

## Department:

Interdisciplinary Studies

## Course Description:

This interdisciplinary leadership course is designed to discover and examine personal cultural identity from a values based perspective. The course will focus on strategies and skills needed to analyze intercultural experiences, events, and dilemmas. The concepts of power and privilege will be discussed as psychological constructs operating across all cultures and contexts.

## Course Competencies:

Upon completion of the course, the student should be able to:

1. Explain the impact of culture on his or her own life experiences and leadership style.
2. Recognize his or her own cultural identity.
3. Identify significant differences between cultures, such as race, ethnicity, sexual orientation, religion, and socioeconomic status.
4. Describe the impact of privilege on people in privileged groups and in marginalized groups.
5. Explain how multiple cultural identities intersect for those who are members of both privileged and marginalized groups.
6. Explain the Developmental Model of Intercultural Sensitivity (DMIS) and provide examples of entities or people within the model.
7. Identify and describe institutionalized discrimination.
8. Research a public policy and identify the author, original supporters, and funding sources and determine the impact of the policy in terms of institutionalized discrimination or bias.
9. Describe his or her personal growth in becoming a culturally competent leader.

## Course Content:

- A. Identity Development
  1. Racial
  2. Gender
  3. Sexual orientation
  4. Socioeconomic
  5. Ethnic
  6. Intersection of identities
  7. Self-evaluation of culture and cultural development
- B. Developmental Model of Intercultural Sensitivity – Bennett's Model
  1. Ethnocentric
    - a. Denial
    - b. Defense
    - c. Minimization

2. Ethnorelative
  - a. Acceptance
  - b. Adaptation
  - c. Integration
- C. National Cultural Dimensions – Geert Hofstede
  1. Power distance
  2. Individualism versus collectivism
  3. Masculinity versus femininity
  4. Uncertainty avoidance
  5. Long-term orientation
  6. Indulgence versus restraint
- D. Privilege
  1. Race
  2. Gender
  3. Religion
  4. Ability
  5. Age
- E. Cultural Exploration
  1. Race
  2. Religion
  3. Sexual orientation
  4. Gender
  5. Socioeconomic status
- F. Institutionalized Discrimination
  1. Definition and description
  2. Policies
  3. Examples
- G. Development of Public Policies
  1. Types
  2. Supporters
  3. Funding
  4. Intent versus impact

### Learning Assessments:

Course competencies will be assessed by use of quizzes, in-class presentations, in-class participation and discussion, involvement in a community service project, reflection papers, and final paper and presentation.

### Instructional Materials:

Course instructor will provide a reading list.

**Guidelines for Requesting Accommodations Based on  
Documented Disability or Medical Condition**

It is the intention of Highland Community College to work toward full compliance with the Americans with Disabilities Act, to make instructional programs accessible to all people, and to provide reasonable accommodations according to the law.

Students should understand that it is their responsibility to self-identify their need(s) for accommodation and that they must provide current, comprehensive diagnosis of a specific disability or medical condition from a qualified professional in order to receive services. Documentation must include specific recommendations for accommodation(s). Documentation should be provided in a timely manner prior to or early in the semester so that the requested accommodation can be considered and, if warranted, arranged.

In order to begin the process all students **must** complete the “Disabilities Self-Identification Form” at this link:

<https://highlandcc.edu/pages/disability-services>.

This form can also be accessed at the Highland Community College homepage under Students Services/Student Resources/Disability Service or by contacting the Disabilities Coordinator.