5) Final Exam              | 50 points           |
|                            | 475 possible points |

**1) Reading Quizzes (10 points each, 150 total):** There is a short quiz for each of the class readings – there are 20 in total. These quizzes are meant to check for understanding of material and will be due *after* the class discussion on each reading – so each quiz is due the day *after* we cover the material in class. You are only required to complete 15 out of the 20 quizzes. *Extra Credit Opportunity:* For each additional quiz you complete after 15 you will earn half of your quiz points in extra credit.

**2) Team-Based Learning (100 points):** Instead of gaining or losing points for attendance, there will be certain – unannounced – days when we will do group-based class activities, and everyone present will earn participation points. This is your incentive to come to class regularly, without penalizing you if you *need* to miss a session.

3) **Group Project (150 points):** You will create a multimedia project in small groups that you will present at the end of the course. Your final grade for this project will be assigned by your group mates using a peer assessment model.

4) **Mid-Term (25 points):** Do from home.

5) **Final Exam (50 points):** In-Class, November 26.

## **CLASSROOM CLIMATE**

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### **Content and Conversations**

I hope this to be an engaging, informative, and fun classroom experience for everyone. But be advised that we will be engaging with many difficult and controversial topics – some of which you may have strong feelings and thoughts about. The goal of this class is to learn about social justice approaches to problem solving. We are not here to make personal attacks on each other, but to work through these ideas. As you will come to learn in many of the readings, many, many people have been wrestling with these difficult conversations for a long time, and there is still not a single, right answer. While you may experience discomfort, feel personally called out, or feel angered by material covered in this course you should not leave any class session or the end of the semester feeling that the lesson is that “those people” are bad and the cause of your problems. **Put another way, if you feel or think that course material is telling you to feel hatred, resentment, disgust, or shame, toward any person or groups of people (whether you are a member of that group or not) then you are not understanding the course material. If this is the case let me know and we can have a personal or class discussion.**

In the spirit of giving each other grace and space, and the freedom to explore, try out, and be wrong, let’s approach discussions and assignments in good faith and let’s assume the best of each other. This is not the place to sling insults at each other over differences in opinion. We all have values and ideas about the world based on our upbringing, and we all have something to learn from each other. In the spirit of “calling in”, **let this statement from the organizer and activist adrienne maree brown guide us: “We won’t end the systemic patterns of harm by isolating and picking off individuals, just as we can’t limit the communicative power of mycelium by plucking a single mushroom from the dirt. We need to flood the entire system with life-affirming principles and practices, to clear the channels between us of the toxicity of supremacy, to heal from the harms of a legacy of devaluing some lives and needs in order to indulge others” (2020:8).**

### **Special Note on E-Mail, Grading, and Journal Responses**

Please trust my best intentions when giving you written feedback. When I end a statement with a “.” or “ ☐ ” I am just signaling the end of my thought and am in no way trying to be passive aggressive or shady. I don’t want this or any other miscommunication to sour your experience of this class. As I am always reminded, I am not young or cool, and since we are of different generations we will communicate differently. Trust me, when I have critical feedback to give you about your work, it will be direct.

### **Classroom Technology Use**

You are free to use smartphones and laptops for classroom purposes, i.e. taking notes and doing research. I hope that you find the class interesting and worth your time, so that you aren’t using your

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devices to pass the time. Either way, I am not here to police your personal technology use, but do not let your technology use distract your peers from being present in the class. If your technology use causes consistent distractions to others, then I will ask you to limit or stop your technology use in the classroom.

### **Academic Honesty**

WKU takes a strong stance against academic misconduct. Academic Misconduct includes, but is not limited to, plagiarism, cheating, and fabrication. Academic Misconduct: Plagiarism, cheating, fabrication, or facilitating any such act. For purposes of this section, the following definitions apply: (1) Plagiarism: The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper acknowledgement. (2) Cheating: Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit or hours. (3) Fabrication: Unauthorized falsification or invention of any information or citation in an academic exercise.

To be clear: going online and using information without proper citations, copying parts of other student's work, creating information for the purposes of making your paper seem more official, or anything involving taking someone else's work without proper attribution is academic misconduct. If you have a question about an assignment, please contact me to clarify. All cases of academic misconduct will be reported to the Office of Academic Affairs for violating the academic honesty requirements in the student handbook. They may also result in failure for the course.

### **Grade Disputes**

All of your grades will be available on Blackboard. If you think there is a problem with one of your grades, please reach out and let me know. Depending on the nature of the dispute I may ask you for an in person meeting to discuss the situation.

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## **INFORMATION AND RESOURCES**

### **WKU Statement on COVID-19**

All students are strongly encouraged to get the COVID-19 vaccine. In accordance with WKU policy, all students must call the **WKU COVID-19 Assistance Line at 270-745-2019** within 4 hours of testing positive for COVID-19 or being identified as a close contact to someone who has tested positive. The COVID Assistance Line is available to answer questions regarding any COVID-19 related issue. This guidance is subject to change based on requirements set forth by federal, state, and local public health entities. Please refer to the Healthy on the Hill website for the most current information: <http://www.wku.edu/healthyonthehill>.

### **ADA Accommodations**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

## **Title IX/Discrimination & Harassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the 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 at 270-745-3159.

### **WKU Writing Center**

The Writing Center on the Bowling Green campus will have writing tutors available to offer advice to current WKU students on any stage of their writing projects. In-person tutoring is available in Cherry Hall 123 from 10-4 Monday through Friday and in the Cravens Commons (at the horseshoe-shaped reference desk) from 5-9 on Sunday through Thursday evenings. WKU students may also request feedback on their writing via email or arrange a real-time Zoom conference to discuss a paper. See instructions and how-to videos on the website (<http://www.wku.edu/writingcenter>) for making appointments. Walk-in feedback is available unless we are booked up. Students may also get short writing questions answered via email; just put "Quick question" in the subject line to ([writingcenter@wku.edu](mailto:writingcenter@wku.edu)).

### **Election Day**

Tuesday, November 7 is election day. For information on voter registration and participation, visit the WKU voter resource page.

### **Student Resources**

Support Resources:

WKU Food Pantry

Emergency Student Assistance

Center for Literacy

Counseling Center

Conflict Resolution Resources:

Student Academic Complaint Procedure

Student Ombuds Officer

Student Legal Services

WKU Police Department

Misc. Resources:

WKU All Gender Bathroom Directory

Intercultural Student Engagement Center (ISEC)

Kentucky Museum

**Full List of Student Resources**

## COURSE CALENDAR<sup>2</sup>

### Week 1: Introduction

Tuesday (08/20)

Introduction & Syllabus Review

### Having Difficult Dialogue

Thursday (08/22)

Read: Young and Davis-Russell - *The Vicissitudes of Cultural Competence Dealing with Difficult Classroom Dialogue*

## WHAT EVEN ARE RACE AND ETHNICITY?

### Week 2: Racial Conceptualizations

Tuesday (08/27)

Read: Morning – *Nature of Race* (Chapter 1: Introduction)

### Racial Formation

Thursday (08/29)

Read: Omi and Winant – *Racial Formation* (Introduction: Racial Formation in the United States)

## THE INVENTIONS OF ETHNICITY AND RACE

### Week 3: Ethnicity

Tuesday (09/03)

Read: Cornell and Hartmann - *Ethnicity and Race* – “The Puzzle of Ethnicity and Race” (Chapter 1)

### Race

Thursday (09/05)

Read: Roberts - *Fatal Invention* – “The Invention of Race” (Chapter 1)

## THEORIES OF RACIAL INEQUALITY & RACISM

### Week 4: 19<sup>th</sup> Century Theory

Tuesday (09/10)

Read: Du Bois - *Conservation of the Races*

### Mid-20th Century Theory

Thursday (09/12)

Read: Ray – *On Critical Race Theory* – “Why Critical Race Theory Matters” (Introduction)

### Week 5: Early-21st Century Theory

Tuesday (09/17)

Read: Feagin – *Systemic Racism* – “Systemic Racism” (Chapter 1)

### Modern Theory

Thursday (09/19)

Read: Bonilla-Silva – “Structure of Racism in Post-Racial America”

## TOPICS IN RACISM & RACIAL INEQUALITY

### Week 6: Entitlement Racism Online

Tuesday (09/24)

Read: Ortiz – “Racists Without Racism?”

