



**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. 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

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

**COURSE NAME****CODE #****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:**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.

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.

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. Please refer to the Student Academic Calendar of Events for the deadline date by which application must be made for advance standing.

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

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

Disability Services:

If you are a student with a disability (e.g. physical limitations, visual impairments, hearing impairments, or learning disabilities), you are encouraged to discuss required accommodations with your professor and/or the Disability Services office. Visit Room E1101 or call Extension 2703 so that support services can be arranged for you.

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.

**COURSE NAME****CODE #**Plagiarism:

Students should refer to the definition of “academic dishonesty” in *Student Code of Conduct*. A professor/instructor may assign a sanction as defined below, or make recommendations to the Academic Chair for disposition of the matter. The professor/instructor may:

- (i) issue a verbal reprimand,
- (ii) make an assignment of a lower grade with explanation,
- (iii) require additional academic assignments and issue a lower grade upon completion to the maximum grade “C”,
- (iv) make an automatic assignment of a failing grade,
- (v) recommend to the Chair dismissal from the course with the assignment of a failing grade.

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.

Student Portal:

The Sault College portal allows you to view all your student information in one place. **mysaultcollege** gives you personalized access to online resources seven days a week from your home or school computer. Single log-in access allows you to see your personal and financial information, timetable, grades, records of achievement, unofficial transcript, and outstanding obligations. Announcements, news, the academic calendar of events, class cancellations, your learning management system (LMS), and much more are also accessible through the student portal. Go to <https://my.saultcollege.ca>.

Electronic Devices in the Classroom:

Students who wish to use electronic devices in the classroom will seek permission of the faculty member before proceeding to record instruction. With the exception of issues related to accommodations of disability, the decision to approve or refuse the request is the responsibility of the faculty member. Recorded classroom instruction will be used only for personal use and will not be used for any other purpose. Recorded classroom instruction will be destroyed at the end of the course. To ensure this, the student is required to return all copies of recorded material to the faculty member by the last day of class in the semester. Where the use of an electronic device has been approved, the student agrees that materials recorded are for his/her use only, are not for distribution, and are the sole property of the College.

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. *It is the departmental policy that once the classroom door has been closed, the learning process has begun. Late arrivers will not be granted admission to the room.*