# Multicultural Perspective on Community Development

(SWU 463, SWG 563)

# SYLLABUS

# INSTRUCTOR INFORMATION

Dr. Marek Wosinski

Adjunct Faculty, Department of Psychology

School of Community Resources & Development

College of Public Service and Community Solutions

Arizona State University

**Email Address:** dr.marek@asu.edu

**Phone:** 602-295-9688

# Office Hours: Monday and Friday 8 AM – 10 AM on Skype (hirszfeld10)

**Personal website:** https://sustainability.asu.edu/person/marek-wosinski/

**Other websites:**

Global Network for Sustainable Development (GNSD):<http://www.gnsd.org>

Sustainability Transition Consulting (SusTranCon): <http://www.sustrancon.org>

Facebook Page: <https://www.facebook.com/marek.wosinski.9>

# COMMUNICATION WITH INSTRUCTOR

This course uses a “three before me” policy regarding student to faculty communications. When questions arise during this class, please remember to check these three sources for an answer before asking me to reply to your individual questions:

1. Course syllabus
2. Announcements in Blackboard
3. The discussion board

This policy will help you in potentially identifying answers before I can get back to you, and it also helps to avoid answering similar questions or concerns multiple times.

If you cannot find an answer to your question, please first post your question to the discussion board. Here your question can be answered to the benefit of all students by either your fellow students who know the answer to your question or the instructor. You are encouraged to answer questions from other students in the discussion forum when you know the answer to a question to help provide timely assistance.

If you have questions of a personal nature such as relating a personal emergency, questioning a grade on an assignment, or something else that needs to be communicated privately, you are welcome to contact me via email or phone. My preference is that you will try to email me first. I will usually respond to email and phone messages from 8am to 5pm on weekdays, please allow 24 hours for me to respond. As I am frequently traveling to Asia, when I am abroad please consider time difference when you call me or expect response by e-mail. I will always inform you about my travel plans.

If you have a question about the technology being used in the course, please contact the UTO Help Desk for assistance (contact information is listed below).

# TECHNICAL SUPPORT INFORMATION

For technical assistance 24 hours a day, 7 days a week, please contact the University Technology Office Help Desk:

Phone: 480-965-6500

Email: [helpdesk@asu.edu](mailto:helpdesk@asu.edu)   
Web: <http://help.asu.edu/>

For information on systems outages see the ASU systems status calendar, please visit <http://syshealth.asu.edu/> and <http://systemstatus.asu.edu/status/calendar.asp>

# COURSE OVERVIEW

This is an online course and therefore there will not be any face-to-face class sessions. All assignments and course interactions will utilize Internet technologies.

I think it could be helpful for you to know the historical context of this course. In the year 2000, the [**United Nations**](http://www.un.org/) challenged the world by setting eight [**Millennium Development Goals (MDGs)**](http://www.un.org/millenniumgoals/bkgd.shtml)addressing major global issues that the world is facing. The year 2015 was set as a deadline for meeting these goals.

Already in 2009 UN began a campaign intending to summarize achievements made during the first nine years and setting directions for the remaining years. The global discussion started with the World Civic Forum organized by UNDESA in Seoul (Korea), and resulted in a pledge for global cooperation and citizen’s involvement. The World Congress on Higher Education organized by UNESCO in Paris followed this conference, and promoted social responsibility of universities that should manifest itself in more effective education of community leaders.

All involved parties agreed that although there is a visible progress in addressing global issues**,** finding final solutions to global issues requires further multicultural dialogue and expansion of global partnerships, citizens’ engagement and close collaboration between governments, universities and community organizations much beyond the year 2015. Numerous networks and partnerships facilitating multicultural dialogue and international cooperation have been created since then. Everybody was anticipating declaration for new UN Sustainable Development Goals.

In 2012 initiated Arizona State University signed a partnership agreement with Gandhi Research Foundation (GRF) and Jain Irrigation Systems, Ltd (JISL), located in Jalgaon (India.) The partnership developed a 5-year long project entitled: **Empowerment for Peace through Leadership in Agribusiness and Sustainability; Eradicating Poverty in Rural Communities (EmPeace LABS).**Since then the partnership organized three international leadership training workshops, two in Jalgaon, and one in Africa. Over 100 young community leaders from 14 African countries participated in these workshops.

