1. **COURSE TITLE\*: Racial and Cultural Diversity**
2. **CATALOG – PREFIX/COURSE NUMBER/COURSE SECTION:** HSSR 1140
3. **PREREQUISITE(S)\*: None COREQUISITE(S)\*: None**
4. **COURSE TIME:**

**LOCATION:**

**MODALITY:**

1. **CREDIT HOURS\*: 3 LECTURE HOURS\*: 3**

**LABORATORY HOURS\*: 0 (contact hours) OBSERVATION HOURS: 0**

1. **FACULTY CONTACT INFORMATION:**

**Instructor: Your Name**

**Phone: 937-393-3431 Ext.**

**Email: yourname@sscc.edu**

**Office hours:**

1. **COURSE DESCRIPTION\*:**

This course introduces the general concepts and history of cultural diversity in U.S. society and stresses the importance of understanding diversity in mental-health careers and the helping professions. It focuses on the history of many cultural/minority groups and provides an understanding of culturally-based help-seeking behaviors among racial, ethnic, and other subpopulations. Emphasis is on general diversity issues and issues specific to becoming culturally competent in the helping professions. (SOCI 107 may not be substituted for this course to meet graduation requirements in the HSSR program.)

1. **LEARNING OUTCOMES\*:**

After this course, students will be able to:

1. Understand the historical backgrounds of the subpopulations they will serve as helping professionals.

2. Appreciate the variety of racial, ethnic, and cultural populations in U.S. society.

3. Recognize variations within racial, ethnic, and cultural groups.

4. Understand the impact of culture on our ideas, attitudes, values, and behavior patterns.

5. Appreciate the contribution of various racial, ethnic, and cultural populations to the American mosaic

6. Recognize differences in culturally-based help-seeking behaviors among minorities and other subpopulations.

7. Understand the impact of culture in the assessment and treatment of the individual.

8. Demonstrate knowledge of current information and recent theoretical advances in cross-cultural mental-health practice.

9. Develop skills to serve members of various cultural and ethnic populations and comprehend the importance of cross-cultural understanding.

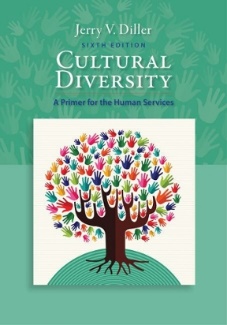
10. Appreciate the role of language, dialect, and non-verbal communication in the cross-cultural provision of social services.

11. Demonstrate understanding of the unique needs of various cultural and ethnic populations within the U. S., including African Americans; Native Americans; Appalachians; gays, lesbians, bisexuals; Asian Americans; the disabled; and Latinos.

12. Understand the cultural implications and unique challenges of cross-cultural service delivery.

13. Assess the mental health provider's role from the client's perspective.

**9. ADOPTED TEXT(S)\*:**



Cultural Diversity: A Primer for the Human Services w/MindTap

6th Edition

Diller, Jerry V.

Cengage Learning

ISBN: 9781337763387

Students are encouraged to acquire their Cengage textbooks through the [SSCC Bookstores](https://www.sscc.edu/services/bookstore.shtml#textbooks) or directly from [Cengage](https://www.cengage.com/unlimited/). Cengage Unlimited allows a student to receive access to Cengage's entire textbook catalog, and all digital resources, for a flat fee.

What does this mean to you? First, students can get ALL Cengage textbooks for one price.

Cengage Unlimited:

• 1-Term Access Student/List Cost $119.99 – ISBN 9780357700006

• 1-Year Access Student/List Cost $179.99 – ISBN 9780357700013

• 2-Year Access Student/List Cost $239.99 - ISBN 9780357700020

Free print rental is available with any activated Cengage Unlimited digital course for only $7.99 shipping and handling per hardcopy textbook (this price is based on the average MSRP of Cengage hardcopy textbooks)

Also, students are given the option to purchase a loose-leaf copy to keep after they activate their digital course for anywhere between $20-and $50 (price dependent on title).

If you purchased Cengage Unlimited last semester with either the 1- or 2-year option, there is no additional cost for this course.

