



COURSE OUTLINE: HDG093 - CROSS CULTURAL ISSUE

Prepared: General Arts and Science Department

Approved: Martha Irwin, Dean, Community Services and Interdisciplinary Studies

Course Code: Title	HDG093: CROSS CULTURAL ISSUES
Program Number: Name	1120: COMMUNITY INTEGRATN
Department:	C.I.C.E.
Academic Year:	2022-2023
Course Description:	This course will introduce the CICE student, with the assistance of a learning specialist, to the multicultural composition of our country and its effect on us as citizens of Canada and the world. Emphasis will be placed on the discovery and investigation of issues related to the concepts of racism, culture, cross-cultural interaction, and migration. A primary goal is to expand your understanding of current, international, inter-group dynamics to illustrate the importance of intercultural awareness and communication. In addition, an individual profile of cultural awareness will be developed.
Total Credits:	3
Hours/Week:	3
Total Hours:	42
Prerequisites:	There are no pre-requisites for this course.
Corequisites:	There are no co-requisites for this course.
Vocational Learning Outcomes (VLO's) addressed in this course:	1120 - COMMUNITY INTEGRATN
Please refer to program web page for a complete listing of program outcomes where applicable.	VLO 1 Integrate fully in academic, social and community activities.
	VLO 2 Develop and apply transferrable learning strategies to promote self-determination, life satisfaction, and lifelong learning.
	VLO 5 Further develop confidence, self-awareness, and self-advocacy skills related to independence, employment, and personal well-being.
Essential Employability Skills (EES) addressed in this course:	EES 1 Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
	EES 2 Respond to written, spoken, or visual messages in a manner that ensures effective communication.
	EES 4 Apply a systematic approach to solve problems.
	EES 5 Use a variety of thinking skills to anticipate and solve problems.
	EES 7 Analyze, evaluate, and apply relevant information from a variety of sources.
	EES 8 Show respect for the diverse opinions, values, belief systems, and contributions of others.
	EES 9 Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.
	EES 10 Manage the use of time and other resources to complete projects.
	EES 11 Take responsibility for ones own actions, decisions, and consequences.



General Education Themes:	Social and Cultural Understanding Personal Understanding																		
Course Evaluation:	Passing Grade: 50%, D A minimum program GPA of 2.0 or higher where program specific standards exist is required for graduation.																		
Books and Required Resources:	No textbook is required. References to access to various open sources materials will be provided by the professor.																		
Course Outcomes and Learning Objectives:	Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will acquire varying levels of skill development relevant to the following learning outcomes: <table border="1"> <thead> <tr> <th>Course Outcome 1</th> <th>Learning Objectives for Course Outcome 1</th> </tr> </thead> <tbody> <tr> <td>1. Recognize and apply terminology and concepts of contact and patterns of interaction.</td> <td>1.1 Distinguish types of contact 1.2 Apply examples of historical events to each type of contact 1.3 Apply patterns to ethnic groups 1.4 Relate and formulate historical background to patterns of interaction</td> </tr> <tr> <th>Course Outcome 2</th> <th>Learning Objectives for Course Outcome 2</th> </tr> <tr> <td>2. Interpret effects of colonialism and neo-colonialism on cultural interaction.</td> <td>2.1 Study periods of migration and cultural interaction 2.2 Extrapolate development of superiority/inferiority status 2.3 Construct consequences of neo-colonialism on present human interaction 2.4 Calculate awareness of historically-based issues on current migration 2.5 Identify historical basis of social construction of identity.</td> </tr> <tr> <th>Course Outcome 3</th> <th>Learning Objectives for Course Outcome 3</th> </tr> <tr> <td>3. Recognize culture, diversity, identity, and cultural orientations.</td> <td>3.1 Distinguish the ways culture & cultural identities are understood, used, referenced, and articulated by individuals and society 3.2 Recognize individual and social construction of cultural identity through cultural orientations 3.3 Identify identities as multiple, conflicting, contradictory, relational and in process 3.4 Relate individuals' perceptions in their relationships to the power structures of Canadian society.</td> </tr> <tr> <th>Course Outcome 4</th> <th>Learning Objectives for Course Outcome 4</th> </tr> <tr> <td>4. Recognize and experiment with historical base of the race concept.</td> <td>4.1 Differentiate between scientific measurements of race 4.2 Identify variations and classification of race concepts 4.3 Recognize gene variations 4.4 Experience culturally inappropriate IQ testing 4.5 Extrapolate effects of IQ testing</td> </tr> <tr> <th>Course Outcome 5</th> <th>Learning Objectives for Course Outcome 5</th> </tr> </tbody> </table>	Course Outcome 1	Learning Objectives for Course Outcome 1	1. Recognize and apply terminology and concepts of contact and patterns of interaction.	1.1 Distinguish types of contact 1.2 Apply examples of historical events to each type of contact 1.3 Apply patterns to ethnic groups 1.4 Relate and formulate historical background to patterns of interaction	Course Outcome 2	Learning Objectives for Course Outcome 2	2. Interpret effects of colonialism and neo-colonialism on cultural interaction.	2.1 Study periods of migration and cultural interaction 2.2 Extrapolate development of superiority/inferiority status 2.3 Construct consequences of neo-colonialism on present human interaction 2.4 Calculate awareness of historically-based issues on current migration 2.5 Identify historical basis of social construction of identity.	Course Outcome 3	Learning Objectives for Course Outcome 3	3. Recognize culture, diversity, identity, and cultural orientations.	3.1 Distinguish the ways culture & cultural identities are understood, used, referenced, and articulated by individuals and society 3.2 Recognize individual and social construction of cultural identity through cultural orientations 3.3 Identify identities as multiple, conflicting, contradictory, relational and in process 3.4 Relate individuals' perceptions in their relationships to the power structures of Canadian society.	Course Outcome 4	Learning Objectives for Course Outcome 4	4. Recognize and experiment with historical base of the race concept.	4.1 Differentiate between scientific measurements of race 4.2 Identify variations and classification of race concepts 4.3 Recognize gene variations 4.4 Experience culturally inappropriate IQ testing 4.5 Extrapolate effects of IQ testing	Course Outcome 5	Learning Objectives for Course Outcome 5
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5. Develop skills in understanding personal cultural identity factors.	5.1 Illustrate awareness of factors affecting identity 5.2 Differentiate between symbols and dominant cultures 5.3 Differentiate between myths and facts of identity 5.4 Recognize cultural self
Course Outcome 6	Learning Objectives for Course Outcome 6
6. Develop skills in investigation and evaluation of specific cultural groups.	6.1 Collect information from a variety of sources 6.2 Organize material 6.3 Identify issues relating to immigration statistics 6.4 Select relevant material 6.5 Plan presentation 6.6 Predict cultural shock/adaptation factors
Course Outcome 7	Learning Objectives for Course Outcome 7
7. Develop skills for identifying racism.	7.1 Distinguish between stereotyping, prejudice, and discrimination 7.2 Differentiate between types of racism 7.3 Apply concepts to situations 7.4 Calculate effects on indigenous population 7.5 Relate historical factors to indigenous populations` present situation

