**GROSSMONT COLLEGE**

**Course Outline of Record**

Curriculum Committee Approval: 03/16/2021

GCCCD Governing Board Approval: 05/18/2021

**ETHNIC STUDIES 115 – INTRODUCTION TO CULTURAL COMPETENCE**

1. **Course Number Course Title Semester Units**

ETHN 115 Introduction to Cultural Competence 3

**Semester Hours**

3 hours lecture: 48-54 hours 96-108 outside-of-class hours 144-162 total hours

2. **Course Prerequisites**

None

**Corequisite**

None

**Recommended Preparation**

None

3. **Catalog Description**

Achieving cultural competency is a *process,* and thiscourse provides a framework to begincritical reflection, knowledge acquisition, dialogue and best practices that lead to cultural competence over time**.** Students gain skills to effectively interactwith people of diverse cultures, languages, socio-economic classes, races, ethnic backgrounds, religions, sexual and gender orientations, special needs and other social identities. Students begin their work toward cultural competency.The course explores attitudes, behavior, institutions and policies. It examines privilege and oppression, intersectionality of identities, various groups’ barriers to equal access and opportunity, and how cultural competence moves people and institutions toward practices of inclusiveness. Students who complete with a C or better receive a “Certificate of Proficiency” for employment or future educational endeavors**.**

4. **Course Objectives**

The student will:

Define key terms and demonstrate an ability to apply them in class discussion and writing assignments.

b. Assess the influence of culture, perception, language, and non-verbal messages, etc. in cross-cultural contexts.

c. Analyze the context from which specific groups and communities operate in order to recognize and value their perspectives.

d. Examine attitudes, behavior and communication practices that impact social and occupational situations.

e. Examine the intersectionality of gender, race, class, sexual and gender identities, abilities and other social identities in the micro, meso, and macro contexts.

f. Analyze implicit/unconscious bias.

g. Explore the sociological and historical factors that inform the status and identities of diverse groups in the U.S. today.

h. Critically examine privilege and oppression in the context of human interaction.

i. Explore ways to apply the lessons of unconscious bias, identity development and examples of privilege and oppression to daily diverse interactions.

j. Practice respectful and effective social skills that take into account any assumptions or other barriers that would impede effective interaction in a setting of diverse individuals.

5. **Instructional Facilities**

Standard classroom

6. **Special Materials Required of Student**

None

7. **Course Content**

a. Theoretical perspectives from various disciplines, including communication, history, sociology and anthropology, on cross-cultural interaction.

Relevant theories regarding acculturation, adaptation to majority culture, including racial identity development.

c. Relevant aspects of social and socio-political history of men and women in groups such, as, but not limited to African Americans, African immigrants, Hispanics/Chicanos, Native Americans, Euro-Americans, East Indians, Middle-Eastern immigrants, Filipinos, Pacific Islanders, Asian-Americans, Asian immigrants, LGBTQ people and people who are differently-abled.

d. Institutional and systemic bases of privilege and oppression in American society.

e. The intersectionality of gender, race, class, sexual and gender identities, abilities, religion, and other social identities in the micro, meso and macro contexts

i. implicit/unconscious bias

ii. microaggression in the context of daily interactions

iii. stereotypes and prejudice

8. **Method of Instruction**

1. Standard lecture
2. Class discussion.
3. Media technology
4. Library and Internet website research projects.
5. Guided in-class interaction and activities, such as “Getting to Know Myself,” journaling and journal sharing, “Who Are You” writing exercise, “Cultural Portrait” exercise, “Seven Dynamics of Change,” etc.

9. **Methods of Evaluating Student Performance**

a. Periodic examinations, as units of material are covered.This may be essay, research project-based or objective questions on topics such as “Identifying barriers for working across cultures” or “Understanding the present day impact of oppression**.**

b. A final examination, project or portfolio that reflects the learning journey, knowledge and skills gained in the course, and identification of learning that will continue beyond the end of the class.

In-class activities, such as exploring one’s place and privileges; in one example, each student takes a bead to make a bracelet that represents all the different identities in which he/she has privilege. Discuss the results, using theories discussed in class.

10. **Outside Class Assignments**

1. Assigned readings both in the text and on the Internet.
2. Individual and group projects.
3. Independent research.
   1. At libraries or other institutions in San Diego
   2. Via a personal experience assignment such as the “Cultural Plunge,” in which students visit a place or group markedly different in culture (ethnicity, language, socioeconomic status, sexual orientation, etc) (Nieto, 2006). Students might visit for a minimum of one hour an Alcoholics Anonymous meeting, a Deaf Festival, the Islamic Center of San Diego, Baha’i Center, a Dia de los Muertos celebration, or Buddhist Temple, etc.
4. Service learning or other assignment in the campus community or community at-large to practice skills

11. **Representative Texts**

a. Representative text(s) may include:

1) Lum, Doman. *Culturally Competent Practice: A Framework for Understanding Diverse Groups and Justice Issues.* Belmont, CA: Brooks/Cole Cengage Learning, 2011.

1. Hogan, Mikel. *The Four Skills of Cultural Diversity Competence*. Belmont, CA: Cengage Learning, 2012.
2. Blumenfeld, Warren J., Chase J. Catalano, et al(4th ed). *Readings for Diversity and Social Justice*. New York: Routledge, 2018.
3. Cartwright, Angela and Emily Reeves, eds, *Everyday Diversity: Developing Cultural Competency and Information Awareness*. San Diego: Cognella Academic Publishing, 2018.
4. **Kennedy, Vera. *Beyond Race: Cultural Influences on Human Social Life*. Independent Publisher, 2018. (From the “Open Textbook Library”)**

b. Supplementary texts and workbooks may include:

1. Kratzke, Cynthia and Bertolo. Enhancing Students' Cultural Competence Using Cross-Cultural Experiential Learning*.* ***Journal of Cultural Diversity***spacer20.3spacer (Fall 2013): 107-11.
2. **“**Scene on Radio” Podcast: Seeing White Series. <http://www.sceneonradio.org/seeing-white/>
3. DiAngelo, Robin. *White Fragility: Why It’s So Hard for White People to Talk About Racism*. Boston: Beacon Press, 2018.
4. *The Mask You Live In.* Directed by Jennifer Siebel Newsom. Ross, California: The Representation Project, 2015.
5. Kumar, Deepa. *Islamophobia and the Politics of Empire*. Chicago: Haymarket Books, 2012.
6. Chomsky, Aviva. *They Take Our Jobs and 20 Other Myths About Immigration.* Expanded ed. Boston: Beacon Press, 2018.
7. *Alexander, Michelle. The New Jim Crow: Mass Incarceration in the Age of Colorblindness.* New York: New Press, 2010.

**Addendum: Student Learning Outcomes**

Upon completion of this course, our students will be able to do the following:

* 1. Assess the influence of intersectionality, culture, perception, language, and non-verbal messages in cross-cultural settings.
  2. Analyze and describe specific barriers to effective cross-cultural interaction and construct solutions.
  3. Demonstrate the ability to interact effectively in cross-cultural situations.