In 2014 a group of former participants of EmPeace LABS workshops, together with few young community leaders representing Brazil, Canada, China, Nepal, India, Japan, Nigeria, Cameroon, Somalia and USA, came with an idea of utilizing experience gathered during the training by launching **the Global Network for Sustainable Development (GNSD).** GNSD was officially launched in Kathmandu (Nepal) in 2014 as a project of Arizona State University. In 2017, it was registered in Arizona as an internationally acting NGO, and last January received the 509 (a) (2) status. The mission of GNSD is to educate youth about importance of non-violent conflict resolutions, as well as about principles of environmental and economic sustainability.

GNSD nvolves youth in realization of the UN Sustainable Development Goals by creating in high schools worldwide Clubs for Peace and Sustainability. These clubs will promote the idea of Global Citizenship, involve their members in community projects addressing protection of environment and sustainable economic development, as well as instill in youth the value of non-violent conflict resolutions. 

I presented here this introduction to give you a better understanding the roots of the interest of my team in multicultural aspects of community development. There is a general consent that that the only way to effectively implement sustainable development is by a dialog with local community, and that community and governmental leaders must understand the cultural, economic, and social context of the citizens they are working with. I hope that this course will help you to gain such understanding.

# 

# COURSE PREREQUISITES: none

# 

# COURSE TEXTBOOK AND MATERIALS

There is no textbook required for the class. All weekly reading materials will be available on the Internet and indicated in the Study Guide for each week presented on the Blackboard. Below is the list of recommended readings:

* The Millennium Development Goals Report 2014 (<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>)
* A New Global Partnership: Eradicate Poverty and Transform Economies through Sustainable Development. The report of the High-Level Panel of Eminent Persons on the Posrt-2015 Development Agenda (<http://www.un.org/millenniumgoals/2014%20MDG%20report/MDG%202014%20English%20web.pdf>)
* Marek Wosinski: Building a Global partnership of Sustainable Development (manuscript)
* Sustainable Development Goals: <http://www.un.org/sustainabledevelopment/sustainable-development-goals/>
* Geoffrey Nelson and Isaac Prilleltensky: Community Psychology; Journey in the Global Context (<http://www.education.miami.edu/isaac/public_web/chapone.htm>)
* Stephen Valocchi: A Way of Thinking About the History of Community Organizing (<http://www.trincoll.edu/depts/tcn/valocchi.htm>)
* How to Use Comparisons of Cultural Patterns (<http://www.awesomelibrary.org/multiculturaltoolkit-use.html>)
* Ten Myths That Prevent Collaboration Across Cultures (<http://www.awesomelibrary.org/multiculturaltoolkit-myths.html> )
* Cornelius N. Grove: Leadership Style Variations Across Cultures; Overview of GLOBE Research Findings (<http://www.grovewell.com/wp-content/uploads/pub-GLOBE-leadership-style.pdf> )
* Collaborative Leadership (<http://ctb.ku.edu/en/table-of-contents/leadership/leadership-ideas/collaborative-leadership/main>)
* Building Community Resilience for Children and Families (<http://www.nctsnet.org/nctsn_assets/pdfs/edu_materials/BuildingCommunity_FINAL_02-12-07.pdf> )
* Nanette Page, Cheryl E. Czuba: Empowerment: What Is It? (<http://www.joe.org/joe/1999october/comm1.php>)
* Definitions of Sustainability (<http://www.sustainablemeasures.com/node/35>)
* Antonia Lutteken and Konrad Hagedon: Concepts and Issues of Sustainability in Countries in Transition (<http://www.fao.org/docrep/006/AD238E/ad238e08.htm>)
* Anup Shah: Sustainable Development (<http://www.fao.org/docrep/006/AD238E/ad238e08.htm>)
* M. James and C. Crabbe: Challenges for Sustainability in Cultures Where Regard for Future May not be Present (<http://www.fao.org/docrep/006/AD238E/ad238e08.htm>)
* Geoffrey Nelson and Isaac Prilleltensky: Ecology, Prevention and Promotion (<http://www.education.miami.edu/isaac/public_web/chapfour.htm>)
* HIV and AIDS in south Africa (<http://www.avert.org/professionals/hiv-around-world/sub-saharan-africa/south-africa>
* HIV and AIDS in China (<http://www.avert.org/professionals/hiv-around-world/asia-pacific/china>)
* HIV and AIDS in India (<http://www.avert.org/professionals/hiv-around-world/asia-pacific/india>)
* HIV and AIDS in Eastern Europe (<http://www.avert.org/professionals/hiv-around-world/eastern-europe-central-asia>)
* David McMillan: Sense of Community (<http://www.drdavidmcmillan.com/nowell-boyd/> )
* Diversity and Cultural Competence (National Association of Social Workers) (<http://www.naswdc.org/pressroom/features/issue/diversity.asp> )
* Joanne Corbin: Influence of Culture in Social Work Practice: Strengthening Global Perspective (manuscript)
* Mel Gray, John Coates and Michael Yellow Bird: Indigeenluys Social Work around the World (fragments) (<https://books.google.com/books?id=vn7zqCcUjfYC&pg=PA103&lpg=PA103&dq=Social+Work+in+Different+Cultures&source=bl&ots=8v9CaZz83t&sig=lBxpM72RAmugKmTyzFjRuGBMtk8&hl=en&sa=X&ved=0CF0Q6AEwCTgKahUKEwjZ3_in9-TIAhUGw2MKHVL5D1k#v=onepage&q=Social%20Work%20in%20Different%20Cultures&f=false>
* Smart City: Mission Statement and Guidelines (Government of India) (<http://smartcities.gov.in/writereaddata/SmartCityGuidelines.pdf> )
* Smart Villages (<http://e4sv.org/pm-modi-brings-smart-villages-india/>)
* What is Smart School? (<http://www.scribd.com/doc/19782425/What-is-a-Smart-School#scribd>)
* Marek Wosinski: Multicultural Perspective on Smart Cities and Smart Learning (manuscript in printing).
* **Liu**, Dejian, **Huang**, Ronghuai, **Wosinski**, Marek: Smart Learning in Smart Cities. Springer 2017