### Online Racism and Radicalization

Thursday (09/26)

Read: Brooks – “It’s Okay to be White”

### Week 7: Racist History of WKU

Tuesday (10/01)

Read: Doss et al. – “Jonesville and the Legacy of Slavery at WKU”

### Whiteness and Ethnicity

Thursday (10/03)

Read: Gallagher – “Playing the White Ethnic Card”

<sup>2</sup> Course content is subject to change. If I do make a change, I will send an announcement to the class and update the syllabus on Blackboard.

|                           |  |
|---------------------------|--|
| <b>Week 8: Fall Break</b> | <b>Whiteness and "Self-Love"?</b>        |
| <b>Tuesday (10/08)</b>    | <b>Thursday (10/10)</b>                  |
| No Class                  | Read: Monahan – "Racism and 'Self-Love'" |

|   |   |
|---|---|
| <b>Week 9: Colorism</b>                             | <b>Mid-South Sociological Association</b> |
| <b>Tuesday (10/15)</b>                              | <b>Thursday (10/17)</b>                   |
| Read: Adames – "The Cumulative Effects of Colorism" | No Class: Mid-Term                        |

## RACE AND RACISM OUTSIDE OF THE U.S.

|   |   |
|---|---|
| <b>Week 10: Race in France</b>                                      | <b>Race in Peru and Latin America</b>     |
| <b>Tuesday (10/22)</b>  | <b>Thursday (10/24)</b>                   |
| Read: Beaman and Petts – "Toward a Global Theory of Colorblindness" | Read: Vich – "Dynamics of Racism in Peru" |

## THE FUTURE OF RACE & RACISM?

|   |  |
|---|--|
| <b>Week 11: The Browning of America</b>   | <b>Colorblind Nationalism</b>                                |
| <b>Tuesday (10/29)</b>  | <b>Thursday (10/31)</b>                                      |
| Read: Sundstrom – <i>The Browning of America</i> – "Colorblindness and the Browning of America" | Read: Brooks – "Online Discourse in the Post-New Racism Era" |

|                              |   |
|------------------------------|---|
| <b>Week 12: Election Day</b> | <b>An Alternative Perspective</b>   |
| <b>Tuesday (11/05)</b>       | <b>Thursday (11/07)</b>   |
| Election Day - No Class      | Read: Sowell - <i>Discrimination and Disparities</i> (Chapter 1: "Disparities and Prerequisites") |

## GROUP PRESENTATIONS & FINAL EXAM

|  |   |
|--|---|
| <b>Week 13: Group Project Work</b>                   | <b>Group Project Work</b>                           |
| <b>Tuesday (11/12)</b>                               | <b>Thursday (11/14)</b>                             |
| Work with group on presentation (in-class optional). | Work with group on presentation (independent work). |

|                                     |                            |
|-------------------------------------|----------------------------|
| <b>Week 14: Group Presentations</b> | <b>Group Presentations</b> |
| <b>Tuesday (11/19)</b>              | <b>Thursday (11/21)</b>    |
| Groups (1-4)                        | Groups (5-8)               |

|                            |                         |
|----------------------------|-------------------------|
| <b>Week 15: Final Exam</b> | <b>Thanksgiving</b>     |
| <b>Tuesday (11/26)</b>     | <b>Thursday (11/28)</b> |
| Final Exam – In Class      | No Class                |



# Gender and Society, Socl 355

Western Kentucky University, Dept. of Sociology and Criminology

Fall 2023

Prof: Dr. Krull

Contact info: [Amy.Krull@wku.edu](mailto:Amy.Krull@wku.edu)

270.745.6363

Grise Hall 119

Student Hours, also known as office hours: Monday 1:00-2:00 pm or by appt

## **Introduction**

Our social world is organized by gender. The process and outcomes of organizing an individual and a society at times can seem ridiculous or useful or harmful. In this class we will explore the ways in which our society is organized by gender, how it comes to be that way, and the outcomes of these processes. While it may seem that one enters the class as an “expert” on gender given that we live in a gendered society, in this class we will use a social science viewpoint to examine gender.

## **Course learning outcomes**

- Discuss and evaluate theories, concepts, and perspectives on gender in the social structure
- Connecting sociological/gender theories with real-world phenomena
- Critically evaluating information on women in the social structure from a number of sources; including news media, political discourse, and academic research

## **Meets departmental Objectives:**

This course meets departmental goals:

1. All departmental majors will be able to evaluate how theories are used to explain both individual and collective behavior.
2. All departmental majors will be able to communicate in written/oral/visual form in their major coursework.

## **Required Text**

Gender Roles. By Lindsey, Linda L. **Edition : 7TH 21 Publisher : TAYLOR**

**ISBN 13 : 9781138103696**

Note that the text can be obtained in a print or an electronic version. I find that page numbering can differ between the two formats, so pay close attention to chapter titles and subheadings when identifying the reading assignment.

## **Blackboard**

WKU.blackboard.com\_ will be heavily used this semester. Assignment guidelines will be posted, assignments will be submitted and grades displayed on Blackboard. Be sure to check it daily. You can also adjust settings so that you receive notifications, which can be helpful.

## Activities/Assignments/Assessments

### Weekly response log (journal)

There are two goals that the weekly response log will achieve.

1.) Accountability for class preparation. (ie did you do the reading and think about it so that you can fully participate in class discussion?) No one enjoys a class where the only people who are prepared for the discussion are the prof and that one student who sits in the front row....

2.) Assessment of your learning. In a 300 level course that relies heavily on theory, the learning objectives will typically be at the higher end of Bloom's taxonomy—applying, analyzing and evaluating. I'd like to see you grow over time in your understanding and application of the material—a "growth mindset". To meet you where you are in terms of theory, gender, Sociology, rather than me telling you what you have to know (to a degree), you will be required to tell me what you know and have learned. This will be done through you keeping a weekly "journal." You will complete these through blackboard. You will have one entry due each week, the due date will vary by our pace through course content. You will typically have reading that you must complete prior to completing your journal entry

Guidelines and assessment rubric for response logs will be located on blackboard.

There are 14 weeks in the semester (I exclude the week of thanksgiving). I will count 12 of the 14 (you can miss two). If you do all 14 you'll be earning extra credit for the extra two.

### Activities

Within many modules, there will be an activity assigned. Activities will be something that you will complete as an individual and receive points regarding your individual work. Point values and directions will be discussed within the modules.

### Papers

You will have at least two brief papers that you will compose in this course. One is a pre-course reflection and the second is a concluding reflection statement due at the end of the semester. Instructions and points will be made available within the modules.

### Exam

There will be one "exam" to be completed at the end of module 1. This will be an exam in the sense that you are likely familiar with—multiple choice questions and brief essay questions.

### Total points

\*The faculty member reserves the right to adjust all assignments and point distribution as the course requires.

2 self reflection papers x 10 pts each =20

Aprx 4 activities @ appx 15 pts each =60

1 exam @ apprx 25 pts=25

Response log 12 x10 pts each=120

Total points possible= 225

A=90% of total points possible

B=80% of total points possible

C=70% of total points possible

D=60% of total points possible

### **Make up work**

Late work will receive a deduction unless there is a medical/death/university/military duty excused absence. Should you have what you believe is an excused absence from meeting a deadline, you must let the professor know in writing (e-mail) as soon as possible so that make up due dates can be arranged. Those without an excuse, may submit work which will receive a 10% penalty per day it is late. So one day late means the highest grade you can earn is 90% of the total points possible and on down.

### **University suggested syllabus statements**

#### **Covid**

[See this link](#) for WKUs “healthy on the Hill” statement regarding Covid.

#### **FN Policy**

Students who stop attending class before the 60% point will be assigned an FN rather than an F

#### **Resolving Complaints about Grades**

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

#### **Title IX Misconduct/Assault Statement**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Title IX Sexual Misconduct/Assault Policy (#0.2070) at <https://wku.edu/eoo/documents/titleix/wkutitleixpolicyandgrievanceprocedure.pdf> and the Discrimination and Harassment Policy (#0.2040) at <https://www.wku.edu/policies/docs/251.pdf>. Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Andrea Anderson, 270-745-5398 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the 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 at 270-745-3159.

**ADA Accommodation Statement**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, 1074. SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu) . Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

**Academic Dishonesty**

Academic Dishonesty will not be tolerated in this course. Any infractions will be handled according to student handbook guidelines. This includes infractions related to exams or written work. Student work may be checked using plagiarism software.

# SOCL 359: Sexuality and Society

## Fall 2024

Instructor: Dr. Matt Pruitt

Office: 127 Grise Hall

Email: [matt.pruitt@wku.edu](mailto:matt.pruitt@wku.edu)

[Response time: within 24-48 hours on weekdays.]

Office Hours: M 1:30-3:00

Zoom: T 1:00-2:00 (<https://wku.zoom.us/j/99432847531>)

[For either an in-person or a virtual meeting, please make and confirm an appointment at least 24 hours prior.]

## Proceed with caution!

**Please drop this course if you are uncomfortable reading about, discussing, watching videos on, doing projects related to, or taking exams which cover the following topics: sexuality and the law, consensual non-monogamous relationships, prostitution (i.e., sex work), pornography, sexual acts, sexual orientation, sexuality and socialization, stripping/erotic dancing, or related topics. Some of the readings, lectures/discussion, and videos are explicit.**

## Readings

Rather than using a textbook in this course, you will be reading PDFs of journal articles for each section of the course.

## Course Description

This course examines sexuality largely from a sociological perspective. In addition to the disciplinary focus of the course affecting the course's content, the content of this course (see below) is also impacted by a need to differentiate it from other sexuality-focused courses offered at WKU and the inclusion of the course as an elective for the Criminology major and minor. If you are interested in issues such as STIs, contraception, sexual positions, sexual anatomy, sex organs, etc., consider taking Human Sexuality (PH 365). Public Health also offers Sexuality Education (PH 468). If you are interested in a psychological perspective on sexuality, consider enrolling in Psychology of Sexuality (PSYS 482).

## Course Content

The primary topics covered via lecture, videos, and/or readings for each exam follow. (Note: this is not an exhaustive listing of material covered in the course and is subject to change.)

Exam 1: socialization and sexuality—agents of socialization, mass media impact; sexual orientation— population distribution, measurement issues, marriage equality, employment discrimination, and health disparities among sexual minority youth.

Exam 2: sexuality and the law—laws regulating sexuality and court cases addressing the constitutionality of such laws; pornography—porn and socialization, porn and technological innovation, and porn and normalization; consensual non-monogamous relationships.

Exam 3: stripping—subcultural norms, stigma management, client-dancer interactions, emotional labor, lifestyle effects on relationships, men who dance for women, and secondary effects (i.e., criminal activity, property values) of strip clubs on surrounding areas.