Evaluation Process and Grading System:

Evaluation Type	Evaluation Weight
Learning Activities	35%
Project	25%
Tests	40%

CICE Modifications:

Preparation and Participation

1. A Learning Specialist will attend class with the student(s) to assist with inclusion in the class and to take notes.
2. Students will receive support in and outside of the classroom (i.e. tutoring, assistance with homework and assignments, preparation for exams, tests and quizzes.)
3. Study notes will be geared to test content and style which will match with modified learning outcomes.
4. Although the Learning Specialist may not attend all classes with the student(s), support will always be available. When the Learning Specialist does attend classes he/she will remain as inconspicuous as possible.

A. Further modifications may be required as needed as the semester progresses based on individual student(s) abilities and must be discussed with and agreed upon by the instructor.

B. Tests may be modified in the following ways:

1. Tests, which require essay answers, may be modified to short answers.
2. Short answer questions may be changed to multiple choice or the question may be simplified so the answer will reflect a basic understanding.
3. Tests, which use fill in the blank format, may be modified to include a few choices for each question, or a list of choices for all questions. This will allow the student to match or use visual clues.



4. Tests in the T/F or multiple choice format may be modified by rewording or clarifying statements into layman's or simplified terms. Multiple choice questions may have a reduced number of choices.

C. Tests will be written in CICE office with assistance from a Learning Specialist.

The Learning Specialist may:

1. Read the test question to the student.
2. Paraphrase the test question without revealing any key words or definitions.
3. Transcribe the student's verbal answer.
4. Test length may be reduced and time allowed to complete test may be increased.

D. Assignments may be modified in the following ways:

1. Assignments may be modified by reducing the amount of information required while maintaining general concepts.
2. Some assignments may be eliminated depending on the number of assignments required in the particular course.

The Learning Specialist may:

1. Use a question/answer format instead of essay/research format
2. Propose a reduction in the number of references required for an assignment
3. Assist with groups to ensure that student comprehends his/her role within the group
4. Require an extension on due dates due to the fact that some students may require additional time to process information
5. Formally summarize articles and assigned readings to isolate main points for the student
6. Use questioning techniques and paraphrasing to assist in student comprehension of an assignment

E. Evaluation:

Is reflective of modified learning outcomes.

NOTE: Due to the possibility of documented medical issues, CICE students may require alternate methods of evaluation to be able to acquire and demonstrate the modified learning outcomes

Date:

December 19, 2022

Addendum:

Please refer to the course outline addendum on the Learning Management System for further information.