**COURSE OBJECTIVES**

At the completion of this course students will be able to:

* Describe the UN Sustainable Development Goals
* Recognize and discuss such basic concepts related to community as: individual wellness, sense of community, social justice, citizen participation, collaboration and community strengths, empirical grounding, primary, secondary and tertiary prevention, empowerment, sense of community, citizen participation, resilience and intervention; sustainability;
* Understand the role of community leadership in organizing effective community action;
* Demonstrate knowledge how to implement in practice the concept of social embeddedness;
* Recognize interdependence among local and global communities;
* Examine the impact of cultural and political contexts on the organization and effectiveness of community programs in different regions of the world;
* Appraise the role of social work in creating infrastructure improving community’s quality of life;
* Demonstrate ability to utilize basic principles of participatory action research;
* Discuss the concepts of smart city, smart village and smart school;
* Propose how to develop networks and engage them in addressing global issues;
* Be familiar with the missions of important local and global community organizations;
* Demonstrate how to use Internet resources and options for online collaboration on existing and new community projects;
* Discover how to plan careers in sustainability, community leadership, community psychology and other community-related area.

**UNIT OBJECTIVES: Unit objectives are listed in the Study Guide for each week.**

# COURSE REQUIREMENTS

**Computer Requirements**

This course requires that you have access to a computer that can access the internet. You will need to have access to, and be able to use, the following software packages:

* A web browser (Internet Explorer or Mozilla Firefox)
* Adobe Acrobat Reader (free)
* Adobe Flash Player (free)
* Microsoft Word

You are responsible for having a reliable computer and internet connection throughout the course.

**Email and Internet**

You must have an active ASU e-mail account and access to the Internet. **All instructor correspondence will be sent to your ASU e-mail account.** Please plan on checking your ASU email account regularly for course related messages.

This course uses Blackboard for the facilitation of communications between faculty and students, submission of assignments, and posting of grades.The *my*ASU/Blackboard Course Site can be accessed at <http://my.asu.edu>

**Campus Network or Blackboard Outage**

When access to Blackboard is not available for an extended period of time (greater than one entire evening - 6pm till 11pm) you can reasonably expect that the due date for assignments will be changed to the next day (assignment still due by midnight).

**Preparation/Attendance/Participation**

*Preparation* for class means reading the assigned readings & reviewing all information required for that week. *Attendance* in an online course means logging into Blackboard on a regular basis and *participating* in the all of activities and assignments that are posted in the course.