Exam 4: sex work—laws; structure and organization of prostitution; UCR data; indoor vs outdoor victimization experiences/risks, indoor vs outdoor services and client interactions; online prostitution; male prostitution; the Swedish Model vs the New Zealand model; FOSTA.

## Course Objectives

Upon completion of the course students should be able to:

- Demonstrate an understanding of socialization effects on sexuality.
- Explain recent developments in issues associated with sexual orientation (e.g., marriage equality, employment discrimination, and health disparities).
- Explain the impact of norms, laws, and court decisions on sexuality.
- Demonstrate an understanding of methodological issues regarding the study of sexuality.
- Show an understanding of subcultures associated with sexuality (e.g., swinging and other consensual non-monogamous relationships).
- Demonstrate an understanding of the relationship of pornography to normalization and erotic empowerment.
- Summarize research on the association of pornography with normalization and erotic empowerment.
- ~~Extract data from the General Social Survey, perform simplistic calculations, construct tables, and interpret data.~~
- Note norms that impact client-dancer interactions.
- Discuss how involvement in stripping is associated with emotional labor, stigma management, and the establishment of intimate relationships with others.
- Demonstrate an understanding of the organization of different tiers of strip clubs.
- Demonstrate an understanding of the structure and organization of prostitution.
- Contrast different forms of prostitution and associated risks to providers and clients.
- Discuss the impact of FOSTA on sex work.
- Demonstrate an understanding of the difference between the Swedish Model and the New Zealand model regarding approaches to sex work.
- Apply concepts learned throughout the semester.
- Demonstrate sufficient mastery of all aspects of course content via assessment measures.

## Departmental Objectives Met Through this Course

- Apply the scientific method to social research design (METHOD).
  - Demonstrate an understanding of methodological issues regarding the study of sexuality (Assessed on Exam 1).

## Examinations

Material for the exams will come from the text, readings, lecture, classroom discussion, videos viewed during the semester, assigned website material, and guest speakers. Each exam is worth 100 points. **If you miss an exam for any reason other than a university-related absence, your opportunity to make up the missed exam will occur immediately upon completion of your final exam during the final exam period or at 2:00 PM on either Wednesday, October 25, or Wednesday, November 29.**

## EXAM DATES (tentative)

Exam 1: Monday, September 16

Exam 2: Friday, October 11

Exam 3: Friday, November 1

Final: Wednesday, December 4, 10:30 AM

## Course Grades

Given that I'm not assigning a course project this semester, your course grade will be determined solely by your performance on four examinations (400 possible points). Course grades will be determined according to the following scale:

| Total Points | Grade |
|--------------|-------|
| 360-400      | A     |
| 320-359      | B     |
| 280-319      | C     |
| 220-279      | D     |
| ≤ 219        | F     |

In addition, please do not ask me to provide extra-credit opportunities or to assign you a grade that is higher than what you have earned in the course. Such requests will not be honored, and I will not respond to emails in which such requests are made. To wit, please don't ask if there is "anything I can do to raise my grade in the class," and I am aware that you're "only a few points away" from a given grade. Moreover, it is inappropriate to attempt to leverage a grade by making appeals regarding the effect of a course grade on one's academic standing or athletic eligibility, the renewal of a scholarship or financial aid, the likelihood of your being admitted into law school or a post-graduate program, and so on.

IF in order to raise the median score on an exam I decide to make any extra-credit opportunities available, I will announce such opportunities during class. Such opportunities may occur during class or involve some assignment that would be due at the beginning of class on another day. There are no "makeups" for missed extra-credit opportunities.

## Attendance and Course Grade Bumps

I will take attendance each class period. To be considered present that day, you must sign the attendance sheet. The only "excused" absences are those that are required by the university (e.g., athletics, forensics, class field trip). Documentation on WKU letterhead (or an email) from the appropriate university official is necessary for such absences to be excused. All other absences are unexcused (no exceptions). Therefore, please do not bring me doctor's notes, funeral announcements, etc. The attendance policy for the course is not punitive; absences will not lower your grade. Students who miss three or fewer classes and are within 4 total points (not percentage points) of a higher grade will have their course grade bumped to the higher grade. Given that the number of points necessary for a D in the course is equivalent to 55% of possible points, there will not be a bump for students who have fewer points than what is specified on the syllabus as being necessary for earning a D in the course. **Do not sign the attendance sheet for a classmate; such behavior will be reported to the Office of Student Conduct.**

## The Learning Center

### *The Learning Center Peer Tutoring Services*

*The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit [www.wku.edu/tlc](http://www.wku.edu/tlc).*

## Technology-free Classroom:

An article that appeared in the Washington Post containing some ruminations by a NYU professor on the use of technology in the classroom really resonated with me when I read it. He both articulated many concerns I have had regarding the use of laptops/tablets and cellphones in the classroom and raised some issues I had not previously considered. Since reading that piece another article citing additional adverse effects of computers in the classroom has appeared in the Post and a recent article regarding cell phone usage has appeared in The Atlantic. In the hopes of enhancing your learning potential and that of classmates seated nearby, discouraging rude behavior, and possibly helping you to develop a sense of comfort and ease with being disconnected from virtual worlds, I am banning the use of cellphones and laptops/tablets (unless necessary to accommodate a disability) during class. I will make a few comments about this decision on the first day of class. If you would like to peruse the aforementioned articles, they are posted on Blackboard.

## Other

Additional expectations regarding classroom etiquette will be discussed on the first day of class. **No audio or video recording without ADA accommodation requirement. No earbuds, headphones, etc. during class. Due to FERPA concerns, I will only respond to emails from WKU student email accounts.** Please include "SOCL 359" in the email subject heading as an indication of the course and section number in which you are enrolled.

## Resolving Complaints about Grades

The first step in resolving a complaint about grades is for the student to attempt to resolve the problem directly with the course instructor. See the Student Handbook, available at <http://www.wku.edu/handbook/> for additional guidance.

## ADA Accommodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

## Pregnant and Parenting Students

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's



Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, “Pregnancy or Pregnancy-Related Conditions.” Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU’s Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

## **Title IX/Discrimination & Harassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU’s Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are “Responsible Employees” of the 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 at 270-745-3159.

# SOCL 359: Sexuality and Society (On Demand)

Instructor: Dr. Matt Pruitt

Office: 127 Grise Hall

Email: [matt.pruitt@wku.edu](mailto:matt.pruitt@wku.edu)

[Response time: within 24-48 hours on weekdays]

Virtual Office Hours: Tuesdays at 1PM Central

(<https://wku.zoom.us/j/99432847531>)

[Please make and confirm an appointment at least 24 hours prior.]

## Proceed with caution

**Please drop this course if you are uncomfortable reading about, discussing, watching videos on, doing projects related to, or taking exams which cover the following topics: sexuality and the law, consensual non-monogamous relationships, prostitution (i.e., sex work), pornography, sexual acts, sexual orientation, sexuality and socialization, stripping/erotic dancing, or related topics. Some of the readings, lectures, and videos/images are explicit.**

## Readings

Rather than using a textbook in this course, you will be reading PDFs of journal articles for each section of the course.

## Course Description

This course examines sexuality largely from a sociological perspective. In addition to the disciplinary focus of the course affecting the course's content, the content of this course (see below) is also impacted by a need to differentiate it from other sexuality-focused courses offered at WKU and the inclusion of the course as an elective for the Criminology major and minor. If you are interested in issues such as STIs, contraception, sexual positions, sexual anatomy, sex organs, etc., consider taking Human Sexuality (PH 365). Public Health also offers Sexuality Education (PH 468). If you are interested in a psychological perspective on sexuality, consider enrolling in Psychology of Sexuality (PSYS 482).

## Course Content

The primary topics covered via lecture, videos, and/or readings for each exam follow. (Note: this is not an exhaustive listing of material covered in the course and is subject to change.)

Exam 1: socialization and sexuality—agents of socialization, mass media impact; sexual orientation— population distribution, measurement issues, marriage equality, employment discrimination, and health disparities among sexual minority youth.

Exam 2: sexuality and the law—laws regulating sexuality and court cases addressing the constitutionality of such laws; pornography—porn and socialization, porn and technological innovation, and porn and normalization; consensual non-monogamous relationships.

Exam 3: stripping—subcultural norms, stigma management, client-dancer interactions, emotional labor, lifestyle effects on relationships, men who dance for women, and secondary effects (i.e., criminal activity, property values) of strip clubs on surrounding areas.

Exam 4: sex work—laws; structure and organization of prostitution; UCR data; indoor vs outdoor victimization experiences/risks, indoor vs outdoor services and client interactions; online prostitution; male prostitution; the Swedish Model vs the New Zealand model; FOSTA.

## Course Objectives

Upon completion of the course students should be able to:

- Demonstrate an understanding of socialization effects on sexuality.
- Explain recent developments in issues associated with sexual orientation (e.g., marriage equality, employment discrimination, and health disparities).
- Explain the impact of norms, laws, and court decisions on sexuality.
- Discuss methodological issues regarding the study of sexuality.
- Show an understanding of subcultures associated with sexuality (e.g., swinging and other consensual non-monogamous relationships).
- Demonstrate an understanding of the relationship of pornography to normalization and erotic empowerment.
- Summarize research on the association of pornography with normalization and erotic empowerment.
- Note norms that impact client-dancer interactions.
- Discuss how involvement in stripping is associated with emotional labor, stigma management, and the establishment of intimate relationships with others.
- Demonstrate an understanding of the organization of different tiers of strip clubs.
- Demonstrate an understanding of the structure and organization of prostitution.
- Contrast different forms of prostitution and associated risks to providers and clients.
- Discuss the impact of FOSTA on sex work.
- Demonstrate an understanding of the differences between the Swedish Model and the New Zealand model regarding approaches to sex work.
- Apply concepts learned throughout the semester.
- Demonstrate sufficient mastery of all aspects of course content via assessment measures.