**Important things to know about what you need to buy to pass this course:**

MindTap is required to do your reading, homework, and quizzes; and therefore required to pass this course. However, MindTap contains an ebook, so you have a less expensive option to buy.

**10. OTHER REQUIRED MATERIAL: (SEE APPENDIX C FOR TECHNOLOGY REQUEST FORM.)\*\***

Southern State Community College offers technical support for students. Please see the following information about technology requirements and how to access assistance. Please note that your Instructor does not have access to the systems that support email, MyCanvas, and other publisher platforms for online learning. Therefore, you need to utilize the information below to resolve any technical issues related to your education at SSCC.

[Click Here for Student Technology Resources](https://www.sscc.edu/academics/student-technology-resources.shtml)

**11. GRADING SCALE\*\*\*:**

## The grading scale will follow the policy in the college catalog:

## A 100 – 90

B 89 – 80

C 79 – 70

D 69 – 60

F 59 – 0

**12. GRADING PROCEDURES OR ASSESSMENTS:**

| **Assignment** | **Possible Points** | **Percentage of Grade** |
| --- | --- | --- |
| A. Cultural Immersion Experience | 0-100 | **15%** |
| B. Multi-cultural Self-assessment | 0-100 | **15%** |
| C. Personal Face-to-Face Interview | 0-100 | **15%** |
| D. Cultural Artifact Scrapbook | 0-100 | **7.5%** |
| E. Paper on Cultural Artifact Scrapbook | 0-100 | **7.5%** |
| F. Grade in MindTap | 0-100 | **30%** |
| G. Canvas Discussions – 15 (15 points each) | 0-225 | **10%** |
| **Final Grade** |  | **100%** |

**A. Cultural Immersion Experience:** To gain awareness and appreciation of the experience of minority status, students will attend a 2-hour event that is culture-specific and different from their own culture. Afterward, you will write up your experiences in a 3-4-page paper with a cover page (not included in the required number of pages). Students are responsible for finding an event to attend on their own (i.e., the Instructor will provide you with examples of appropriate events you can attend, yet you are responsible for finding one for yourself). The event must be something where you can participate and interact with others during the weeks of this course (i.e., you can't write about something you did in the past).

* 1. **Multicultural Self-assessment**: A typed, 5-6-page (double-spaced) paper (no longer than six pages, 12 pt. Times New Roman font, 1-inch margin), based on the following points: Proofread carefully. If your paper has numerous spelling/grammatical errors, your grade will be significantly lowered. In as much detail as possible, discuss your background regarding the following dimensions of diversity.

Discuss all 7 points below and number each one.

* + - 1. Environment: the kind(s) of community(ies) in which you grew up and currently live (i.e., large city, suburb, small town, rural area; neighborhood)
      2. Social Class Background: your social class as you grew up. Explain. Describe the kinds of jobs held and the level of education of those who raised you. What were the social class levels of your neighbors? Did you and your family experience upward and downward social mobility? Explain. And finally, how have your experiences in the U.S. influenced your ideas about the "American dream?"
      3. Social Heritage: your racial, ethnic, and religious background (not everyone will identify with all three). How important were these aspects of your identity as you grew up? How have they shaped your values and goals? Explain.
      4. Social and Economic Opportunities: advantages and disadvantages you have experienced in society due to your wealth, gender, and cultural background. How have these advantages and disadvantages impacted you at school, at work, and in the larger community?
      5. Cultural Encapsulation: ways in which your upbringing has limited your exposure to other people from other cultures and races. Also, how has your cultural encapsulation shaped your cultural lens?
      6. Diversity Consciousness: ways in which your family background, life experiences, and education have influenced your diversity consciousness. What do you think will be your most difficult challenge as you work on developing your diversity consciousness?
      7. Sphere of Influence: What is your "sphere of influence?" In other words, who do you "touch" or influence at present, and whom will you influence in the future? Again, be as specific as possible.
  1. **Personal Face-to-Face Interview:** The individual you interview cannot be a part of the same culture you chose for your Cultural Immersion Experience.  Zoom meetings will be accepted if a face-to-face meeting is not possible.  Record the session with permission from the individual so you can use it to complete the written assignment.