**Studying and Preparation Time**

The course requires you to spend time preparing and completing assignments. A three-credit course normally requires 135 hours of student work. Therefore, expect to spend approximately 9 hours a week preparing for and actively participating in this course.

**WEEKLY ASSIGNMENTS**

Each week you must submit a weekly assignment. The topic of each assignment is always the same:

**“Referring to class materials from this week please discuss three things that in your opinion a community leader should know about impact cultural context may have on organization and effectiveness of community projects.”**

Each assignment is worth 10 points. To be considered for grading, and to earn 7 points, assignment MUST BE **AT LEAST** ONE PAGE LONG (ABOVE 500 WORDS), its content should reflect familiarity with relevant class materials, and contain a clear explanation why the knowledge acquired that week is important for a community leader.

An assignment will be graded with 0 points when it does not meet basic requirements described above. Please notice that 0 does not mean you earned 0 points; it means that to earn full points you need to revise and resubmit the assignment.

Higher than 7 amount of points (8, 9 or 10) will depend on the quality of the content, and the length of the assignment (above the minimum that is 500 words). Please see in Course Information on the Blackboard an example of assignment graded with 10 points.

Assignments will be graded the next day after the deadline. Late or revised assignments will be graded randomly during the session.

**Submitting Assignments**

Each assignment should be uploaded to the Safe Assignment Folder at the bottom of weekly class materials by 11 PM on Monday following the relevant topic. For the late assignments 3 points will be deducted from the earned score. Late or revised assignments must be uploaded to the Safe Assignment Folder labeled **Assignment Late or Revised** by 11 PM on Monday one week after the original deadline for this assignment. **There is no option for revision of late assignments. Assignments submitted after this second deadline will not be considered for grading, and you will receive 0 points.**

**Please look for detailed information about the deadlines in Study Guide for each week.**

**QUIZZES**

There are 14 quizzes during the semester and they will be always on Monday. The purpose of the quizzes is to evaluate students’ familiarity with the content of class materials (videos and recommended readings.)

Each quiz will contain 5 SHORT ESSAY questions each worth 2 points. The answers will be graded according to the following scale:

2 points - complete answer to the question containing definitions of key terms, all relevant information, and/or requested explanations or/and discussion of the issue;

1 point – partial answer containing most of relevant information but missing explanation or discussion of the issue; too brief answer;

0 points – wrong information, wrong explanation, too brief answer.

Quizzes will be graded the next day after the quiz.

**SEMESTER PAPER (only for graduate students)**

Semester paper is worth 120 points and its topic is:

**Guidelines for Community Leaders; What a Community Leader Should Know about the Impact of Cultural Context on Organization and Effectiveness of Community Programs.**

The content of the paper should summarize your weekly assignments and discuss them in the context of readings. The paper should be at least 6 pages long (font 12, 1.5 space). You should attach to your paper copies of all your weekly assignments (if you missed any of the assignments, you must write it and attach to the paper), and submit everything as **one file.**

**THE DEADLINE FOR SUBMITTING THE PAPER IS 11 PM THE LAST DAY OF FINAL EXAMS. PAPERS SUBMITTED AFTER THIS DEADLINE WILL NOT BE CONSIDERED FOR GRADING THIS SEMESTER.**

**The paper should contain**:

1.     Introduction

* Description of the objectives of the paper
* General characteristic of the concept of cultural context;
* General characteristic of community leadership;

2.  Summary of the most important things you have learned during semester (*based on your weekly assignments)*

3.  Guidelines for community leaders (*in a bullet format*)

4.  List of readings you would recommend to community leaders.

**Please notice that the fact that you have earned 100% of points for weekly assignments doesn't automatically mean that you will receive 100% for the final paper. These 150 points are for writing a good quality summary translating what you have learned during the semester into the guidelines for community leader.**

# WEEKLY BLOG

Participation in the weekly blog is optional, and at the end of the semester will be considered as a merit for an extra credit (please see below). Each blog will be accessible only for two weeks

# COURSE GRADING

U**ndergraduate students** can earn up to earn up to 280 points for the following tasks:

* Weekly assignments on the content of class materials constitute 50% of the grade; there are 14 of them, each worth up to 10 points, total possible 140 points.
* Weekly quizzes testing familiarity with class materials constitute another 50% of the grade; there are 14 of them, each worth 10 points, total possible 140 points.