## Interacting with Your Instructor:

If you have questions regarding course content (lectures and readings), need clarification of matters related to the course, wish to further engage in a discussion of course material, etc., please meet with me via Zoom during my virtual office hours or send me an email. For privacy concerns related to FERPA, please send all emails from your WKU email account. Also, please put “SOCL 359 On Demand” in the subject heading of all emails. If you wish to meet during my virtual office hours, please confirm your intention to meet at least 24 hours prior. If you cannot meet during my scheduled office hours, please contact me regarding the possibility of scheduling an alternative meeting time. I will respond within 24-48 hours to all emails I receive on weekdays.

## Examinations, Course Readings, and Lectures:

Your grade in the course will be primarily determined by your performance on four examinations which cover course readings, lectures, and related material. **All exams must be taken at a proctored testing site.**

Course lectures, readings, exams and other material for each section of the course are located within a folder titled "Exam # Material." Sign into Blackboard using your WKU NetID and password.

There are reading questions for each reading. Everything you need to know from the readings is covered in these questions. Learn (memorize) the answers to them. On the exams I will ask detailed, specific questions from this material. Approximately 20-30% of the exam questions will come from the readings.

The rest of the exam will largely cover material discussed in lecture. Listen to the recorded lectures in the order in which they are listed under the "Lecture Order" heading. To access the lectures, click on the link; they will open in a new window. Take detailed notes from the lectures. Don't make the mistake of only writing down what is on the PowerPoint slides. If you only write down what is on the slides, you will not do well in this course. The slides are largely topical outlines, and many slides are not very detailed. In terms of taking notes, pay attention to and write down those things that 1) I emphasize, 2) I explicitly say to know, and 3) I state at a slower pace; I interchange these tactics. Use these pointers as a guide to distinguish between those things that I want you to hear and/or use to illustrate lecture points versus the material that you should place in your lecture notes. There will be specific, detailed questions on the exams covering lecture material. In addition to the recorded lectures, there are some short, typed lectures included in some sections of the course.

In addition, there are links to videos in some sections of the course. Questions related to this material will appear on the exam.

Each exam is worth 100 points and will consist of multiple-choice questions and true-false statements. Please don't make the mistake of assuming that, since the exams consist of multiple-choice questions and true-false statements, you only need to recognize material. I strive to construct exams that assess your mastery of course material, testing both the breadth and depth of your knowledge. Therefore, please be well-prepared for each of the exams you take in this course. The exams are challenging. I suggest that you study for the exams as though you would be taking a short answer exam in which you would have to write out the answers to questions from the readings and questions that will appear from lecture; knowing the material that well will significantly enhance your performance on the exams. Some students tell me that flash cards are very helpful to them as they prepare for the exams. Simply repeatedly reading over course material (lecture notes, readings answers, or flashcards containing material from both lecture notes and readings) is not sufficient preparation for taking exams; you need to learn the material.

**When you go to the testing site to take your exams, you will sign onto Blackboard and click on the "Exams" folder and then click on the exam itself. The testing site proctor will have the passcode for the exam and will enter the passcode. After the proctor has entered the passcode, begin the exam. Exams are timed and will auto-submit 60 minutes after you open the exam.**

## Scheduling Exams:

**You need to take Exams 1-4 at a testing center. For more information on finding a testing center near you visit the On Demand website. (<http://www.wku.edu/ondemand/exams.php>) Plan ahead. Submit your examination request in advance - at least 5 days – so On Demand has sufficient time to process your request.**

## Course Grades

Course grades will be determined according to the following scale:

| Total Points | Grade |
|--------------|-------|
| 360-400      | A     |
| 320-359      | B     |
| 280-319      | C     |
| 220-279      | D     |
| ≤ 219        | F     |

Please do not ask me to provide extra-credit opportunities or to assign you a grade that is higher than what you have earned in the course. Such requests will not be honored, and I will not respond to emails in which such requests are made. To wit, please don't ask if there is "anything I can do to raise my grade in the class," and I am aware that you're "only a few points away" from a given grade. Moreover, it is inappropriate to attempt to leverage a grade by making appeals regarding the effect of a course grade on one's academic standing or athletic eligibility, the renewal of a scholarship or financial aid, the likelihood of your being admitted into law school or a post-graduate program, and so on.

### Written Exercises (bonus points for each exam):

Sometime after you complete each exam, you will submit a short, written assignment related to course content. **To receive credit for the written exercises, you must submit the written exercise for each module before taking the next exam. The use of AI (e.g., generation systems/apps such as ChatGPT) to construct your responses is prohibited (or, as the Germans say, "verboten"). Other instructions for these submissions are provided in the Exam 1 Material folder.** These assignments are accessible via the Written Exercise folder. After assessing the quality of your submission, I will award the points you have earned by completing this exercise. These points will appear in the Exam # Written Exercise columns in Blackboard and will be added to the Total Points, allowing you to improve your course grade. These exercises are administered in lieu of curving exams. In addition to being well-structured and coherent, your submissions should be free of misspellings, grammatical errors, errors in subject-verb agreement, run-on sentences, and incomplete sentences; deductions will be made for such errors. Points earned will improve your course grade, but your performance on the written exercises will not lower your course grade. It is possible for students who perform exceptionally well on the exams to finish the course having accumulated more than 400 points in the course. [Note: The number of possible points for each exercise is listed at the top of the description of the assignment. The points you earn will be added to the total points you've earned in the course; it's essentially the same as your having scored that many points higher on the exam. In Blackboard it will show zero points possible when you click on the assignment, so don't be confused by this; this setting is used so that Blackboard's grade percentage is calculated from a base of 400 points rather than calculating it from 400 exam points plus the bonus points earned from the written exercises.]

### Technical Requirements & Accessibility:

#### "Minimum Technical Requirements & Accessibility

Since this is an online course, your computer should meet the recommended technology guidelines. Please refer to the [Technology Requirements page](#) to determine if your computer and internet speed meets the requirements. You can also find this information in the Student Resources item in the course menu."

([https://distancelearning.wku.edu/bb/technical\\_requirement/index.html](https://distancelearning.wku.edu/bb/technical_requirement/index.html)) For those enrolled in the course, this information is accessible via the Technical Requirements tab in Blackboard.)

## Technology Problems?

Throughout the semester if you have technology issues with the Tegrity lectures, please call Information Technology at 745-7000. They can recommend appropriate, compatible Internet browsers (and versions thereof). They also have expertise associated with other issues (processor speed of your computer, speed of your Internet connection, etc.) that might affect your ability to view the lectures.

## ADA Accommodation

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

## Title IX/Discrimination & Harassment

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## Regular and Substantive Interaction:

- Welcome message with instructor introduction, and description of course content and student expectations.
- Suggested course schedule with time management recommendations to successfully complete a self-paced, On Demand course within a specific timeframe.
- Communication and interaction via email along with expected response of 24-48 hours listed in syllabus and posted within the course.
- Set Virtual Office Hours listed in syllabus and posted within the course.
- A total of 4 "short answer" written assignments within each learning module requiring grades / feedback. Each assignment must be completed before proceeding to the next learning module.
- All graded assignments will be graded within a 2-week period, with feedback.

SMC 310-001: Media Diversity  
Fall 2024 Credit Hours: 3 Colonnade K-SC  
MWF 9:10-10:05 Classroom: AC 212  
Instructor: Ms. Alana Watson  
Email: [alana.watson@wku.edu](mailto:alana.watson@wku.edu)  
Office Hours: By appointment

**Prerequisites:** 21 Hours of Foundations and Explorations Courses or Junior Status

**Explores journalistic coverage of diversity in terms of race, culture, gender, and sexual orientation in several mass media areas including newspaper, radio, television, film, video games, digital media, advertising, and public relations.**

**Course Overview:** Media professionals must understand the cultural history and social composition of the communities they serve. These competencies enable journalists to fully report, fairly and without bias, on any beat. This course will explore journalistic coverage of diversity in terms of race, culture, gender, and sexual orientation. It will also investigate the media's role in shaping perceptions about social groups and the inequities that trouble our nation, the root causes, and potential solutions.

**Course Objectives:**

Upon completion of this course, students shall be able to:

1. Recognize power relationships, including the relative privilege or marginalization of social groups, including one's own.
2. Recognize, analyze, and discuss structures that lead to inequity and injustice.
3. Appreciate the importance of media in a democratic society, especially as related to representations of race, gender, sexual orientation, age, ability, social class, and religion.
4. Critically evaluate media production values in the context of diverse human experiences, identities, and cultures.
5. Identify media practices, frames, and other effects that shape perceptions about difference, inequity, and appropriate policies in areas such as health, education, crime, and government.
6. Conduct original research, applying social psychological or critical theory to media content.

**Required Course Materials:**

This course has one required text. You will need this in your first week of classes. If you opt to purchase the print version new, the cost will be around \$53 to \$68.