This written assignment is 5-7 pages, has one-inch margins, 12-point font, Times New Roman, and is double-spaced with a cover page.  Identify someone who is classified as a different race than you to interview.  Conduct a face-to-face interview.  Write up the interview in a narrative format.  If you submit a paper in a Question-Answer format, you will receive a zero (0) for this assignment.  As part of your preparation for this interview, read at least one journal article (scholarly) written by at least one sociologist that relates to the race of the person you chose.  Summarize the article and write about how it influenced your thinking about the interview and the person's race.  Generate at least one question to add to the list of interview questions you ask based on the article you read in preparation for the interview.  A final page should reflect the interview and how it informs something you have learned through this course about race.  Potential interview questions are attached for assistance in completing the assignment. Finally, cite the article you read at the end of the paper in APA format on the last page.  Make sure you ask at least one question related to the article you read in preparation for the interview.

Additional Guidance for the Face-Face-to-facerview.docx

* 1. **Cultural Artifact Scrapbook:** This is an individual assignment. Each student will identify personal artifacts representing the culture(s) they identify with. Each student must identify no less than ten artifacts. In addition, students will create a "virtual scrapbook" about their culture(s) as a PowerPoint to upload for this assignment. This scrapbook must include materials related to both the history and a description of the cultural artifacts. For example, a picture of the actual artifact and an explanation on one to two slides would be acceptable. In addition, please reference research findings or other scholarly work related to the experience of this cultural group (s), which may include information about the values and traditions, especially if the values ad traditions are represented by the artifacts you choose. A list of references should be included in APA 7th ed. style throughout the PowerPoint or on the final slides at the end.

As a "scrapbook," this project is intended to be a creative and engaging method for students to learn about themselves and their culture(s). These scrapbooks will be shared online. In addition, there will be an area for submitting this assignment that allows others in the class to see your scrapbook and make comments. Scrapbooks are intended to be a method for people to convey information and experiences from their perspectives. Therefore, creativity and freedom of expression are highly encouraged! Grading will be based on the online presentation of materials, integrating concepts, identifying cultural strengths from an appreciative stance, and coherence of the final project.

There will be a separate area to submit the paper. Others will not view the paper portion of this assignment.

* 1. **Paper on Cultural Artifact Scrapbook**: Your paper must be no less than three pages. In addition, it needs a cover sheet and a reference sheet that is APA format. You can write the paper in the first person because it is about you and the culture you identify with, so it is personal.

In preparation for creating the Cultural Artifact Scrapbook for the paper, consider the following.

Cultural artifacts are anything created by humans which gives information about culture, including the traditions and values of said culture. Artifacts include architecture, music, pictures, painting, hobbies, cooking styles, holidays, classes, ceramics, jewelry, knives, etc. Think of the artifacts as treasured, a favorite, or even an item passed down from one generation to the next. For example, I have my paternal grandmother's Bible in the family. The Bible represents the values that ground my family's spiritual beliefs and are expressed through the lived experiences of my descendants. In my virtual scrapbook, PowerPoint, I would take a picture of said item for one slide. Then, I will explain briefly why it is important to me and part of my culture on the next slide.

Another example is an artifact that may be part of a tradition, like watching Macy's Thanksgiving Day Parade. I may search online for a photo from a parade representing my childhood and place it on a slide for the PowerPoint with the explanation on the following slide. My family is part Native American, Scotch-Irish, German, English, and Welsh. Portions of this heritage are more significant than others, but all are part of the Appalachian Culture. I may have different slides representing the most important parts to me.

If it is a tradition, describe how your family follows the tradition - when did it start and by whom, who is responsible for passing on the tradition, and what makes it important for you?

Explain how the artifact or tradition represents you and your culture.

Identify any new thoughts on artifacts and traditions you want to ensure become a part of your cultural heritage for generations to come - ones you want to make last.

As part of your paper, make sure you address what you have learned about yourself by completing the assignment. Include at least one paragraph about how you will apply the knowledge gained to your personal life. In addition, please include at least one paragraph explaining how and why cultural artifacts are important to understand in the context of human and social services related to racial and cultural diversity.

