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SAULT COLLEGE OF APPLIED ARTS & TECHNOLOGY

SAULT STE. MARIE, ONTARIO

COURSE OUTLINE

COURSE TITLE: Cross Cultural Issues

CODE NO. HDG 107-3 SEMESTER: Winter 1991

PROGRAM: Correctional Worker

INSTRUCTOR: Mary-Lynn Murphy

DATE: January 1991 PREVIOUS OUTLINE DATED: September 1990

APPROVED: Vi /QT/
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Date

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TOTAL CREDIT HOURS: 48

I. PHILOSOPHY/GOALS

This course is an introduction to multi-culturalism 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 concept of cross-cultural interaction. A primary goal is to expand your understanding of the importance of our movement towards globalism.

II. STUDENT PERFORMANCE OBJECTIVES:

Upon successful completion of the course, the student will be able to:

1. Demonstrate increased awareness of present attitudes and beliefs regarding multiculturalism.
2. Demonstrate increased awareness and appreciation of the importance of cross-cultural exchanges.
3. Identify issues relating to cross-cultural conflicts.
4. Define and understand the concept of culture.
5. Experience and process structured small group activities designed to foster an understanding of cross-cultural interaction.
6. Investigate and report cross-cultural issues.
7. Demonstrate skills in delivering information and giving and receiving feedback.

III NATURE OF COURSE;

This course will offer you an opportunity to investigate geographical, cultural, social, and political aspects of many different societies of the world. Cultural conflicts and adaptation difficulties are, in part, the consequences of misunderstanding and lack of information about differences in values, norms and assumptions. You will have an opportunity to develop knowledge and skills that will help you to appreciate and adjust to cultural differences that often lead to disharmony in intercultural exchange. Special emphasis will be placed on the ability to recognize one's own value system, collective values, and the process through which cultural adaptation passes. Historical and contemporary issues will be discussed as well as the political bases of many other societies.

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IV. EVALUATION METHODS;

Attendance & Participation:	20%
Quizzes:	15%
Presentation:	15%
Journal	15%
Essay on film:	15%
Final:	20%
TOTAL	100%

V REQUIRED STUDENT RESOURCES:

Canada: Windows on the World (provided)
Cultural Profiles, Cross Cultural Learner Center (available in College
Bookstore)



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PRESENTATION

Your presentation will be your contribution to raising the global awareness of your peers in our Cross-cultural **Issues** class.

It will be necessary to research the historical, cultural, political, and social roots of the issue you have chosen in order to illustrate the basis of the conflict.

Each presentation will be 20 minutes. This is an opportunity to show your abilities in research and creativity. A journal file containing pictures, newsclippings, embassy material, and photographs will aid in making your presentation interesting and informative. A short sample of music will also be an added attraction.

Your instructor will be available, at a designated time, to assist in research. A resource section in the Learning Centre can be used.

MARKS;

Written Plan (to be submitted one week prior to presentation date).....	5%
Instructor's evaluation.....	5%
Peer evaluation.....	5%
TOTAL.....	15%



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SUGGESTED PRESENTATION TOPICS

CENTRAL AMERICA

- 1. Nicaragua - Contras/Sandinistas
- Misquito Natives - Sandinistas
- 2. Guatemala - social order
- 3. El Salvador - social order

NORTH AMERICA

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- 4. Canada - Native people - Residential Schools
- Land Claims
- Justice System
- Treaty Rights
- Indian Act
 - Immigration
- Refugee Question
- Ethnic issues
 - ^P 5. United States - racial conflicts
- native issues

SOUTH AMERICA

- 6. Chile - social/political conflict
- 7. Argentina - social/political conflict
- 8. Brazil - native/environmental conflict

AFRICA

- 9. Ethiopia - Racial/Tribal conflict
- 10. South Africa - Black/White Struggle
- 11. Libya - USA/Gaddafi conflict
- 12. U.S,S.R. - ethnic groupings issues & conflict
- independence movements

ASIA

- |P 13. Thailand - Refugee issues
- 14. Vietnam - USA/Vietnamese conflict

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- 15. India - British/Indian conflict
 - Ethnic Groups
 - Male/female structure
 - Hindu/Moslem conflict

MIDDLE EAST

- 16. Lebanon - Political and Religious conflict
- 17. Iran-Iraq - Religious conflict
- 18. Iraq-USA - current situation
- 19. Palestinian - Israel - cultural/race/land conflict

CARIBBEAN

- 19. Haiti - political/social struggle
- 20. Cuba - USA/Cuban conflict
- 21. Jamaica - political/social conflict
- 22. **IRELAND - BRITAIN** - Religious/economic struggle
- 23. Foreign Aid
- 24. Music - choose any form of music: reggae, rap, folk, etc. and :
illustrate cultural/political meanings

*Any other topic that you have an interest in presenting must **first** be discussed with your instructor for its appropriateness.

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JOURNAL

JOURNAL ASSIGNMENT

You will be required to submit a journal with 2 entries from each of the following sources:

Television: movies or situation comedies (sit-coms)

Newspaper: articles or editorials

TV or Radio: documentaries

Personal: observations of or experiences in cross-cultural (situations.)

There should be a total of eight entries. Each should be a length of 1 1/2 pages, double spaced. Each entry will discuss your reaction to a cross-cultural situation or cultural understanding-misunderstanding illustrated in the program, article, etc.

GRADE VALUE

15%

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ESSAY ON FILMS:

Write an essay answer to ONE of the following questions:

1. In the film MISSING, the American father identified with American policy on Chile. After personal trials, his views changed. Discuss some of these trials and the changes the father went through. Also discuss how your views on "interference" in Latin American affairs have changed.
2. In EL NORTE, Rosa and Enrique fled their Guatemalan home for the safety of The North. Using specific examples, discuss Rosa's and Enrique's view of North America, and how this view conflicted or coincided with the reality of their experience in Los Angeles. Include your theory of how North America is viewed by the people in the Third World and how this view is formed.
3. In CRY FREEDOM, Steve Biiko sought to get David Woods to understand more about and empathize with the situation of Black South Africans. Discuss what effects this film had on you, and identify, with specific references, what affected your views about South Africa's white and black people.