Diversity in U.S. Mass Media (3<sup>rd</sup> Edition) by Catherine A. Luther, Naeemah Clark, & Carolyn Ringer Lepre. ISBN10: 1119844622, ISBN 13: 9781119844624

*Diversity in U.S. Mass Media is designed to help undergraduate and graduate students deepen the conversations around diversity, equity, and inclusion in the media industries. Identifying consistencies and differences in representations of social identity groups in the United States, this comprehensive textbook critically examines a wide range of issues surrounding media portrayals of race, ethnicity, gender, sexual orientation, disability, age, class, and religion. Throughout the text, students are encouraged to contextualize various issues, place one social group within the framework of others, and consider how diverse communities inform and intersect with each other.*

### ***Method of Instruction:***

This course has three components designed to help you engage with the content.

1. The classroom component will be a combination of lectures, in-class assignments, and group discussions.
2. The online component will consist of thoughtful bi-weekly discussion posts and responding to your classmates' posts as well as bi-weekly research assignments.
3. The experiential component will require you to conduct your own content analyses of media materials and to present your findings to the class.

### ***Course Requirements:***

**Class Preparation:** You will be expected to come to class ready to discuss the assigned materials each week. These will include readings from the course text and additional materials posted on Blackboard. You will also be required to read, listen to, or watch samples of media content posted online. Some of these materials are too lengthy to finish in our class time, so you will be expected to watch them outside of class. It is your responsibility to keep up with these assignments.

**Discussion Boards:** You must post bi-weekly reflections on course topics using the Blackboard discussion boards. These posts are due by Sunday evening each week. I will give you a prompt each week to guide your thought process. There is no minimum length requirement, but I expect a thoughtful reflection on what you have learned or observed (not a tweet). You must cite at least one source per post to substantiate your thoughts. Cite or link to these sources, use screenshots, etc. whenever possible.

**Short Research Assignments:** You must also turn in bi-weekly research assignments. You will be responsible for finding media content that reflects what was discussed in class during the week. You'll link to the content and give a short summery analysis on the representation you find. (5 to 10 sentences)

**Media Content Analyses Papers:** You will be required to conduct two original media content analyses this semester, demonstrating what you have learned in the course. These analyses will take the place of midterm and final examinations in the course. You must personally experience relevant media content of your choosing and report on the representations that you find within it. You will be expected to analyze this content using a relevant social psychological or critical perspective to guide your research. (2-3 pages)

**Presentations:** You must prepare one individual 5-minute presentation and one group 10-minute presentation discussing your research discoveries with the rest of the class. Be ready to answer questions after each.

### ***Classroom Conduct:***

Students are expected to be civil and courteous to each other, to the professor or guest speakers at all times. Rude behavior, including but not limited to texting, talking while others are speaking, being aggressive or disrespectful will not be tolerated. I expect a healthy amount of debate in this class, as diversity and representation in society and in the media are indeed polarizing issues. Part of becoming a professional is learning to keep your cool, listening, and striving to understand others' perspectives.

The classroom and Blackboard space for this course are considered inclusive, safe zones, where respect is given to everyone, equally, throughout. I will not tolerate any type of belligerent or phobic behavior. My hope is that this class will give you an opportunity to grow as an individual by working with others.

### ***Blackboard:***



We will be using the Blackboard for this course.

Our Blackboard site will contain copies of the course syllabus, schedule, and assignments, along with any additional information you might need for this class.

If you are unfamiliar with Blackboard, you can enroll in Blackboard Student User Training by logging into Blackboard and selecting the IT Training tab along the top menu. Next, select IT: Blackboard Student User Training. The training is set up to allow users to self-enroll by simply clicking the submit button. This training will take you through the basics of using Blackboard.

Additional readings will be supplied via Blackboard.

***Professionalism and Attendance Policy:***

This is an advanced course in a program that teaches and expects professionalism. Your regular attendance, participation in class discussions, and timely completion of assignments are essential to successfully completing this class.

**Attendance is mandatory.**

If you have a perfect attendance record (no absences: excused or unexcused) will receive five bonus points to your lowest grade. Two unexcused absences will be accepted for this class. Additional unexcused absences will result in 10 points being taken per unexcused absences from your final grade.

If you know of a necessary absence, please make advance arrangements to complete your work.

All smartphones are to be turned off or put on vibrate before entering the classroom. Activities that distract you or other students during class are prohibited. Repeated violations of this rule will result in your final course grade being reduced by 10%.

Lectures may not be recorded without a Faculty Notification Letter requesting accommodation.

*Alana's attendance policy: Communicate. I will not be micromanaging your attendance. If you are sick, have a family emergency, have an appointment, or just need a mental health day, just let me know in a timely manner that you won't be in class. If you provide this information before class, you will be marked as excused.*

*I expect you to be honest and to not abuse my policy. If you DO NOT communicate that you won't be in class before the start of class, that absence will be marked as an unexcused absence. If it becomes evident that you are abusing my attendance policy, you will get points taken off your final grade.*

***Work Standards, Deadlines, and Submission:***

Your assignments will be submitted as digital files to the Blackboard site set up for this course. Assignments are to be submitted on the due dates before the start of class. Late assignments WILL NOT be accepted without prior approval.

All work turned in for this course must be your own. Having another person or artificial-intelligence software complete your work for you, in whole or in part, is academically dishonest, i.e., cheating, and will result in a failing grade on that assignment. Failing to report known or suspected violations by others is also considered a violation of academic standards.

All work turned in for this course must be original and produced during the current term, unless otherwise approved in advance by the instructor. You must correctly cite all quotations and ideas to their original sources, using APA, MLA, or Chicago reference style. Student work may be checked using plagiarism-detection software.

### ***Grading Scale:***

Your course grade will be based on successful completion of the following assignments:

|                     |                  |            |                      |
|---------------------|------------------|------------|----------------------|
| Class Participation | (10 @ 15 points) | 150 points | 800-720 points A     |
| Discussion          | (5 @ 50 points)  | 250 points | 719-640 points B     |
| Assignments         | (5 @ 20 points)  | 100 points | 639-560 points C     |
| Content Analyses    | (2 @ 60 points)  | 120 points | 559-520 points D     |
| Class Presentations | (2 @ 90 points)  | 180 points | 519 points of less F |

**Maximum 800 points**

Consider the gradebook on Blackboard a courtesy to you, subject to errors, given various upgrades and shifts in the software. The instructor reserves the right to make gradebook corrections to keep it consistent with the syllabus so that your grade reflects your true performance. If something doesn't make sense right on Blackboard, please let me know!

### ***The Learning Center Peer Tutoring Services:***

The Learning Center (TLC) provides free tutoring services that empower students to achieve academic success. Trained peer tutors are available to review course content, answer questions, and demonstrate effective study strategies. TLC offers individual appointments and group sessions (PASS) for hundreds of undergraduate courses. For more information or to make an appointment, visit The Learning Center.

### ***ACEJMC Professional Values and Competencies:***

The Accrediting Council on Education in Journalism and Mass Communications requires that graduates of accredited programs be aware of certain core values and competencies and be able to:

- Apply the principles and laws of freedom of speech and press, in a global context, and for the country in which the institution that invite ACEJMC is located;
- Demonstrate an understanding of the multicultural history and role of professionals and institutions in shaping communications;
- Demonstrate culturally proficient communication that empowers those traditionally disenfranchised in society, especially as grounded in race, ethnicity, gender, sexual orientation and ability, domestically and globally, across communication and media contexts;
- Present images and information effectively and creatively, using appropriate tools and technologies;
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve;
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity;
- Apply critical thinking skills in conducting research and evaluating information by methods appropriate to the communications professions in which they work;
- Effectively and correctly apply basic numerical and statistical concepts;

- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness;
- Apply tools and technologies appropriate for the communications professions in which they work.

***Title IX Sexual Misconduct/Assault Policy:***

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's Sex and Gender-Based Discrimination, Harassment, and Retaliation (#0.070) and Discrimination and Harassment Policy (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121. Please note that while you may report an incident of sex/gender-based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the 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 at 270-745-3159.



Sexual Assault Resources

***Americans with Disabilities Act:***

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

***Inclusion Statement:***

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

***Land Acknowledgement Statement:***

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous

territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (CWJᎠᎵᎠᎿ Tsalaguwetiyi) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the Jonesville History Project, “Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization.”

*Things you should know:*



[Academic Integrity](#)



[Student Code of Conduct](#)



[Student Handbook](#)



[Student Resource Portal](#)



[All Gender Bathrooms](#)



[Safe Space](#)



[WKU Police](#)



[Counseling and Testing](#)



[Food Security](#)



[Emergency Preparedness](#)



[Active Shooter Preparedness](#)

# SOM 310-001: MEDIA DIVERSITY

FALL 2022  
SYLLABI

## Instructor Information:

Carrie Pratt  
Office: Adams-Whitaker 115  
Email: [carrie.pratt@wku.edu](mailto:carrie.pratt@wku.edu)  
Social: @carriep Pratt  
LinkedIn: [linkedin.com/in/carriep Pratt/](https://www.linkedin.com/in/carriep Pratt/)

## Office Hours:

Please email for an appointment

## COURSE DESCRIPTION:

Media professionals must have a solid understanding and awareness of the cultural history and social composition of the communities they serve. These competencies enable journalists to fairly and fully report without bias within any beat.

This course will explore journalistic coverage of diversity in terms of race, culture, gender, and sexual orientation as well as the media's role in shaping perceptions about social groups and the inequities that trouble our nation, their root causes, and potential solutions.

During the semester, students will go out into the community to report on issues across differences of race, ethnicity, gender, and sexual orientation.