* 1. **Cengage/MindTap:** This score is an overall score from MindTap assignments.
  2. **Canvas Discussions:** The discussions will be made available as the semester progresses. You may be asked to reflect on a topic in the chapters, a Tedtalk, a song, a video clip, a movie, or any other like items. You will need to respond to your classmates' posts to earn as many points as possible for the discussion.

**Late assignments are not accepted. Please pay attention to due dates in Canvas and MindTap.**

**13. COURSE METHODOLOGY: *(Course Syllabus – Individual Instructor Specific)***

This course will utilize lectures, case studies, class discussions, small group projects, and group discussions. This course will also use power points to supplement the material in the textbook. Videos (i.e., movies, Tedtalks, music, or otherwise) may be used in addition to the textbook and power points for the class to supplement the primary textbook. Interactive class discussion is encouraged, and staying current on reading assignments is necessary to participate in class discussions adequately. These may be viewed in class or assigned throughout the semester to view and be prepared to discuss in class. The Instructor may post links to videos in the learning management system, MyCanvas. In addition, the Instructor may require the students to write a reflective paper on any video, music, or otherwise, shown in class or directed to be viewed outside of class hours.

The course is sensitive. Various topics, including trauma, are personal and relevant to all individuals. The Instructor will advise students on self-care during the class. Confidentiality is expected, and if it is not respected, students may be dropped from the course.

Attendance:

One of the greater expectations of this course is fulfilling your obligation of attendance. While your readings cover a substantial proportion of the course content, classroom participation is the most integral part of this course. As attendance will be taken every day and is part of your overall grade, you must minimize the number of absences you may have. You will start with a 100-point attendance pool. For each absence, you will lose points from the attendance pool. For example, the student would need to withdraw from the course with seven absences. If you do not withdraw from the course, you will receive an "F" as your final grade. It is your responsibility to sign the attendance sheet as it is passed. If you request the Instructor add your name to the attendance sheet after class because you missed it as when passed around, you will be counted as tardy. See more information below on tardiness. If you are absent a day, you must ask the Instructor the next class day if you missed a handout, as these may contain information that can be included on quizzes and exams.

Tardiness:

Tardiness is a significant issue as well. It deprives you of needed classroom participation time; it is incredibly disruptive to the overall classroom flow and dynamic. Occasional lateness is understandable; consistent tardiness is not. For every three occurrences of tardiness, you will be given an absence. Treat this course as a serious learning endeavor and come to class on time. Tardiness will be defined as being late for the scheduled start of the class. For example, if the class begins at 3:00 pm and you arrive at 3:01 pm, you will be considered tardy. If the Instructor is late due to unforeseen events and you arrive later than the scheduled class, you will not be counted as tardy before the Instructor.

Cell Phones:

There is no reason for cell phones in class. Therefore, there is a simple rule: NO CELL PHONES ARE ALLOWED IN CLASS. Put them away from your visibility. The only exception is if you have an occupation that requires you to be on call. If that is the case, you must inform me for consent to have a cell phone.

Despite the attempted subterfuge, it is easy to spot when someone is texting. Don't have your cellphone out. If you have a cell phone out, an absence may be recorded.

Children in Class: Please do not bring children into Human Services classes, regardless of the reason. Many of the discussions held in Human Services classes feature mature topics and may not be suitable for children. Additionally, some students may feel uncomfortable engaging in class discussions on mature topics when children are in the room. So, please do not bring children to class.

Sleeping:

Sleep at home, not here. If you sleep, you are not present. If you are caught sleeping, you will be marked as being absent.

Disruptive Behavior:

Any behavior that distracts other students from learning and participating is disruptive. The disruptive behavior most commonly occurs in holding loud conversations during class (but not limited to such). If you are disruptive, you may be asked to leave the class and an absence recorded.

Academic Honesty:

Academic honesty is a must in an institution of higher learning. Academic dishonesty includes (but is not limited to) cheating, plagiarism, or helping another student engage in academic dishonesty. If a student engages in academic dishonesty, the student may receive an automatic failing grade for the assignment or course at the Instructor's discretion.

