

**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: 2/26/24 Date revised _____

4. Department/discipline: Sociology

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

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

7. Course Designator: SOC 8. Course Level: 2050

9. Number of Credits: Lecture 3 Lab _____

10. Control Number (on site) 40 Control Number (online) 25

11. Catalog/Course description:

In this interactive course, students will develop skills to serve as compassionate leaders in diverse cultural contexts. It is designed for students who are curious about culture and about how it affects our ability to engage effectively with diverse communities and individuals in our professional and personal lives. The course is divided into three interrelated areas: first, students will examine their own cultural lens and how it shapes our assumptions, interpretations, and judgments. Secondly, students will explore frameworks for understanding cultural differences, with a specific focus on diversity in Minnesota. Lastly, students will gain concrete experience bridging cultural differences through a service-learning experience at a local non-profit or social service organization. Class sessions will be dynamic and include brief presentations, role plays, simulations, and frequent reflection in large and small groups. (Meets MnTC goal areas 5 and 7).

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

Prerequisite(s): None

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).

Ahrndt, Shannon, "Intercultural Communication" (2020). Open Educational Resources Collection. 24. University of Missouri - St. Louis. Available at: <https://irl.umsl.edu/oer/24>

Course materials will also include short readings, podcasts and documentaries provided by the instructor.

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

1. Cultural Self-Awareness & Identity

2. Culture and Cultural Groups
3. Understanding how Perception Works
4. Identifying your Cultural Lens
5. Frameshifting and Perspective Taking
6. Suspending Judgement
7. Cultivating Cultural Curiosity
8. Intercultural Development Continuum
9. Stereotypes, Biases, and Prejudice
10. Hofstede's Cultural Dimensions
11. Diversity Dimensions
12. Diversity in Minnesota
13. Communication Styles
14. Active Listening
15. Empathy and Sympathy
16. Cultural Bridging
17. Emotional Regulation and Hot Buttons

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.)

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

Learning Outcomes	Competencies (CAC)	Cultural Standards
Develop cultural self-awareness: identify and describe one's own cultural lens, reflect critically on how one's viewpoint is similar and different from others, and practice suspending judgment.	D	4
Describe the concept of culture: identify when cultural differences are at play and describe diversity dimensions as they relate to Minnesota communities and groups.	A, D	7
Cultivate cultural curiosity: formulate questions about	B, D	6, 7

diversity and cultural differences in an inclusive manner and practice active listening.		
Identify, regulate, and manage emotions when faced with challenging situations.	B, C	3
Recognize diverse cultural communication styles and strategies and adapt when necessary.	B, D	6
Debrief critical incidents using intercultural frameworks, practice frameshifting, and identify ways to bridge cultural differences.	B, C	2, 4

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): 5 & 7

Goal 5: History and the Social and Behavioral Sciences

Student Competencies: Students will be able to:

1. Examine social institutions and processes across a range of historical periods and cultures
2. Use and critique alternative explanatory systems or theories;
3. Develop and communicate alternative explanations or solutions for contemporary social issues.

Goal 7a: Human Diversity

Student Competencies: Students will be able to:

1. Understand the development of and the changing meanings of group identities in the United States' history and culture.
3. Analyze their own attitudes, behaviors, concepts and beliefs regarding diversity, racism, and bigotry.
5. Demonstrate communication skills necessary for living and working effectively in a society with great population diversity

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

_____ Yes X No

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

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