## HOURS OF CREDIT:

3 Colonnade K-SC

## COURSE OBJECTIVES:

*Upon completion of this course, the student shall be able to:*

- Critically evaluate news values in the context of diverse human experiences, identities, and cultures
- Conduct original research using developed skills to enhance interviews and community awareness
- Improve interviewing skills with careful listening and sources from a range of perspectives
- Demonstrate strong writing skills by producing content that shows a clear understanding of grammar usage, correct spelling, and thoughtful thesis development
- Recognize power relationships, including the relative privilege or marginalization of social groups, including one's own
- Recognize, report on, analyze and discuss structures that lead to inequity and injustice.
- Identify media practices, frames, and other effects that shape perceptions about difference, inequity, and appropriate policies in areas such as health, education, crime, and government
- Appreciate the importance of journalism in a democratic society, especially as related to representations of race, gender, generation, geography, religion, and physical ability
- Appreciate and engage with the ethical issues and personal challenges posed by reporting across social difference

**METHOD OF INSTRUCTION:**

Classes will be a combination of lectures, group discussions, student presentations, in-class assignments, and blog/social media engagement. Students will also have the opportunity to engage with members of the community during the semester. Student attendance, participation in class discussions, and assignments are integral to being successful in this class and all will be graded as such.

**COURSE MATERIALS:**

Book(s)

**REQUIRED:**

- Diversity in U.S. Mass Media by Luther, Lepre and Clark, published in 2017 by Wiley/Blackwell and available at the WKU Bookstore for \$54.95 or through Amazon Etextbook for \$35.19.
- Weekly article readings as assigned
- We will also be watching films during the course that I will share with you closer to time. They will be affordable and available for rent via Amazon Prime, Netflix or iTunes. If you do not have access to these services, please let me know.

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**WORK STANDARDS, DEADLINES & SUBMISSION:**

There is zero tolerance for cheating or plagiarism in this class. It is expected that in all cases, students will do their own work. Cases of either plagiarism or cheating will result, at a minimum, in a failing grade for the assignment or exam where dishonesty occurred. Depending on the severity of the offense, failure in the course may result and the offense will be reported to the School of Media, Potter College of Arts and Letters, and to the WKU Office of Student Conduct.

As a college student, there is no excuse for not understanding what constitutes plagiarism/cheating, and that excuse will not be acceptable in this class. If you are taking credit for or copying someone else's work without giving them full and correct credit for their ideas or words, it is plagiarism/cheating. This includes, but is not limited to, not citing sources, or not citing sources correctly, within your writing assignments. Student work may be checked using plagiarism detection software.

**EVALUATION:**

| REQUIREMENT                           | POINTS             |
|---------------------------------------|--------------------|
| <b>Individual Student:</b>            |                    |
| Attendance ( 30 classes x10 )         | 300                |
| Blog ( 10 posts x25 points each )     | 250                |
| Blog engagement ( 20 posts x 10 pts ) | 200                |
|                                       |                    |
| <b>Other:</b>                         |                    |
| Article ( 1x 300 each )               | 300                |
| Assignments ( 2x200 each )            | 400                |
| Group Presentation Project            | 400                |
| Professionalism Points                | 300                |
|                                       |                    |
| <b>TOTAL:</b>                         | <b>2150 Points</b> |

**GRADING SCALE:**

100%-90=A    89-80=B    79-70=C    69-60=D    Below 60: F

**ASKING FOR EXCEPTIONS IN GRADES, DUE DATES, OR OTHER COURSE POLICIES:**

I use points-based grading and I do not use rubrics. Rounding Figures are fixed/non-negotiable. Assuming there is no error in calculations on my part, (and if you feel there is you should certainly bring it to my attention) my posted grades are final and not open to discussion/negotiation. I will post grades on Blackboard, so there will be no need to email me to check on the status of your grade.

You will receive the grade you earn in my class. I do not "give" grades. I will not listen to any lobbying for grade changes based on irrational reasons, nor respond to requests involving these types of requests. These arguments are unethical, unprofessional and inappropriate.

## COURSE REQUIREMENTS:

### Individual and Group Assignments:

**Course Readings:** You will be expected to come on time to class prepared to discuss the readings that are pertinent to the topic we are covering that week. This includes reading from the class book(s) and at times you will also be given articles to read (I will post these to Blackboard). It will be your responsibility to keep a watch on Blackboard for assignments.

**Discussion Board Posts:** For this course, you will maintain a “blog” (in the form of weekly discussion board posts on Blackboard) that you will use to post weekly reflections of the course. Your blog posts are due by the Sunday of each week. I will give you a prompt each week to guide your thought process. There is no word limit, but I expect a thoughtful reflection of what you have learned or observed, not a tweet. You will be expected to cite at least ONE source per discussion board post to substantiate your argument/thoughts. Spelling and grammar will be graded. Please cite sources, use screenshots and links to substantiate arguments where applicable.

**Engagement:** After you write your discussion board post for the week, you MUST respond (engage) to AT LEAST TWO of your classmates’ posts (thoughtfully, please). You will be graded on these engagements.

**Articles & Assignments:** For this course, you will be expected to write one article on subject matter related to diversity in our community. You will be expected to represent your topic in a fair and ethical manner, representing more than one perspective on the issue. I will expect a complete article, including contact information for your sources, at least two points of reference (legislation, census info, etc.), and a photograph. I will provide additional details as we near the project time.

You will also be given **two assignments** that will enable you to engage with research databases and become acclimated to obtaining background information relative to specific populations.

**Group Presentations:** Working in groups of three, you will compile a 5-minute presentation boiling down one of the topics we will study during the semester. This will be your final project. There is no final exam.

**Professionalism Points:** Please respect your time, as well as the group’s time, in this class. My expectation of you is to come prepared with a professional attitude and appropriateness for our time spent together. You will start out with these points but will lose them if you are consistently asked to get off your phone or laptop, are not engaged, and do not show competentness.



**ACEJMC PROFESSIONAL VALUES AND COMPETENCIES:**

The Accrediting Council on Education in Journalism and Mass Communication requires that, irrespective of their particular specialization, all graduates should be aware of certain core values and competencies and be able to:

- Demonstrate an understanding of gender, race-ethnicity, sexual orientation, and, as appropriate, other forms of diversity in domestic society in relation to mass communications
- Understand concepts and apply theories in the use and presentation of images and information
- Demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness, and diversity
- Think critically, creatively, and independently
- Conduct research and evaluate information by methods appropriate to the communications professions in which they work
- Write correctly and clearly in forms and styles appropriate for the communications professions, audiences, and purposes they serve
- Critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style, and grammatical correctness

**Title IX Sexual Misconduct/Assault Policy:**

For information on university policies regarding ADA, Title IX/ Discrimination & Harassment, Student Code of Conduct, Academic Integrity, Student Complaint/Student Grievance, Safe Space, Active Shooter, and other helpful information, please go to this link: <https://www.wku.edu/syllabusinfo/>. The policies outlined there are the policies of this course.

Under these policies, discrimination, harassment, and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment, and/or sexual misconduct, you are encouraged to report it to the Title IX Coordinator, Deborah Wilkins, 270-745-5396 or Title IX Investigators, Michael Crowe, 270-745-5429 or Joshua Hayes, 270-745-5121.

Please note that while you may report an incident of sex/gender-based discrimination, harassment, and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the 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 at 270-745-3159.

**OTHER COURSE POLICIES:****Classroom Conduct:**

Students are expected to be civil and courteous to each other and to the professor or classroom guest speakers at all times. Rude behavior, included but not limited to texting, sleeping, talking while others are talking, being aggressive or disrespectful to other students, or doing other class work during the class will not be tolerated. I expect a healthy amount of debate in this class, as diversity and representation in the media and in society are indeed polarizing issues. Part of becoming a professional is maintaining the ability to keep your cool and to listen to and understand varying perspectives.

My classroom and any virtual space that exists for the purpose of this course are considered inclusive, safe zones, where respect is given to everyone equally and at all times. I will not tolerate any type of phobic or belligerent behavior. My hope is that this class will give you an opportunity to grow as an individual through work with others.

**Attendance Policy:**

They say, "Life is what happens when you show up." I expect you to be present in class and to participate. You WILL fall behind if you miss this class and you will lose valuable participation points. You will be a part of a group that will suffer if you miss this class. I require doctors' excuses for medical absences, and proof of emergencies (family, car accident, etc.). If you know you have a specific date that you will need to be out, please make arrangements with me in advance so that we can make accommodations for your absence. I will offer NO excused absences for presentation dates.

**Inclement Weather Policy:**

Should WKU close campus for snow days or other inclement weather, this course will follow the direction of the university. I encourage you to follow @WKUNews and @WKU on social media for campus updates and to email me directly if you are unable to make it to campus. I will do my best to reach out via email and social media to provide you with updates as soon as they are available.

**Artificial Intelligence Policy:**

Artificial intelligence (AI) tools are not permitted for any type of work in this class. If you choose to use these tools, your actions will be considered academically dishonest and a violation of the WKU Student Code of Conduct.

*Unit IV: Health and Behavioral Care in the US and Abroad*

- A. Debates in Health Care
- B. Managed Care v Indemnity
- C. Disparities
- D. Global Comparisons

*Unit V: Children and Youth in the US and Abroad*

- A. Who is responsible for the safety of children?
- B. Substitute Care v. Family Preservation
- C. Disparity/Disproportionality
- D. Global Comparisons

*Unit VI: Inequities in the US and Abroad (and the impact on policies or lack thereof).*

- A. Race
- B. Gender
- C. Ability
- D. Age (Elders)
- E. LGBTQ+
- F. Refugees/Immigrants

*Unit VII: Strategies for Change*

**Course Assignments**

**Discussion Boards (100 points):**

You will complete **four** brief assignments, each worth 25 points. This assignment is designed to facilitate your reflection about your understanding and learning of the material.

