



# COURSE OUTLINE

## HDG093

Prepared: General Arts and Science Department    Approved: Martha Irwin

<b>Course Code: Title</b>	HDG093: CROSS CULTURAL ISSUES
<b>Program Number: Name</b>	1120: COMMUNITY INTEGRATN
<b>Department:</b>	C.I.C.E.
<b>Semester/Term:</b>	18W
<b>Course Description:</b>	This course is an introduction into multi-culturalism and its effects on us as citizens of Canada and the world. Emphasis will be placed on the discovery and investigation of issues related to the concept of cross-cultural interaction. The primary goal is to expand the students' understanding of the importance of our movement towards globalism.
<b>Total Credits:</b>	3
<b>Hours/Week:</b>	3
<b>Total Hours:</b>	45
<b>Essential Employability Skills (EES):</b>	<p>#1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.</p> <p>#2. Respond to written, spoken, or visual messages in a manner that ensures effective communication.</p> <p>#4. Apply a systematic approach to solve problems.</p> <p>#5. Use a variety of thinking skills to anticipate and solve problems.</p> <p>#7. Analyze, evaluate, and apply relevant information from a variety of sources.</p> <p>#8. Show respect for the diverse opinions, values, belief systems, and contributions of others.</p> <p>#9. Interact with others in groups or teams that contribute to effective working relationships and the achievement of goals.</p> <p>#10. Manage the use of time and other resources to complete projects.</p> <p>#11. Take responsibility for ones own actions, decisions, and consequences.</p>
<b>Course Evaluation:</b>	Passing Grade: 50%, D
<b>Books and Required Resources:</b>	No textbook is required.
<b>Course Outcomes and Learning Objectives:</b>	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:



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### **Course Outcome 1.**

Recognize and apply terminology and concepts of contact and patterns of interaction.

### **Learning Objectives 1.**

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

### **Course Outcome 2.**

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

### **Learning Objectives 2.**

- 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.

### **Course Outcome 3.**

Recognize culture, diversity, identity, and cultural orientations.

### **Learning Objectives 3.**

- 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.



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### **Course Outcome 4.**

Recognize and experiment with historical base of the “race” concept.

### **Learning Objectives 4.**

- 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

### **Course Outcome 5.**

Develop skills in understanding personal cultural identity factors.

### **Learning Objectives 5.**

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

### **Course Outcome 6.**

Develop skills in investigation and evaluation of specific cultural groups.

### **Learning Objectives 6.**

- Collect information from a variety of sources
- Organize material
- Identify issues relating to immigration statistics
- Select relevant material
- Plan presentation



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- Predict cultural shock/adaptation factors

### **Course Outcome 7.**

Develop skills for identifying racism.

### **Learning Objectives 7.**

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

#### **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



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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:**

Wednesday, September 6, 2017

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



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