



COURSE OUTLINE

<u>CMN214</u> Course Number		Issues in Intercultural Communication <u>in the United States</u> Course Title		<u>3</u> Credits
<u>3</u> Class or Lecture Hours	<u> </u> Laboratory Work Hours	<u> </u> Clinical or Studio Hours	<u> </u> Practicum, Co-op, Internship	<u>15</u> Course Length i.e. 15 week, 10 week, etc.

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:

Required Materials:

Martin, J.N. and Nakayama, T. K. (2004). Intercultural Communication in Contexts, Third Edition. New York: McGraw-Hill.

Selected supplemental readings.

Last revised: 2008

Course Coordinators:

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Available Resources in MCCC Library:

Aguilar-San Juan, K., Ed. (1994). The State of Asian America: Activism and Resistance in the 1990's Boston: South End Press.

Bowens-Wheatley, M. and Jones, N. P. (2003). Soul Work: Anti-Racist Theologies in Dialogue Boston: Skinner House Books.

Derman-Sparks, L., Higa, C.T., and Sparks, B. (1980). Children, Race and Racism: How Race Awareness Develops Interracial Books for Children Bulletin, Vol. 11 (3 & 4), 3-9 New York: Columbia University Press.

Delgado, R., Stefancic, J., Eds. (1998). The Latino Condition: A Critical Reader New York University Press. Excerpts.

Hooks, b. (1996). Killing Rage, Ending Racism New York: Henry Holt & Co.

Johnson, A. G. (2001). Privilege, Power and Difference New York: McGraw-Hill.

Martin, J.N. and Nakayama, T. K. (2004). Intercultural Communication in Contexts, Third Edition. New York: McGraw-Hill.

Mohanty, C.T. (2003) Feminism Without Borders: Decolonizing Theory, Practicing Solidarity Durham, NC: Duke University Press.

Powell, K. (2003). Who's Gonna Take the Weight? Manhood, Race and Power in America New York: Three Rivers Press.

Ryan, W. (1976). Blaming the Victim New York: Vintage Books.

Stevenson, M. R., Cogan, J. C. (2003). Everyday Activism: A Handbook for Lesbian, Gay and Bisexual People and Their Allies New York: Routledge.

Thandeka. (2002). Learning To Be White: Money, Race, and God in America New York: Continuum.

West, C. (1993). Race Matters New York: Vintage Books.

Wong, W. (2001). Yellow Journalist: Dispatches form Asian America Philadelphia: Temple University Press. Excerpts.

Zinn, H. (1999). A People's History of the United States, 1492-Present New York: Harper/Collins.

Websites

The Diversity Channel (2003). <http://www.thediversitychannel.com/>.

Oyate. Eds. Ray Ryan and Varinthorn Nakkeow. (1990-2004). <http://www.oyate.org/>.

Altnet (2005) <http://www.altnet.org/>

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.

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 a 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).