**REFLECTION PAPERS (2@150 points each)**

You will complete **two** brief assignments requiring you to respond to text and supplemental readings for the unit. These papers will assess your integration of readings, class discussions, and personal thought about some of the complex issues addressed in this course. Thus, you will be graded on your ability to synthesize (not simply summarize) the material and comment on themes or arguments central to the readings. A detailed rubric for these assignments will be posted on Bb. The instructor will provide detailed feedback on each of these papers. Please make certain that you review and understand comments, as this will assist your successful completion of your final paper.

**EXAMS (2 @ 150 points each)**

Two exams will include a variety of true/false and multiple-choice questions (150 points each). Students are expected to **study** the course readings, and power point presentations in preparation for exams. Although you are able to use all of your materials for the exams, *students who have the most success* have reviewed their materials prior to signing into Bb to take the exam.

**COMPARATIVE POLICY ANALYSIS FINAL PAPER (300 points)**

Each student will prepare a comparative policy analysis paper on a topic of her/his choice. The topics include issues covered in the course. This paper should present an analysis of the

for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies (EPAS, 2008).

### **CSWE Core Competencies for BSW Education**

The core competencies taught in all CSWE accredited BSW programs are included in the Appendix of this syllabus.

### **Learning Outcomes**

- Describe factors leading to social, economic, and environmental injustice within local, national, and global social systems.
- Critique frameworks for conceptualizing international social welfare practice (e.g., social development, sustainable development, globalization, human rights).
- Evaluate national and global interventions aimed at ameliorating problems such as poverty, violence, poor health, and environmental degradation.
- Demonstrate cross-cultural sensitivity and self-awareness related to understanding justice issues nationally and internationally.

### **Course Outline**

#### *Getting Started: Introduction*

- A. Overview of the Course and Review of Syllabus
- B. Discussion of Critical Thinking Skills
  - a. Evidence Gathering
  - b. Sense Making
  - c. Argumentation

#### *Unit I; Diversity and Social Welfare: Definitions and Food for Thought*

- A. Diversity
- B. Social Welfare
- C. Conflicts
- D. Residual and Institutional Approaches
- E. Difference between Public Assistance and Social Insurance
- F. Linkage among Problems, Policies, and Services

#### *Unit II: Historical and Political Context of Social Welfare Policies*

- A. Historical Context
- B. Political Processes

#### *Unit III: Poverty in the US and Abroad:*

- A. Definitions in US and Other Nations
- B. Relationship between Economic Policy and Oppression
- C. Global Poverty

**Student Disability Services:**

In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Student Accessibility Resource Center in DSU, 1074. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Student Accessibility Resource Center.

For additional information, including how to report Title IX offenses, please visit <http://www.wku.edu/syllabusinfo/>

**COURSE OUTLINE:**

This is a tentative schedule that is subject to change during the semester. I will provide you with updated schedules as needed. If changes in exam procedure, exam data, exam coverage and the like are announced in class, you will be responsible for knowing this information whether you attended the class or not. No exceptions.

| WEEK | DAY  | DATE | TOPIC  | ASSIGNMENT                        |
|------|------|------|--|-----------------------------------|
| 1    | TUE  | 8/20 | Welcome and Syllabus Overview                                    | Read Chapters 1-2                 |
|      | THUR | 8/22 | Discussion of Diversity in Media Today                           |                                   |
|      | SUN  | 8/25 | Week 1 Blog Due  |                                   |
| 2    | TUE  | 8/27 | Indigenous, Aboriginal, and Native Peoples                       | Read Chapter 3                    |
|      | THUR | 8/29 | Discussion of film and readings                                  | Film: On a Knife Edge             |
|      | SUN  | 9/1  | Week 2 Blog Due  |                                   |
| 3    | TUE  | 9/3  | African American Representation, discussion of film and readings | Chapter 4 & articles<br>Film: TBA |
|      | THUR | 9/5  | African American Representation                                  |                                   |
|      | SUN  | 9/8  | Week 3 Blog Due  |                                   |
| 4    | TUE  | 9/10 | Hispanic/Hispanic American Representation                        | Read Chapter 5 & Articles         |
|      | THUR | 9/12 | ASSIGNMENT 1 DUE; Class Discussion/Introduce Article 1           | No Blog Due this week             |
| 5    | TUE  | 9/17 | Arab/Arab American Representation                                | Read Chapter 6 & Articles         |
|      | THUR | 9/19 | Discussion of readings   |                                   |
|      | SUN  | 9/22 | Week 5 Blog Due  |                                   |
| 6    | TUE  | 9/24 | Asians/Asian American Representation                             | Read Chapter 7 & Articles         |
|      | THUR | 9/26 | Discussion of film and readings                                  | Film: Asian American Voices       |

| WEEK | DAY  | DATE   | TOPIC   | ASSIGNMENT                 |
|------|------|--------|---|----------------------------|
|      | SUN  | 9/29   | Week 6 Blog Due                                 |                            |
| 7    | TUE  | 10/1   | ASSIGNMENT #2: COMMUNITY PIONEER DUE            |                            |
|      | THUR | 10/3   | Mixed Race Individuals/Relationships            | Read Chapter 8 & Articles  |
|      | SUN  | 10/6   | Week 7 Blog Due                                 |                            |
| 8    | TUE  | 10/8   | <b>FALL BREAK-NO CLASS</b>                      |                            |
|      | THUR | 10/10  | LGBTQIA+ Representation                         | Read Chapter 11            |
|      | TUE  | 10/13  | Week 8 Blog Due                                 |                            |
| 9    | TUE  | 10/15  | Gender in TV, Film, Music Videos                | Read Chapters 9-10         |
|      | THUR | 10/17  | Film about gender roles                         |                            |
|      | SUN  | 10/20  | Week 9 Blog Due                                 |                            |
| 10   | TUE  | 10/22  | Representation of Age                           | Read Chapter 12 & Articles |
|      | THUR | 10/24  | Discussion/Assignment 2/Final Projects Assigned |                            |
|      | SUN  | 10/27  | Week 10 Blog Due                                | Last Blog Discussion       |
| 11   | TUE  | 10/29  | Representation of People with Disabilities      | Read Chapter 14 & Articles |
|      | THUR | 10/31  | Religion & Faith in the Media                   | Read Chapter 15 & Articles |
|      | SUN  | 11/3   | Week 11 Blog Due                                | EXTRA CREDIT               |
| 12   | TUE  | 11/5   | <b>ELECTION DAY-NO CLASS</b>                    |                            |
|      | THUR | 11/7   | Representations of Class                        |                            |
| 13   | TUE  | 11/12  | <b>ASSIGNMENT 2 DUE; Discussion</b>             |                            |
|      | THUR | 11/14  | <b>FILM</b>                                     |                            |
| 14   | TUE  | 11/19  | Final Project Prep/GROUP PRESENTATIONS          | TBA                        |
|      | THUR | 11/21  | Final Project Prep/GROUP PRESENTATIONS          |                            |
| 15   | TUES | 11/26  | GROUP PRESENTATIONS                             |                            |
|      | THUR | 11/28  | <b>THANKSGIVING BREAK-NO CLASS</b>              |                            |
|      |      | 12/2-5 | NO EXAM DURING FINALS WEEK                      |                            |
|      |      |        |   |                            |

### Any Questions?

If you have any questions about the syllabus or anything that comes up, please email me at [carrie.pratt@wku.edu](mailto:carrie.pratt@wku.edu) - it's easiest to catch me via email. I work full-time on campus as the adviser for the College Heights Herald, so I might not respond to you immediately, but I will respond within 24 hours (typically less). I may be slower to respond on evenings and weekends.



Diversity and Social Welfare  
SWRK 300 (3 credit hours)

Fall 2024

**Dr. Gayle Mallinger**

**Email:** gayle.mallinger@wku.edu

**Phone:** 2707453535

**Cell Phone:** 7248162800

**Office:** 113 C Academic Complex

**Office Hours:** Virtual

**Class Meeting Times/Dates:** On-line.

**Location:** On-line

**Course Description:**

This course engages students in the analysis of the nature and impact of economics, political and social ideologies, and cultural forces that shape the development of social welfare policies impacting diverse populations in the United States and abroad. The course emphasizes comparative approaches to the analysis of welfare policies influencing service delivery locally and globally. Policies covered include those that address: poverty, public assistance, health and behavioral health care, criminal justice, child welfare, food insecurity, and homelessness. Specific attention will be paid to the implications of social welfare policies for economic, environmental, and social justice issues and their impact on marginalized populations.

THERE ARE NO PREREQUISITES TO THIS COURSE

**Required Text:** None

**BSW Mission Statement:**

*The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.*

**Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education**

The Council on Social Work Education defines **Generalist Practice** as the following:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in the ir practice and advocate

social welfare policy issue under study based on a careful review of the relevant empirical literature, with data and research evidence that documents the pros and cons of the issue. You will be graded on the quality of the evidence, analysis, and your ability to present a cogent argument, not on the position taken. Specifically, the paper should include the following content and be *approximately* 12-15 pages in length.

