

**SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY**

**SAULT STE. MARIE, ONTARIO**



**COURSE OUTLINE**

<b>COURSE TITLE:</b>	Cross-Cultural Issues		
<b>CODE NO. :</b>	HDG107	<b>SEMESTER:</b>	Fall 2011
<b>PROGRAM:</b>	Various		
<b>AUTHOR:</b>	General Arts and Science Department		
<b>DATE:</b>	Sep.2011	<b>PREVIOUS OUTLINE DATED:</b>	Sep 2010
<b>APPROVED:</b>	"Angelique Lemay"		July 2011
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	<b>CHAIR, COMMUNITY SERVICES</b>		<b>DATE</b>
<b>TOTAL CREDITS:</b>	3		
<b>PREREQUISITE(S):</b>	None		
<b>HOURS/WEEK:</b>	3		

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*For additional information, please contact the Chair, Community Services*  
*School of Health and Community Services*  
*(705) 759-2554, Ext. 2603*

**I. COURSE DESCRIPTION:**

This course is an introduction 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.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:****A. Learning Outcomes:**

1. Recognize and apply terminology and concepts of contact and patterns of interaction
2. Interpret effects of colonialism and neo-colonialism on cultural interaction
3. Recognize culture, diversity, identity, and cultural orientations
4. Recognize and experiment with an historical base of the "race" concept
5. Develop skills in understanding personal cultural identity factors
6. Develop skills in investigation and evaluation of specific cultural groups
7. Improve cross-cultural communication and interaction skills
8. Develop skills for identifying racism

**B. Learning Outcomes and Elements of the Performance:**

Upon successful completion of this course, students will demonstrate the ability to:

- 1. Recognize and apply terminology and concepts of contact and patterns of interaction.**

Potential elements of the performance:

- Distinguish types of contact
- Apply examples of historical events to each type of contact
- Analyze five patterns of interaction
- Apply patterns to ethnic groups
- Relate and formulate historical background to patterns of interaction

- 2. Interpret effects of colonialism and neo-colonialism on cultural interaction.**

Potential elements of the performance:

- Study periods of migration and cultural interaction
- Extrapolate development of superiority/inferiority status
- Construct consequences of neo-colonialism on present human interaction
- Calculate awareness of historically-based issues on current migration
- Identify historical basis of social construction of identity.

**II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:  
(continued)****3. Recognize culture, diversity, identity, and cultural orientations.**Potential elements of the performance:

- Distinguish the ways culture & cultural identities are understood, used, referenced, and articulated by individuals and society
- Recognize individual and social construction of cultural identity through cultural orientations
- Identify identities as multiple, conflicting, contradictory, relational and in process
- Relate individual's perceptions in their relationships to the power structures of Canadian society.

**4. Recognize and experiment with historical base of the "race" concept.**Potential elements of the performance:

- Differentiate between scientific measurements of race
- Identify variations and classification of race concepts
- Recognize gene variations
- Experience culturally inappropriate IQ testing
- Extrapolate effects of IQ testing

**5. Develop skills in understanding personal cultural identity factors.**Potential elements of the performance:

- Illustrate awareness of factors affecting "identity"
- Differentiate between symbols and dominant cultures
- Differentiate between myths and facts of identity
- Recognize cultural self

**6. Develop skills in investigation and evaluation of specific cultural groups.**Potential elements of the performance:

- Collect information from a variety of sources
- Organize material
- Identify issues relating to immigration statistics
- Select relevant material
- Plan presentation
- Predict cultural shock/adaptation factors
- Evaluate and score peer presentations
- Collect information from presentations

**COURSE NAME****CODE #****II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:  
(continued)****7. Develop skills for identifying racism.**Potential elements of the performance:

- Distinguish between stereotyping, prejudice, and discrimination
- Differentiate between types of racism
- Apply concepts to situations
- Participate in group assignments
- Calculate effects on indigenous population
- Relate historical factors to indigenous populations' present situation

**III. TOPICS:**

This course will cover geographical, cultural, social, and political aspects of many different ethnic groups. Historical contemporary issues and past immigration patterns and future trends will be covered.

- History of cross-cultural contact
- Inter-group dynamics – immigration patterns
- Prejudice, discrimination, and racism
- Intercultural communication and cultural shock
- Culture, ethnicity, and identity

Note: The order of topics is not fixed. Some of the topics will run concurrently with others. Your professor will explain the course organization. Also, some of the above topics could change. Your professor will inform you of any changes.

**IV. REQUIRED RESOURCES / TEXTS / MATERIALS:**

1. Handouts provided by Instructor
2. Materials researched by students

**V. EVALUATION PROCESS / GRADING SYSTEM:****MAJOR ASSIGNMENTS AND TESTING**

- |   |     |
|---|-----|
| 1. Culture Investigation Assignments/Class work | 50% |
| 2. Culture Investigation Presentation           | 15% |
| 3. Mid-term test                                | 15% |
| 4. Final test                                   | 20% |

**Total****100%**

**METHOD OF ASSESSMENT (GRADING METHOD)**

The following semester grades will be assigned to students in post-secondary courses:

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+	90 – 100%	4.00
A	80 – 89%	
B	70 - 79%	3.00
C	60 - 69%	2.00
D	50 – 59%	1.00
F (Fail)	49% and below	0.00
CR (Credit)	Credit for diploma requirements has been awarded.	
S	Satisfactory achievement in field /clinical placement or non-graded subject area.	
U	Unsatisfactory achievement in field/clinical placement or non-graded subject area.	
X	A temporary grade limited to situations with extenuating circumstances giving a student additional time to complete the requirements for a course.	
NR	Grade not reported to Registrar's office.	
W	Student has withdrawn from the course without academic penalty.	

**Note:** For such reasons as program certification or program articulation, certain courses require minimums of greater than 50% and/or have mandatory components to achieve a passing grade.

It is also important to note, that the minimum overall GPA required in order to graduate from a Sault College program remains 2.0.

**NOTE:** Students may be assigned an “F” grade early in the course for unsatisfactory performance.

**TIME FRAME**

Cross-Cultural Issues HDG107-3 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities. PowerPoint is the suggested method of presentation.

**VI. SPECIAL NOTES:**Attendance:

Sault College is committed to student success. There is a direct correlation between academic performance and class attendance; therefore, for the benefit of all its constituents, all students are encouraged to attend all of their scheduled learning and evaluation sessions. This implies arriving on time and remaining for the duration of the scheduled session.

**VII. COURSE OUTLINE ADDENDUM:**

The provisions contained in the addendum are located on the student portal. Students are responsible for becoming familiar with this information. Go to <https://mysaultcollege.ca>