**Graduate students** can earn up to 400 points for the following tasks:

* Weekly assignments on the content of class materials constitute 35% of the grade; there are 14 of them, each worth up to 10 points, total possible 140 points.
* Weekly quizzes testing familiarity with class materials constitute another 35% of the grade; there are 14 of them, each worth 10 points, total possible 140 points
* Semester paper that constitutes 30% of the grade and is worth up to 120 points.

**At the end of the semester I reserve the right to add up to 10% of student’s total score based on evaluation of student’s overall quality of weekly assignments. Only students who submit all their assignments on time, and make significant contribution to the Blog, are eligible for this extra credit option.**

The final grade will be calculated according to the ASU standard +/- scale:

|  |  |
| --- | --- |
| 97.0-100 % | A+ |
| 94.0-96.9% | A |
| 90.0-93.9% | A- |
| 87.0-89.9% | B+ |
| 84.0-86.9% | B |
| 80.0-83.9 % | B- |
| 77.0-79.9% | C+ |
| 70.0-76.9 % | C |
| 60.0-69.9 % | D |
| 0-59.9 % | E |

Students who will miss any of the quizzes, or will not submit weekly assignments because of excused reasons, may be granted an **Incomplete** grade for the course, and complete missed assignments with another section of the course next semester under the condition that they earn **at least 60%** of total possible points for the course.

# STUDENT POLICIES

Review the more detailed policy document posted on the course BlackBoard site.

**Drop and Add dates**

If you feel it is necessary to withdraw from the course, please see <http://students.asu.edu/drop-add> for full details on the types of withdrawals that are available and their procedures. Additional information is also on the document posted on the course BlackBoard site.

**Subject to change notice**

All material, assignments, and deadlines are subject to change with prior notice. It is your responsibility to stay in touch with your instructor, review the course site regularly, or communicate with other students, to adjust as needed if assignments or due dates change.

# Syllabus Disclaimer

# The instructor views the course syllabus as an educational contract between the instructor and students. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. The instructor reserves the right to make changes to the syllabus as deemed necessary. Students will be notified in a timely manner of any syllabus changes face-to-face, via email or in the course site Announcements. Please remember to check your ASU email and the course site Announcements often.

**Academic Integrity/Behavior**

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments. For more information on academic integrity, including the policy and appeal procedures, please visit <http://provost.asu.edu/academicintegrity> and the *Student Conduct* (<https://eoss.asu.edu/dos/srr/codeofconduct>).

**Disability Accommodation**

Students requesting special accommodation for a disability must be registered with the Disability Resource Center (DRC) and submit appropriate documentation from the DRC <https://eoss.asu.edu/drc>.

**Title IX**

Title IX is a federal law that provides that no person be excluded on the basis of sex from participation in, be denied benefits of, or be subjected to discrimination under any education program or activity.  Both Title IX and university policy make clear that sexual violence and harassment based on sex is prohibited.  An individual who believes they have been subjected to sexual violence or harassed on the basis of sex can seek support, including counseling and academic support, from the university.  If you or someone you know has been harassed on the basis of sex or sexually assaulted, you can find information and resources at <https://www.asu.edu/titleIX/>.

# WEEKLY COURSE SCHEDULE

Week 1   Orientation

Week 2 UN Sustainable Development Goals.

Week 3 Connecting the Global and the Local: Global Networking

Week 4 Historical Perspective on Development of Community Psychology

Week 5 Basic Concepts: Cultural Context and Cultural Diversity

Week 6 Multicultural Perspective on Sense of Community

Week 7 Multicultural Perspective on Resilience

Week 8 Multicultural Perspective on Empowerment

Week 9 Multicultural Perspective on Prevention

Week 10 Multicultural Perspective on Sustainability

Week 11 Multicultural Perspective on Community Leadership

Week 12 Leadership Training

Week 13 Multicultural Perspective on Smart City, Smart Village and Smart School

Week 14 Social Work and Its International Mission

Week 15 Summary of the course

# HOW TO SUCCEED IN THIS COURSE

* Read carefully the syllabus during the orientation week and ask me about anything what seems to be not clear.
* During the orientation week view the videos posted in the folder Supporting Materials (on the Blackboard).
* Log in to the course web site daily.
* Create a study schedule so that you don’t fall behind with assignments. Do not plan to submit your assignments at the last moment before the deadline, as in the case of technical problems you may not be a be to submit them on time.
* Check your ASU email regularly.