- I. Nature of the Issue
  - a. Provide a concise statement about the policy issue.
  - b. How is the issue defined and by whom?
  - c. Who are the key decision-makers that control the resources affecting the issue?
- II. Causes of the Issue
  - a. What social structures impact this issue (for example, political perspectives, power, wealth, and status, societal values and norms)?
  - b. What does the empirical literature indicate about the causes of the problem?
  - c. Provide background information about the global dimension of the problem and its relevance to social welfare and sustainability.
  - d. What is the impact of this issue on vulnerable populations in the United States and abroad?
  - e. Assess this issue using a social, economic, and/or environmental justice lens.
- III. Cross-national Comparisons
  - a. Identify and summarize the response to this issue to the United States and another country of your choosing.
  - b. Provide background information about the dimensions of the issue (number of individuals involved, etc.) in the US and your selected country.
  - c. Compare and contrast the types of strategies (including policies and programs) used in each country to ameliorate the issue.
  - d. Are these strategies effective?
    - i. Are these interventions being evaluated?
    - ii. If not, why not?
    - iii. If so, are the findings being utilized?
- IV. Strategies for Change
  - a. Based on your analysis, propose a policy you think would be effective in improving the issue.
  - b. Would this strategy be effective in the United States and your selected county? Why or why not?
  - c. How would you evaluate its effectiveness?

### **Evaluation & Grading**

Guidelines are provided for completing required assignments. It is expected that social work majors expand their knowledge base by utilizing independent reading, research, and consultation.

Course grading is based on the following criteria:



|  |      |
|--|------|
| <u>Points</u>  |      |
| Discussion Boards (4 @ 25 points per Discussion Board) | 100  |
| Reflection Papers (2 @ 150 points per paper)           | 300  |
| Exams (2 @ 150 points per Exam)                        | 300  |
| Comparative Policy Analysis (Final Paper)              | 300  |
| Total Points Possible:                                 | 1000 |

**Final Grade based upon:**

**A = 900-1000**

**B = 800-899**

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identities/labels/expression, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family statuses, military experiences, cognitive styles, and communication styles. If at any time during this semester you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

**Disclaimer**

*The professor reserves the right to make announced changes in the course due to extenuating circumstances.*



Diversity and Social Welfare  
SWRK 300-742 (3 credit hours)

Fall 2024

Tina L. Tomlinson, LCSW

Email: [tina.tomlinson@wku.edu](mailto:tina.tomlinson@wku.edu)

Zoom Link: <https://wku.zoom.us/my/tina.tomlinson.lcsw>

Office: Virtual, by appointment

Office Hours: Virtual, by appointment

Class Meeting Times/Dates: On-line.

Location: On-line

**Course Description:**

This course engages students in the analysis of the nature and impact of economics, political and social ideologies, and cultural forces that shape the development of social welfare policies impacting diverse populations in the United States and abroad. The course emphasizes comparative approaches to the analysis of welfare policies influencing service delivery locally and globally. Policies covered include those that address: poverty, public assistance, health and behavioral health care, criminal justice, child welfare, food insecurity, and homelessness. Specific attention will be paid to the implications of social welfare policies for economic, environmental, and social justice issues and their impact on marginalized populations.

THERE ARE NO PREREQUISITES TO THIS COURSE

**Required Text:** None

**BSW Mission Statement:**

*The mission of the BSW Program at Western Kentucky University is to prepare culturally competent professionals who practice with diverse communities and client systems. The program promotes a commitment to professional ethics, leadership, professionalism, social justice and lifelong learning in order for graduates to practice successfully in a global community.*

**Council on Social Work Education (CSWE) Definition of Generalist Practice and Required Core Competencies for BSW Education**

The Council on Social Work Education defines **Generalist Practice** as the following:

Generalist practice is grounded in the liberal arts and the person and environment construct. To promote human and social well-being, generalist practitioners use a range of prevention and intervention methods in their practice with individuals, families, groups, organization, and communities. The generalist practitioner identifies with the social work profession and applies ethical principles and critical thinking in practice. Generalist practitioners incorporate diversity in their practice and advocate

for human rights and social and economic justice. They recognize, support, and build on the strengths and resiliency of all human beings. They engage in research-informed practice and are proactive in responding to the impact of context on professional practice. BSW practice incorporates all of the core competencies (EPAS, 2008).

### **CSWE Core Competencies for BSW Education**

The core competencies taught in all CSWE accredited BSW programs are included in the **Appendix** of this syllabus.

### **Learning Outcomes**

- Describe factors leading to social, economic, and environmental injustice within local, national, and global social systems.
- Critique frameworks for conceptualizing international social welfare practice (e.g., social development, sustainable development, globalization, human rights).
- Evaluate national and global interventions aimed at ameliorating problems such as poverty, violence, poor health, and environmental degradation.
- Demonstrate cross-cultural sensitivity and self-awareness related to understanding justice issues nationally and internationally.

### **Course Outline**

#### *Getting Started: Introduction*

- A. Overview of the Course and Review of Syllabus
- B. Discussion of Critical Thinking Skills
  - a. Evidence Gathering
  - b. Sense Making
  - c. Argumentation

#### *Unit I; Diversity and Social Welfare: Definitions and Food for Thought*

- A. Diversity
- B. Social Welfare
- C. Conflicts
- D. Residual and Institutional Approaches
- E. Difference between Public Assistance and Social Insurance
- F. Linkage among Problems, Policies, and Services

#### *Unit II: Historical and Political Context of Social Welfare Policies*

- A. Historical Context
- B. Political Processes

#### *Unit III: Poverty in the US and Abroad:*

- A. Definitions in US and Other Nations
- B. Relationship between Economic Policy and Oppression
- C. Global Poverty

*Unit IV: Health and Behavioral Care in the US and Abroad*

- A. Debates in Health Care
- B. Managed Care v Indemnity
- C. Disparities
- D. Global Comparisons

*Unit V: Children and Youth in the US and Abroad*

- A. Who is responsible for the safety of children?
- B. Substitute Care v. Family Preservation
- C. Disparity/Disproportionality
- D. Global Comparisons

*Unit VI: Inequities in the US and Abroad (and the impact on policies or lack thereof).*

- A. Race
- B. Gender
- C. Ability
- D. Age (Elders)
- E. LGBTQ+
- F. Refugees/Immigrants

*Unit VII: Strategies for Change*

**Course Assignments**

**Discussion Boards (100 points):**

You will complete **four** brief assignments, each worth 25 points. This assignment is designed to facilitate your reflection about your understanding and learning of the material.

**REFLECTION PAPERS (2@150 points each)**

You will complete **two** brief assignments requiring you to respond to text and supplemental readings for the unit. These papers will assess your integration of readings, class discussions, and personal thought about some of the complex issues addressed in this course. Thus, you will be graded on your ability to synthesize (not simply summarize) the material and comment on themes or arguments central to the readings. A detailed rubric for these assignments will be posted on Bb. The instructor will provide detailed feedback on each of these papers. Please make certain that you review and understand comments, as this will assist your successful completion of your final paper.

**EXAMS (2 @ 150 points each)**

Two exams will include a variety of true/false and multiple-choice questions (150 points each). Students are expected to **study** the course readings, and power point presentations in preparation for exams. Although you are able to use all of your materials for the exams, *students who have the most success* have reviewed their materials prior to signing into Bb to take the exam.

**COMPARATIVE POLICY ANALYSIS FINAL PAPER (300 points)**

Each student will prepare a comparative policy analysis paper on a topic of her/his choice. The topics include issues covered in the course. This paper should present an analysis of the

social welfare policy issue under study based on a careful review of the relevant empirical literature, with data and research evidence that documents the pros and cons of the issue. You will be graded on the quality of the evidence, analysis, and your ability to present a cogent argument, not on the position taken. Specifically, the paper should include the following content and be *approximately* 12-15 pages in length.

- I. Nature of the Issue
  - a. Provide a concise statement about the policy issue.
  - b. How is the issue defined and by whom?
  - c. Who are the key decision-makers that control the resources affecting the issue?
- II. Causes of the Issue
  - a. What social structures impact this issue (for example, political perspectives, power, wealth, and status, societal values and norms)?
  - b. What does the empirical literature indicate about the causes of the problem?
  - c. Provide background information about the global dimension of the problem and its relevance to social welfare and sustainability.
  - d. What is the impact of this issue on vulnerable populations in the United States and abroad?
  - e. Assess this issue using a social, economic, and/or environmental justice lens.
- III. Cross-national Comparisons
  - a. Identify and summarize the response to this issue to the United States and another country of your choosing.
  - b. Provide background information about the dimensions of the issue (number of individuals involved, etc.) in the US and your selected country.
  - c. Compare and contrast the types of strategies (including policies and programs) used in each country to ameliorate the issue.
  - d. Are these strategies effective?
    - i. Are these interventions being evaluated?
    - ii. If not, why not?
    - iii. If so, are the findings being utilized?
- IV. Strategies for Change
  - a. Based on your analysis, propose a policy you think would be effective in improving the issue.
  - b. Would this strategy be effective in the United States and your selected county? Why or why not?
  - c. How would you evaluate its effectiveness?

### **Evaluation & Grading**

Guidelines are provided for completing required assignments. It is expected that social work majors expand their knowledge base by utilizing independent reading, research, and consultation.

Course grading is based on the following criteria:



|  |      |
|--|------|
| <u>Points</u>  |      |
| Discussion Boards (4 @ 25 points per Discussion Board) | 100  |
| Reflection Papers (2 @ 150 points per paper)           | 300  |
| Exams (2 @ 150 points per Exam)                        | 300  |
| Comparative Policy Analysis (Final Paper)              | 300  |
| Total Points Possible:                                 | 1000 |

**Final Grade based upon:**

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