

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY

SAULT STE. MARIE ON

COURSE OUTLINE

COURSE TITLE: Cross Cultural Issues

CODE NO.: HDG 107 SEMESTER: Fall 1997

PROGRAM: Various

AUTHOR: Helen Murdoch

DATE: August 1997 PREVIOUS OUTLINE DATED: August 1996

APPROVED: $\frac{fJUM^*/WLS^*J^*J}{v \quad \text{Dean'}}$ **DATE:** /Cl/g^ 97

TOTAL CREDITS: 3

PREREQUISITES:

LENGTH OF COURSE: 3 hours/week TOTAL CREDI1

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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.

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE:

A. Learning Outcomes:

(Generic Skills Learning Outcomes placement on the course outline will be determined and communicated at a later date.)

1. Develop skills to manipulate bar graph and text information to understand the historical basis of cross-cultural interaction
2. Recognize and apply terminology and concepts of contact and patterns of interaction
3. Interpret effects of colonialism and neo-colonialism on cross-cultural interaction
4. Interpret and present analysis of current issues
5. Recognize and experiment with the historical basis of the "Race" concept and effects of "scientific racism"
6. Experience power relations through simulation
7. Develop skills to recognize and analyze frequency of cross-cultural interactions
8. Develop skills in understanding minority groups' positions within the Canadian "identity"
9. Develop skills in investigation and evaluation
10. Improve cross-cultural communication and interaction skills
11. 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. Develop skills to manipulate bar graph and text information to understand historical bases of cultural interaction.

Potential elements of the performance:

- identify world population movements
- recognize colonial expansion
- interpret sustained contact effects on indigenous community
- calculate effects on indigenous cultural foundation
- locate continents and countries on world maps
- diagram and chart key historical developments relating to cross-cultural activities

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

2. 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
- identify patterns through investigation of present newspaper articles
- relate and formulate historical background to patterns of interaction

3. 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

4. Interpret and present analysis of current issues.

Potential elements of the performance:

- choose an issue from the text
- present analysis
- relate concepts to issue
- predict outcome in relation to migration patterns to Canada

5. 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

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

6. 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

7. Develop skills to recognize and analyze frequency of cross-cultural interactions.

Potential elements of the performance:

- select items from a media or personal source
- analyze all positive or negative interactions
- assemble information related to other situations and courses
- relate intergroup dynamics to personal feeling
- demonstrate skills through analysis journal

8. Develop skills in understanding position of minority groups in Canadian identity.

Potential elements of the performance:

- illustrate awareness of factors affecting "identity"
- differentiate between symbols and dominant cultures
- differentiate between myths and facts of identity
- illustrate symbols related to cultural self

9. Develop skills in investigation and evaluation of 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 peer presentations
- score presentations
- collect information from presentations

II. LEARNING OUTCOMES AND ELEMENTS OF THE PERFORMANCE **(Continued):**

10. 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
- create new relationships
- evaluate others' interaction skills
- rate effectiveness of communication differences
- debate relationships of awareness and interaction
- assess development of stereotyping, prejudice and discrimination
- experience culture shock

11. 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
- create solutions to types of racism
- recognize media contribution
- 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.

1. History of cross-cultural contact
2. Intergroup dynamics - immigration patterns
3. Meaning of culture and cultural issues
4. Prejudice, discrimination, racism
5. Intercultural communication and culture shock
6. Aboriginal people in Canada

Note: The order of the 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. Guardian Weekly - newspaper - 14 week subscription (to be arranged with the professor)

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

Attendance, Participation, Evaluation	20%
Culture Investigation Presentation	15%
Culture Investigation Report	10%
Analysis Assignments (3)	20%
Mid-Term	1* %
Final	20 %

TIME FRAME

Cross-Cultural Issues HDG 107-3 involves three periods per week for the semester. Students are expected to attend class and to participate in class activities.

METHOD OF ASSESSMENT (GRADING METHOD):

A+	Consistently outstanding	(90% -100%)
A	Outstanding achievement	(80% - 89%)
B	Consistently above average achievement	(70% - 79%)
C	Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)
R	Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)
CR	Credit exemption	
X	A temporary grade, limited to situations with extenuating circumstances, giving a student additional time to complete course requirements	

NOTE: Students may be assigned an "R" grade early in the course for unsatisfactory performance.

VI. SPECIAL NOTES:Special Needs

Students with special needs (e.g. physical limitations, visual impairments, hearing impairments, learning disabilities), are encouraged to discuss required accommodations with the professor and/or contact the Special Needs Office.

Plagiarism

Students should refer to the definition of "academic dishonesty" in the "Statement of Student Rights and Responsibilities."

Students who engage in "academic dishonesty" will receive an automatic failure for that submission and/or such other penalty, up to an including expulsion from the course.

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.