Reading:

Students are expected to complete the assigned reading before class to be prepared for class. Likewise, your writing assignments and exams will cover a significant portion of the assigned readings. In the tentative outline, you will see when readings are due. Looking at the chart, you will see a corresponding day with each textbook chapter. If there are additional readings, the Instructor may include these within the syllabus, post an announcement in MyCanvas, or have the reading title available on a specific assignment in the learning management system. If reading is posted in MyCanvas, you will need to locate the electronic version of the article (typically a journal article) if a PDF is not posted. The necessary information about the article – author, name of the journal, date, page numbers, etc. will be noted in the MyCanvas system. It is your responsibility to read all assigned items beyond the required textbook for the course.

**14. COURSE OUTLINE:**

| **Week** | **Reading Due** | **Assignment/Assessment Due** | **Student Learning Outcomes** |
| --- | --- | --- | --- |
| One | On the first day of class – Review the Syllabus and MyCanvas to take you to the Cengage platform, MindTap  Chapter 1 Introduction  Chapter 2 - What It Means to Be Culturally Competent | Use Cengage/MindTap and follow the calendar view to complete assignments in the correct order  Canvas Discussion Due | 1 - 13 |
| Two | Chapter 3 – *Working With Culturally Diverse Clients* | Canvas Discussion Due | 1 - 5 |
| Three | Chapter 4 – *Understanding Racism, Prejudice, and White Privilege* | Canvas Discussion Due  Multi-cultural Self-assessment due | 4, 5, 7 |
| Four | Chapter 5 – *Understanding Culture and Cultural Differences* | Canvas Discussion Due | 1 -5, 7, 9 - 13 |
| Five | Chapter 6 – *Working With Culturally Diverse Parents and Families* | Canvas Discussion  Personal Face-to-Face Interview Due | 1, 3, 5, 6, 7, 8, 9 |
| Six | Chapter 7 – *Culturally Sensitive Treatment With Children*  Chapter 8 – *Bias In Service Delivery* | Canvas Discussion Due | 1, 3, 6, 7, 8, 9 |
| Seven | Chapter 9 – *Mental Health Issues* | Canvas Discussion Due | 4, 7, 9 - 13 |
| Eight | Chapter 10 – *Treating Victims of Ethnic Conflict, Genocide, and Mass Violence*  Chapter 12 – *Working With Native American Clients* | Canvas Discussion Due | 6, 7, 8, 9 |
| Nine | Chapter 14 – *Working With Asian American Clients*  Chapter 16 – *Working With South Asian American Clients* | Canvas Discussion Due | 6, 7, 10, 11 |
| Ten | Chapter 11 – *Working With Latino/a Clients* | Canvas Discussion Due  Cultural Immersion Experience Due | 5, 6, 9 - 13 |
| Eleven | Chapter 15 – *Working With Arab and Muslim American Clients* | Canvas Discussion Due | 5, 6, 9 - 13 |
| Twelve | Chapter 13 – *Working With African American Clients* | Canvas Discussion Due | 5, 6, 9 - 13 |
| Thirteen | Chapter 17 – *Working With White Ethnic Clients*  Chapter 18 - *Working with American Male Clients* | Canvas Discussion Due | 5, 6, 9 - 13 |
| Fourteen | Chapter 19 – *Working with Deaf Clients* | Canvas Discussion Due | 5, 6, 9 - 13 |
| Fifteen |  | Cultural Scrapbook Due |  |
| Finals | Chapter 20 – *Some Closing Thoughts* |  | 1 - 13 |

**15. SPECIFIC MANAGEMENT REQUIREMENTS\*\*\*:**

**Communication Policy**

MyCanvas is the primary communication tool in this course. Students must check the course site for announcements and monitor their email in MyCanvas regularly. In addition, emails to the Instructor must be sent from the email system in MyCanvas. The email in MyCanvas is the most efficient means to contact the Instructor for this course. Canvas has an application for iPhone and Android systems, enabling communication to be more efficient for students and instructors.

***Failure to read course announcements, instructor emails, or the course assignment schedule does not justify late assignments or failure to comprehend due dates.***

All assignment submissions are via MyCanvas. Written assignments must be submitted using the MyCanvas course assignment links. The assignments include submitting your papers or answers using a survey or test instrument. Other written assignments may be submitted in any of the following formats: Microsoft Word (.doc) preferred; Rich text format (.rtf); Plain text (.txt); Adobe Acrobat PDF (.pdf). All written assignments must be one document that is one attachment, not multiple attachments. Multiple attachments submitted for one written assignment will not be accepted and will result in a zero for the assignment even if submitted before the due date.

