



COURSE OUTLINE

<u>CMN214</u> Course Number	Issues in Intercultural Communication in the United States Course Title	<u>3</u> Credits
<u>3</u> Lecture Hours	<u>Co -requisites</u> ENG101	

Catalog Description:

Examines communication that bridges diverse cultures, values and realities. Explores racial, sexual, and class identities and the impact of privilege on the ability to relate to others. Develops effective communication skills for addressing obstacles to global citizenship.

Prerequisites:

ENG 101 with a minimum C grade, or equivalent English composition skills

Required Materials:

Jensen, Robert (2005). The Heart of Whiteness: Confronting Race, Racism and White Privilege. San Francisco: City Lights Publishers.

West, Cornell (2008). Hope on a Tightrope. New York: Smiley Books.

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Course Coordinators:

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Information Resources in MCCC Library:

Books:

Delgado, Richard, Stefancic, Jean (1998). The Latino Condition: A Critical Reader. New York: New York University Press

Harris, Sam (2004). The End of Faith: Religion, Terror, and the Future of Reason. New York: W.W. Norton.

Hooks, Bell (1996). Killing Rage, Ending Racism. New York: Henry Holt Company

Idliby, Ranya, Oliver, Suzanne, & Warner, Priscilla (2006). The Faith Club. New York: Free Press.

Martin, Judith, Nakayama, Thomas (2007). Intercultural Communication in Contexts. New York: McGraw-Hill.

Milwaukee County Welfare Rights Organization (1972). Welfare Mothers Speak Out. New York: W. W. Norton.

Pipher, Mary (2002). The Middle of Everywhere. Orlando, FL: Harcourt Inc.

Wong, William (2001) Yellow Journalist: Dispatches from Asian America. Philadelphia: Temple University Press.

Videos:

True Colors (1991)

Mirrors of Privilege: Making Whiteness Visible (2006)

A Place at the Table (2000)

Columbus Didn't Discover Us (1992)

When the Levees Broke (2006)

People Like Us (2001)

Farmingville (2003)

Chasing Freedom (2004)

I Just Want to Say (1997)

Middle Sexes (2006)

The Motherhood Manifesto (2006)

The Corporation (2005)

Many newspaper, magazine articles/scholarly reports posted on the MCCC library website.

Course goals.

The student will be able to:

- Describe current conditions that create an imperative for improving intercultural communication in the U.S.
- Communicate awareness of own racial, cultural, gender, class identity and its impact on own development.
- Define personal prejudice, institutional racism, sexism, heterosexism, classism.
- Describe white privilege, internalized oppression, colorblindness.
- Discuss the dynamics of power and its economic, social, cultural, psychological impact.
- Describe some major events in the history of racism and resistance to racism in the U.S. as they relate to African-Americans, Latinos, and Asians.
- Define gay, lesbian, bisexual and transgender and summarize current legal and social issues impacting these groups.
- Create a model of a community where no culture dominates, but a variety of cultures co-exist.

- Identify everyday situations which provide opportunities for making a difference and discuss what communication/action steps one might take to address inequality.

General Education Objectives.

The student will be able to:

- Use own understanding of power to evaluate interpersonal communication as well as organizational structures and policies to determine how all persons can be treated more equitably.
- Analyze and interpret own experiences and interactions and learn from sharing with others different perspectives on what it means to be human.
- Learn the histories, stories, pain and aspirations of those disadvantaged in the U.S. through a selection of books and articles, a panel discussion and shared personal experiences.
- Write thoughts and feelings about issues presented in class in a weekly journal and by developing the skills and courage to communicate knowledgeably about issues of inequality both in class and with outside communities.
- Discuss and identify characteristics of a community where no culture dominates, but a variety of cultures co-exist and methods of working toward that goal.

Course-specific General Education Knowledge Goals and Core Skills.

General Education Knowledge Goals

Goal 1. Communication. Students will communicate effectively in both speech and writing.

Goal 5. Social Science. Students will use social science theories and concepts to analyze human behavior and social and political institutions and to act as responsible citizens.

Goal 6. Humanities. Students will analyze works in the fields of art, music, or theater; literature; philosophy and/or religious studies; and/or will gain competence in the use of a foreign language.

Goal 7. History. Students will understand historical events and movements in World, Western, non-Western or American societies and assess their subsequent significance.

Goal 8. Diversity. Students will understand the importance of a global perspective and culturally diverse peoples.

Goal 9. Ethical Reasoning and Action. Students will understand ethical issues and situations.

MCCC Core Skills

Goal A. Written and Oral Communication in English. Students will communicate effectively in speech and writing, and demonstrate proficiency in reading.

Goal B. Critical Thinking and Problem-solving. Students will use critical thinking and problem solving skills in analyzing information.

Goal C. Ethical Decision-Making. Students will recognize, analyze and assess ethical issues and situations.

Goal D. Information Literacy. Students will recognize when information is needed and have the knowledge and skills to locate, evaluate, and effectively use information for college level work.

Goal F. Collaboration and Cooperation. Students will develop the interpersonal skills required for effective performance in group situations.

Goal G. Intra-cultural and Inter-cultural Responsibility. Students will demonstrate an awareness of the responsibilities of intelligent citizenship in a diverse and pluralistic society, and will demonstrate cultural, global, and environmental awareness.

