

SOUTHEAST COMMUNITY COLLEGE
HEALTH SCIENCES DIVISION
HUMAN SERVICES

Revision Date: 3/2019

[Syllabus Statements](#)

I. CATALOG DESCRIPTION

Course Number: HMRS 1320
Course Title: Multicultural Competency
Prerequisite(s): HMRS1105

Catalog Description: Understanding of self in viewing culture, including dominant and non-dominant culture, power, and privilege. Overview of various cultures and groups.

Credit Hours: 3
Class Hours: 45
Lab Hours: 0
Total Contact Hours: 45

II. COURSE OBJECTIVES: *Course will:*

1. Evaluate why and how human beings have developed the powerful ideas of “race” and ethnicity.
2. Analyze how racial and/or ethnic discrimination became institutionalized.
3. Discuss how people respond to racial and ethnic oppression in the United States.
4. Explain how the racial framing of this society has been maintained and reworked from the seventeenth century to the present day.
5. Explain how initial contacts contributed to the creation of dominant and subordinate racial and ethnic groups.
6. Analyze the role of systemic racism in the United States today.
7. Critique the different levels of meaning of values and beliefs supported by multicultural populations and the significant role of historical trauma in the presence of Human Services work.

III. STUDENT LEARNING OUTCOMES AND GENERAL EDUCATION LEARNING OUTCOMES:

A. STUDENT LEARNING OUTCOMES: *Student will be able to:*

1. Demonstrate awareness of his/her cultural values, biases, and assumptions.
2. Demonstrate understanding the world view of the culturally different client.
3. Determine his/her own cultural knowledge.
4. Discuss understanding of the dynamics that power and privilege create.
5. Devise the beginning development of strategies to improve his/her ability to work effectively in a multicultural environment.
6. Demonstrate the application of communication, critical thinking, and other skills necessary to work in a diverse organization.
7. Demonstrate recognition of the worth and uniqueness of the individual including culture, gender, religion, abilities, sexual orientation, and other expressions of diversity.

8. Determine personal value system.
9. Synthesize personal value system.

B. GENERAL EDUCATION LEARNING OUTCOMES

GELO #1: SPEECH COMMUNICATION

Outcome:

Assess an audience and situation so as to adapt verbal and nonverbal messages to best meet the needs and expectations of the audience.

GELO #3: GLOBAL AWARENESS AND CITIZENSHIP

Outcome:

Explain the connections between historical and recent events and current global situations related to political systems, economic systems, social systems, and /or environmental issues.

Function effectively in multicultural settings.

IV. CONTENT/TOPICAL OUTLINE (*course outline may provide more detailed information*)

1. Basic Concepts in the Study of Racial and Ethnic Relations
2. Adaptation and Conflict: Racial and Ethnic Relations in Theoretical Perspectives
3. An Overview of the Economic and Political Conditions of Selected Racial and Ethnic Groups
4. English American and the Anglo-Protestant Culture
5. Irish Americans
6. Italian Americans
7. Jewish Americans
8. Native Americans
9. African Americans
10. Mexican Americans
11. Puerto Rican and Cuban Americans
12. Japanese Americans
13. Chinese, Filipino, Korean, Vietnamese, and Asian-Indian Americans
14. Arab and Other Middle Eastern Americans
15. Ongoing Racial and Ethnic Issues in the United States: Some Final Considerations
16. Colonialism and Post-Colonialism: the Global Expansion of Racism

V. INSTRUCTIONAL MATERIALS

A. Required Text(s):

Feagin, Joe R. and Reagin, Clairece B., *Racial and Ethnic Relations*, 9th Edition, 2010 Census update. Pearson Prentice Hall, 2012, ISBN # 978-0-205-02499-5

Diller, Jerry V., *Cultural Diversity: A Primer for the Human Services*, Current Edition, Cengage Learning

B. Other Resources:

As assigned

VI. METHODS OF PRESENTATION/INSTRUCTION

A. Methods of presentation typically include a combination of the following:

1. Instructor will make use of varied pedagogical techniques including several of the following: lectures, small and large discussion groups; collaborative project, guest speakers, research, peer response and evaluation, journals, essays, conferences, computer-assisted instruction, interactive/creative methods, multimedia, and field trips

VII. METHODS OF EVALUATION

A. Methods of evaluation typically include a combination of the following:

1. Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio. Instructor will distribute evaluation and his/her grading policies to students at the beginning of each term.

SCC STANDARD GRADING SCALE POLICY:

A+	95-100	C+	75-79
A	90-94	C	70-74
B+	85-89	D+	65-69
B	80-84	D	60-64
		F	Below 60

VIII. SPECIFIC COURSE REQUIREMENTS:

Requires a grade of "C" or above to meet graduation requirements for the Human Services Program.