

THE SAULT COLLEGE OF APPLIED ARTS AND TECHNOLOGY
SAULT STE. MARIE, ON



COURSE OUTLINE

Course Title: Cross-Cultural Issues

Code No.: HDG1070

Semester: Fall

Program: Various

Author: General Arts and Science Department

Date: August 2002

Previous Outline Dated: Aug. 2001

Approved: _____
Dean Date

Total Credits: 3

Prerequisite(s): None

Length of Course: 3 hours/week Total Credit Hours: 48

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For additional information, please contact Judith Morris,
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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. 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 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, 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

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

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.

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

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

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 peer presentations
- Score presentations
- Collect information from presentations

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
- Recognize media contribution to racism
- Participate in group assignments
- Calculate effects on indigenous population
- Relate historical factors to indigenous populations' present situation

II. 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
- Aboriginal people in Canada
- 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.

III. REQUIRED RESOURCES / TEXTS / MATERIALS:

1. Three development maps available from the instructor
2. Handouts provided by Instructor

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

1. Attendance, Participation, and Evaluation	20%
2. BAFA BAFA	5%
3. Culture Investigation Presentation	15%
4. Culture Investigation Report	20%
5. Analysis Assignments (2 x 10%)	20%
6. Final	20%
Total	100%

METHOD OF ASSESSMENT (GRADING METHOD)

<u>Grade</u>	<u>Definition</u>	<u>Grade Point Equivalent</u>
A+ Consistently outstanding	(90% - 100%)	4.00
A Outstanding achievement	(80% - 89%)	3.75
B Consistently above average achievement	(70% - 79%)	3.00
C Satisfactory or acceptable achievement in all areas subject to assessment	(60% - 69%)	2.00
R Repeat - The student has not achieved the objectives of the course, and the course must be repeated	(less than 60%)	0.00

METHOD OF ASSESSMENT (Continued):

- 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.

TIME FRAME

Cross-Cultural Issues HDG1070-3 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: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

To plagiarise is to “take and use as one’s own (thoughts [ideas], writings, inventions, etc. of another); especially to take and use a passage, plot, etc. from the work of another writer” (Gage Canadian Dictionary, 1983, p. 861).

Students should refer to the definition of “academic dishonesty” in the “Statement of Students’ Rights and Responsibilities” (on-line Intranet for Sault College). Also, in order to collaborate on an assignment, students need prior permission from the professor.

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

In order to protect students from inadvertent plagiarism, to protect 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.

VI. SPECIAL NOTES (continued):

Advanced Standing

Students who have completed an equivalent post-secondary course must bring relevant documents to the Coordinator, General Arts and Science Department:

- A copy of course outline
- A copy of the transcript verifying successful completion of the equivalent course

Retention of Course Outlines

Students are responsible for retaining all course outlines for possible future use in gaining advanced standing at other post-secondary institutions.

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

VII. PRIOR LEARNING ASSESSMENT

Students who have related employment-centered experience should see the Prior Learning Assessment (PLA) Coordinator.