



**DOUGLAS COLLEGE**

**EFFECTIVE: JANUARY 2013  
CURRICULUM GUIDELINES**

**A.** Division: Academic Effective Date: January 2013

**B.** Department / Program Area: Faculty of Child, Family and Community Studies / Child, Family & Community Studies

Revision  New Course

If Revision, Section(s) Revised:  
Date of Previous Revision:  
Date of Current Revision:

**C:** CFCS 3900 **D:** International Studies **E:** 3

Subject & Course No.	Descriptive Title	Semester Credits
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<b>F:</b> Calendar Description:  This course is designed to prepare students who have an interest in participating in international learning experiences in developing countries. Students will develop an understanding of the language, history, culture and religious practices of the country they plan to visit. Attention will be given to the effects of personal values and beliefs and the power of privilege when engaging in international experiences. The principles of sustainability and do no harm will be used as the cornerstones of curriculum delivery.
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<b>G:</b> Allocation of Contact Hours to Type of Instruction / Learning Settings  Primary Methods of Instructional Delivery and/or Learning Settings:  Lecture  Number of Contact Hours: (per week / semester for each descriptor)  60 Hours  Number of Weeks per Semester:  Flexible delivery ranging over 2-15 weeks	<b>H:</b> Course Prerequisites:  None
	<b>I:</b> Course Corequisites:  None
	<b>J:</b> Course for which this Course is a Prerequisite:  None
	<b>K:</b> Maximum Class Size:  30

**L:** PLEASE INDICATE: **This is a UT Transfer course to the School for International Studies at SFU**

<input type="checkbox"/>	Non-Credit
<input type="checkbox"/>	College Credit Non-Transfer
<input checked="" type="checkbox"/>	College Credit Transfer:

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS ([www.bctransferguide.ca](http://www.bctransferguide.ca))

**M:** Course Objectives / Learning Outcomes:

1. Articulate an understanding of the history and geography of Developing Countries (Landlocked, Least Developed, and Small Island States), its effects on the political system and religious and cultural practices.
2. Describe the effects of oppression and colonialism on the power structure within the society.
3. Think critically about the effects of religious beliefs and cultural practices on:
  - Women and children
  - Sexual orientation
  - Healthcare practices
  - Education
  - Disability issues.
4. Examine how religious beliefs and cultural practice serve to support or negate service provision in the areas of health and education on:
  - Women and children
  - Health care practices
  - Disability issues.
5. Articulate the importance of developing a global understanding:
  - Deconstruct the limitations of a Eurocentric focused education
  - Describe how human lives are shaped by the interactions between local and global forces
  - Discuss how in Canada there is a need to understand multiple perspectives or world views on family structure, the privilege of education and social supports.
6. Discuss the power of privilege as it applies to:
  - Education
  - Life options.
7. Explore the historical, political and cultural context of international work and the ramifications of this context on:
  - Service deliver
  - The role of women and children
  - Education
  - The power of privilege
  - Disability issues.

**N:** Course Content:

- Presenting ourselves as learners to the host country prevents imposing our values and solutions
- The principle of “do no harm” to clients, host country, agencies, the college and future students insures that we consider the present and future impact of our professional and private behaviour
- A global education enhances our capacity to understand and respond to the world views of the multicultural Canadian mosaic
- Physical, emotional and intellectual preparation are essential for recognizing and dealing with the risks and realities of an international practicum experience
- Geography, political structure and religious practices affect healthcare, education and social practices.

**O:** Methods of Instruction:

- Lectures
- Group work
- Experiential classroom activities
- Guest speakers
- Audio-visual presentations

**P:** Textbooks and Materials to be Purchased by Students:

T.B.A.

**Q:** Means of Assessment:

- Written reflections
- Exams
- Case study
- Group presentations

This is a letter graded course

**R:** Prior Learning Assessment and Recognition: specify whether course is open for PLAR

This course is open for PLAR

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Course Designer(s): Dr. Lynda Phillips

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Education Council / Curriculum Committee Representative

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Interim Dean: Gary Tennant

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Registrar