



**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:**

Upon successful completion of this course, the CICE student, with the assistance of a Learning Specialist will demonstrate a basic ability to:

**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. Experience power relations through simulation
6. Develop skills in understanding personal cultural identity factors
7. Develop skills in investigation and evaluation of specific cultural groups
8. Improve cross-cultural communication and interaction skills
9. Develop skills for identifying racism

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

Upon successful completion of this course, the C.I.C.E student will demonstrate the basic 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. Experience power relations through simulation.

### **Potential elements of the performance:**

- Dramatize power relations activity
- Operate within the power structure
- Evaluate factors within the power relation framework
- Value human reactions and actions related to power and powerlessness

6. 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

7. 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

## II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE: (continued)

8. Improve cross-cultural communication and interaction skills.

### Potential elements of the performance:

- Experience simulation of cultural clashes
- Operate within a new culture
- Experiment with communication styles
- Rate effectiveness of communication differences
- Experience culture shock
- Apply to career scenarios

9. 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. Murdoch, H., (2007) A Cross-cultural Workbook
2. Handouts provided by Instructor

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

1. Attendance, Participation, and Evaluation	15%
2. BAFA BAFA or assignment	5%
3. Culture Investigation Presentation	15%
4. Culture Investigation Report	25%
5. Analysis Assignment	10%
6. Section Tests (3)	30%
<b>Total</b>	<b>100%</b>

**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%	3.00
B	70 - 79%	2.00
C	60 - 69%	1.00
D	50 – 59%	0.00
F (Fail)	49% and below	
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. Students will have the opportunity to attend an out-of-class workshop. Bafa Bafa will be scheduled on out-of-class time. Make-up time will be given during or at the end of the course.

### VI. SPECIAL NOTES:

#### Disability Services:

If you are a student with special needs (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your instructor and/or the Disability Services office, Room E1101, so that support services can be arranged for you.

#### Retention of course outlines:

It is the responsibility of the student to retain all course outlines for possible future use in acquiring advanced standing at other postsecondary institutions.

#### Communication:

The College considers **WebCT/LMS** as the primary channel of communication for each course. Regularly checking this software platform is critical as it will keep you directly connected with faculty and current course information. Success in this course may be directly related to your willingness to take advantage of the **Learning Management System** communication tool (if applicable).

#### Plagiarism:

Students should refer to the definition of "academic dishonesty" in the *Student Code of Conduct*. Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to and including expulsion from the course/program, as may be decided by the professor/dean. In order to protect students from inadvertent plagiarism, to protect the copyright of the material referenced, and to credit the author of the material, it is the policy of the department to employ a documentation format for referencing source material.

#### Course outline amendments:

The Professor reserves the right to change the information contained in this course outline depending on the needs of the learner and the availability of resources.

Substitute course information is available in the Registrar's office.

**VII. PRIOR LEARNING ASSESSMENT:**

Students who wish to apply for advance credit transfer (advanced standing) should obtain an Application for Advance Credit from the program coordinator (or the course coordinator regarding a general education transfer request) or academic assistant. Students will be required to provide an unofficial transcript and course outline related to the course in question.

Credit for prior learning will also be given upon successful completion of a challenge exam or portfolio.

**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. 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.

**B. 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.

**C. 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

**D. Evaluation:**

Is reflective of modified learning outcomes.