



**MERCER**  
COUNTY COMMUNITY COLLEGE

## **COURSE OUTLINE**

**Course Number**  
CMN 214

**Course Title**  
Issues in Intercultural Communication in  
The United States

**Credits**  
3

**Hours: 3 Lecture**  
**hours**

**Co- or Pre-requisite: ENG 101**

**Semester & Year:**  
**Spring 2022**

### **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.

**General Education Category:**  
**Goal 8: Diversity and Global**  
**Perspective**

**Course coordinator:**

**Alvyn Haywood, 609-570-3362,**  
**haywooda@mccc.edu**

### **Required texts & Other materials:**

Martin, Judith; Nakayama, Thomas (2022) Intercultural Communication in Contexts. New York: McGraw-Hill

### **Course Student Learning Outcomes (SLO):**

The student will be able to:

1. Analyze current conditions that create an imperative for improving intercultural communication in the U.S. [Supports ILGs #8, #9, #11; PLOs #4, #5, #1]
2. Identify, critique, and communicate awareness of personal racial, cultural, gender, class identity and its impact on personal development. [Supports ILGs #1, #6, #7, #8, #9, #11; PLOs #1, #4 & #5]
3. Identify personal prejudice, institutional racism, sexism, heterosexism, classism. [Supports ILGs #1, #9, #11; PLOs #1, #4, #5]
4. Identify the nature and unique characteristics of privilege, internalized oppression, colorblindness. [Supports ILGs #11, #8, #9; PLOs #1, #4, #5]
5. Analyze, evaluate, and discuss the dynamics of power and its economic, social, cultural, psychological impact. [Supports ILGs #1, #7, #8, #9, #11; PLOs #1, #7, &8, #9, #11]
6. Identify some major events in the history of racism and resistance to racism in the U.S. as they relate to African Americans, Latinos, Asian Americans and Pacific Islanders. [Supports ILGs #7, #9, #11; PLOs #1, #7, #9, #11]

7. Analyze and discuss issues related to gay, lesbian, bisexual and transgender people and summarize current legal and social issues impacting these groups. [Supports ILGs #1, #7 #8 #9, #11; PLOs #1, #2, #4, #5]
8. Create a model of a community where no culture dominates, but a variety of cultures coexist. [Supports ILGs #1, #8, #9, #11; PLOs #2, #4, #5]
9. Identify everyday situations which provide opportunities for making a difference and discuss what communication/action steps one might take to address inequality. [Supports ILGs #1, #8, #9, #11; PLOs #1, #2, #4, #5]

**Course-specific Institutional Learning Goals (ILG):**

**Institutional Learning Goal 1. Written and Oral Communication in English.** Students will communicate effectively in both speech and writing.

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

**Institutional Learning Goal 8. Diversity and Global Perspective:** Students will understand the importance of a global perspective and culturally diverse peoples.

**Institutional Learning Goal 9. Ethical Reasoning and Action.** Students will understand ethical frameworks, issues, and situations.

**Institutional Learning Goal 10. 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.

**Institutional Learning Goal 11. Critical Thinking:** Students will use critical thinking skills understand, analyze, or apply information or solve problems.

**Program Learning Outcomes for .Communication Program (PLO)**

1. Analyze, evaluate, and critique the organizational design, and delivery of all forms of communication;
2. Create, develop, and synthesize messages that successfully deliver oral, electronic, and written communication to diverse multi-cultural audiences;
3. Demonstrate effective techniques to manage communication anxiety and enhance message delivery through oral performance;
4. Identify the nature and unique characteristics of intrapersonal, interpersonal, intercultural, group, organizational, and mass communication;
5. Analyze, evaluate, and discuss the issues and ethical situations created by mediated messages.

**Units of study in detail – Unit Student Learning Outcomes:**

**Unit I: Exploring Personal Dimensions of Identity** [Supports SLO #2, #3, #4]

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 [Supports SLO #1 #4, #5, #6]**

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 [Supports SLO #2, #3, #4, #5]**

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 [Supports SLO #2, #6, #7]**

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 [ Supports #1,#7]**

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 [ Supports #8, #9]**

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 that provide opportunities for making a difference and discuss what communication/action steps one might take in communities to overcome domination.

### **Evaluation of student learning:** [Supports #1, #2, #3, #4, #5, #6, #7, #8,, #9]

Essay writing: 30%

Research/cooperative learning/wall of history/CONNECT 40%

Interpretation of book themes presentation, speaking knowledgeably about issues of inequality: 10%

Group discussion/drawing/writing to create a model community & develop steps toward goal: 10%

Final essay exam 10%