

HUSC 104

Developing Cultural Proficiency in a Diverse World

3 Credits

Community College of Baltimore County
Common Course Outline

Description

HUSC 104 – Developing Cultural Proficiency in a Diverse World: is a course in which students explore the role of diversity and equity in their own and others' life experiences. This course focuses on practical strategies to foster cultural competence, and is appropriate for students in a variety of majors, especially human services, counseling, social work, education, and the allied health fields.

Co-requisites: ACLT 053 or (ESOL 052 and ESOL 054)

Overall Course Objectives

Upon completion of this course, students will be able to:

1. define cultural competence;
2. explore the impact of diversity and equity within fields of social and behavioral sciences;
3. review historical and global models of multiculturalism and multicultural education;
4. describe intersectionality and its relationship to identity development;
5. compare and contrast the roles of in-group and out-group identities;
6. explore how individual and interpersonal actions can promote social justice;
7. evaluate the impact of equity and inequity on identity development;
8. examine how microaggressions impact the interpersonal experience;
9. discuss appropriate strategies of cross-cultural communication;
10. analyze equity and social justice issues in case studies;
11. compare culturally-responsive identity development models;
12. employ appropriate technology to evaluate data;
13. interpret personal values, worldviews, and ethics through a lens of diversity and equity; and,
14. find, evaluate, use, and cite appropriate academic resources to support research on culturally appropriate language.

Major Topics

- I. Cultural competence
- II. Historical and global models of multiculturalism and multicultural education
- III. Intersectionality
- IV. Group identities
- V. Social justice
- VI. Systems of inequity
- VII. Microaggressions
- VIII. Cross-cultural communication

The Common Course Outline (CCO) determines the essential nature of each course.

For more information, see your professor's syllabus.

IX. Identity development models

Course Requirements

Grading will be determined by the individual faculty member, but shall include the following, at minimum:

- Weekly written homework activities
- A cultural autobiography
- Two case study analyses; one of which relates to a global issue
- A presentation on a social justice issue in current events which may account for up to 30% of the course grade
- A paper integrating research on a contemporary issue of equity which addresses General Education Outcomes

Written assignments and research projects: Students are required to use appropriate academic resources in their research and cite sources according to the style selected by their professor.

Other Course Information

This course is an approved 3–credit General Education course in the Social and Behavioral Sciences.

This course is an approved General Education Diversity course.

This course is a required course in the Human Services Counseling degree program and may also be taken by students in other programs or majors.

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