Evaluation of Student Learning.

The measures of students' achievement of the course objectives will be evaluated through the use of these tools:

- Formal writing of four short essays on their experiences, attitudes about racism, classism, heterosexism and cultural difference.
- Informal writing in weekly journal descriptions of their perceptions, feelings about class content and thoughts that occur between class meetings.
- Research via information technology, cooperative learning, and the creation of a visual presentation of U.S. historical events that depict oppression or resistance to oppression.
- An oral presentation and written report interpreting major themes of five books written from different cultural perspectives.
- Through group discussion, drawings and writings, creation of a model community in which no one culture dominates, identifying its characteristics and personal actions students might take to achieve that goal.
- Demonstration of courage and grace in speaking knowledgeably about intercultural issues through frequent oral presentations and discussion, both in safe environments and in environments of no agreement.
- Final essay exam.

Evaluation Tools	Percentage Of Grade
Essay writing	10%
Journal writing	10%
Research/cooperative learning/wall of history	10%
Interpretation of book themes presentation Speaking knowledgeably about issues of inequality.	30%
Group discussion/drawing/writing to create a model community and develop steps toward goal.	10%
Final essay exam	30%

Units of Study in Detail.

Unit I Exploring Personal Dimensions of Identity

Learning objectives: (The student will be able to . . .)

- Design and adhere to a covenant for mutual respect, confidentiality and a safe classroom environment.
- Write an essay on current conditions that create an imperative for improving intercultural communication in the U.S.
- Write an essay describing early experiences that shaped own understanding of race, class, and gender self-identity.
- Discuss these experiences/identities with others of different identities and notice the discomfort experienced in hearing/sharing about difference.
- Define colorblindness and discuss its impact. Discuss unresolved conflicts or questions about race/racism, class/classism and sexual orientation, gender/heterosexism.
- Describe a “hard moment” in interactions across cultural lines and its impact on self. Discuss with classmates of other cultures.

Unit II Institutional Power

Learning objectives: (The student will be able to . . .)

- Define institutional power and describe its impact on those not included in the dominant group.
- Define white power and privilege and internalized oppression. Explore and discuss the impact that these forces have had on own life.
- Connect current experiences with a historical perspective of U.S. by creating a “wall of history” listing events that depict oppression and resistance to oppression.
- Examine social policies that “blame the victim”; explain how they work, and distinguish solutions that blame the victim and those that don’t by developing a sample solution for each.

Unit III Socio-Economic Class Identities

Learning objectives: (The student will be able to . . .)

- Identify own economic class and discuss experiences of being in that class.
- Examine stereotyped attitudes about own economic class and decide and report what is important for others to know about being in this economic class.
- Explain, analyze and discuss capitalism, class and the matrix of domination.
- Research a cultural group’s economic status related to that of the dominant class.

Unit IV Identity Myths, Stereotypes and Realities

Learning objectives: (The student will be able to . . .)

- Write an essay about own cultural identity including cultural heritage, gender, sexual orientation, religion.
- Examine stereotyped attitudes about those identities and decide what is important for others to know about those identities.
- Explain, analyze and discuss an African American woman's perspective of black rage, feminism, racial politics in the media, classism, healing and bonding beyond race.
- Explain analyze and discuss a ghettoized African American male's perspective of manhood, race and power.
- Explain, analyze and discuss a Latino/a perspective, specifically issues about color and privilege, the border and class status, and English as the official language.
- Explain, analyze and discuss an Asian perspective, specifically issues of immigrant rights, diversity within, anti-Asian racism, and media stereotyping.
- Analyze and discuss the black/white paradigm and explain how the paradigm impacts interpretation of racism and leaves other races disadvantaged.
- Write an essay on how social institutions and organizations influenced the behavior of persons/cultural groups in these books.

Unit V Gay, Lesbian, Bisexual and Transgender

Learning objectives: (The student will be able to . . .)

- Define gay, lesbian, bisexual and transgender, and the difference between sexual orientation and behavior choice.
- Discuss current social and legal issues impacting this group.
- Identify myths related to sexual orientation and gender and critically examine their authenticity.

Unit VI Visions and Nightmares

Learning objectives: (The student will be able to . . .)

- Interpreting authors' concepts as a foundation create a pluralistic society without domination, identifying its characteristics.
- Write a final essay identifying everyday situations which provide opportunities for making a difference and discuss what communication/action steps one might take in communities to overcome domination.

Academic Integrity Statement:

Students are expected to comply with the college-wide requirements for academic integrity. Mercer County Community College is committed to Academic Integrity—the honest, fair, and continuing pursuit of knowledge, free from fraud or deception. This implies that students are expected to be responsible for their own work. Presenting another individual's work as one's own and receiving excessive help from another individual will qualify as a violation of Academic Integrity. The entire policy on Academic Integrity is located in the Student handbook and is found on the college website (http://www.mccc.edu/admissions_policies_integrity.shtml).

Disability Statement: Any student in this class who has special needs because of a disability is entitled to receive accommodations. Eligible students at Mercer County Community College are assured services under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. If you believe you are eligible for services, please contact Arlene Stinson, the Director of Academic Support Services. Ms. Stinson's can be reached at (609) 570-3525.