**ACADEMIC MISCONDUCT (Student Handbook, Page 38)**

[Click Here for a Link to Student Handbook](http://www.sscc.edu/students/assets/student-handbook.pdf)

**Southern State is committed to providing educational opportunities that promote students' academic, professional, and personal growth.  To these ends, all members of the College are expected to uphold the highest academic and ethical standards.**

Types of Misconduct are

1. Any unauthorized use of material (books, notes of any kind, and so forth) during an

examination, test, or quiz.

2. Copying from another student's work or permitting one's work to be copied during

an examination, test, or quiz.

3. Unauthorized use of equipment (computers, calculators, or any type of educational or laboratory equipment).

4. Permitting a person to pose in one's place during an examination, test, or quiz or

posing as another person during an examination, test, or quiz.

5. Altering an examination, test, or quiz, or any other type of evaluated work in an effort to have the work re‐evaluated for a higher grade.

6. Plagiarizing or permitting one's work to be plagiarized.

7. Using unauthorized or improper methods to determine in advance the contents of an examination, test, or quiz.

8. Unauthorized use of computer software during an examination, test, or quiz.

9. Submitting as one's own work a work of art, speech or oral report, a musical composition, a computer program, a laboratory project, or any other creation done by another person.

For further definition, student responsibilities, charges, sanctions, and the appeal process, visit:

[Click here for a Link to Academic Misconduct and Regulations](http://www.sscc.edu/academics/regulations.shtml#academic‐misconduct)

**Further clarification on plagiarism**

Understanding plagiarism can be confusing. Violations of these standards include cheating, plagiarizing; submitting, without permission, a paper or assignment completed for one class to fulfill a requirement for another class; fabricating materials, using materials in an unauthorized manner; misrepresenting academic records; or facilitating academic dishonesty.

To clarify, copying word for word from any source without enclosing the material in quotation

marks and citing the source and page number of the quote is considered plagiarism. Re-writing original ideas in your own words without citing the source of the ideas is also considered plagiarism. **You can again not turn in previous assignments for other courses to meet the requirements for this course. If you do, you will receive a zero (0) on the assignment and risk the possibility of failing the course automatically.**

**16. FERPA:\***

Students need to understand that others may see your work. For example, others may see your work when being distributed, during group project work, or if it is chosen for demonstration purposes.

Students also need to know that there is a strong possibility that their work may be submitted to other entities for plagiarism checks.

**17. DISABILITIES:\***

**Accessibility and Accommodations:** Southern State Community College is committed to providing reasonable accommodations for all persons with disabilities. The syllabus is available in alternate formats upon request.

**Students with disabilities:** If you seek classroom accommodations under the Americans with Disabilities Act, you must register with the Disability Services Office.

If you have a condition or situation that would make it difficult for you to carry out the work as outlined, please notify the Instructor as soon as possible. In addition, students with disabilities may contact the Disabilities Service Office, Central Campus, at 800-628-7722 or 937-393-3431 ext. 2604. You can also use the following link to check out the web page for the College and more information for more information.

[Click Here for a Link to Disability Services](http://www.sscc.edu/services/disability-services.shtml)

If you have a disability, you are responsible for providing all instructors with a letter indicating the reasonable accommodations necessary to support your academic success. A representative from the Disabilities Service Office creates the letter, but it is your responsibility to provide the Instructor with a copy of the letter.

**18. OTHER INFORMATION:\*\*\***

*The Instructor reserves the right to modify the course syllabus and content to enhance the learning of individual students and the class as a whole. Modifications may include additional assignments that are not listed in the syllabus but are conducive to learning and in the best interest of developing professional skills.*

**SYLLABUS TEMPLATE KEY**

**\*** Item cannot be altered from that which is included in the master syllabus approved by the Curriculum Committee.

**\*\*** Any alteration or addition must be approved by the Curriculum Committee

**\*\*\*** Item should begin with language as approved in the master syllabus but may be added to at the discretion of the faculty member.