

Fond du Lac Tribal and Community College
COURSE OUTLINE FORM

03/19/19

Please return this form to the college vice president of academic affairs and the chairperson of the Academic Affairs and Standards Council (AASC)

1. Prepared by: _____

2. Date submitted: _____

3. Date approved: _____ Date revised 4/2/19

4. Department/discipline: Anthropology

5. Department(s) endorsement(s): _____
(Signatures of the person(s) providing the endorsement are required.)

6. Course Title: Cultural Diversity
Abbreviated course title for Transcripts (25 characters or less): _____

7. Course Designator: ANTH 8. Course Level: 1005

9. Number of Credits: Lecture 1 Lab _____

10. Control Number (on site) 25 Control Number (online) _____

11. Catalog/Course description:

This course is designed to help students understand cultural diversity and the need for cultural competence as it relates to our world today. Designed as a seminar, this course will provide an overview of culture and its many dimensions. It will provide hands-on experience to aid in the understanding of other cultures and offer tools for cultural competence in both our personal and public lives.

12. Course prerequisite(s) or co-requisite(s): Accuplacer scores/ Other courses

Prerequisite(s):

Co-requisite:

13. **Course Materials** (Recommended course materials and resources. List all that apply, e.g. textbooks, workbooks, study guides, lab manuals, videos, guest lecturers).

Handouts, Articles, Study Guides, Films relevant to Cultural Diversity.

Textbook: The Scalpel & the Silver Bear: The First Navajo Woman Surgeon Combines Western Medicine & Traditional Healing, Lori Aeviso Alvord, Elizabeth Cohen Van Pelt, Random House Publishing, 2000.

14. **Course Content** (Provide an outline of major topics covered in course)

- Define & examine Culture & Cultural Anthropology
- Define & examine Diversity & Cultural Pluralism
- Differentiate between Culture Generals & Culture Specifics in various Cultures, nationally & globally
- Understand Cultural Dimensions that influence Cultural Diversity
 - a. High & Low Context
 - b. Small & Large Power Distance

- c. Individualism & Collectivism
- d. High & Low Contact
- e. High & Low Uncertainty Avoidance
- f. Masculine & Feminine Orientations
- Identify & examine misleading assumptions in a Culturally Diverse World
 - a. Assumption of Cultural Similarities vs. Cultural Differences
 - b. Verbal & non-verbal distinctions impacting Cultural Diversity
 - c. Tendency to evaluate cultures through an ethnocentric lens
 - d. Culture shock's effect on the ability to recognize & appreciate Cultural Diversity
- Acquire tools for Cultural Competence in a Culturally Diverse World

15. Learning Goals, Outcomes, and Assessment

At FDLTCC we have 4 Competencies Across the Curriculum (CAC) areas. They are as follows:

- A. Information Literacy (the ability to use print and/or non-print tools effectively for the discovery, acquisition, and evaluation of information)
- B. Ability to Communicate (the ability to listen, read, comprehend, and/or deliver information in a variety of formats.)
- C. Problem Solving (the ability to conceptualize, apply, analyze, synthesize, and/or evaluate information to formulate and solve problems.)
- D. Culture (knowledge of Anishinaabe traditions and culture, knowledge of one's own traditions and culture, knowledge of others' traditions and cultures, culture of work, culture of academic disciplines and/or respect for global diversity.)

Course Learning Outcomes will fulfill the identified competencies.

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Define and explain Cultural Diversity	C	2, 3, 7
Differentiate between Culture Generals and Culture Specifics in both national and global contexts.	C, D	2, 3, 7
Recognize, in order to describe, Cultural Dimensions that influence Cultural Diversity.	C, D	2, 3, 5, 7
Demonstrate Cultural Competence with acquired tools in a culturally diverse country and world.	A, C, D	2, 3, 4, 5, 7

WINHEC Cultural Standards:

1. **GIKENDAASOWIN – *Knowing knowledge***: To develop human beings who value knowledge, learning, and critical thinking and are able to effectively use the language, knowledge, and skills central to an Ojibwe-Anishinaabe way of knowing.
2. **GWAYAKWAADIZIWIN – *Living a balanced way***: To develop balanced human beings who are reflective, informed learners who understand the interrelatedness of human society and the natural environment, recognize the importance of living in harmony with creation, and are able to apply a systems approach to understanding and deciding on a course of action.
3. **ZOONGIDE'EWIN – *Strong hearted***: To increase the students' capacity to live and walk with a strong heart, humble and open to new ideas and courageous enough to confront the accepted truths of history and society.
4. **AANGWAAMIZIWIN – *Diligence and caution***: To develop students' capacity to proceed carefully, after identifying, discussing, and reflecting on the logical and ethical dimensions of political, social, and personal life.
5. **DEBWEWIN – *Honesty and integrity***: To increase students' capacity to think and act with honesty and integrity as they understand and face the realities of increasingly interdependent nations and people
6. **ZAAGI' IDIWIN – *Loving and Caring***: To encourage students' acceptance of the diversity within their school, community, and environment by developing healthy, caring relationships built on respect for all.
7. **ZHAWENINDIWIN – *Compassion***: To expand students' knowledge of the human condition and human cultures and the importance of compassion especially in relation to behavior, ideas, and values expressed in the works of human imagination and thought.

16. **Minnesota Transfer Curriculum (MnTC)**: List which goal area(s) – up to two – this course fulfills.

See www.mntransfer.org

Goal Area(s): _____

Provide the specific learning outcomes as listed on the mntransfer.org website that pertain to this course.

17. Are there any additional licensing/certification requirements involved?
 _____Yes_____No

Provide the required documentation to show course meets required licensing/certification standards.

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