Florida Institute of Technology

ADDING A NEW COURSE TO THE CURRICULUM

This course is available for student registration only after the approval process has been completed.

SUBJECT S O C COURSE NO.* CREDIT HOURS TERMS TO BE ADDED TO THE FILE
(3; e.g. CSE) 1000 (e.g. Fall 2013)
*Justify level if 1000 level+ and no co- or prerequisites. (e.g. Fall 2010)

CLASS HOURS 45 LECTURE HOURS 45 LAB HOURS CONTACT HOURS (CEU ONLY)

DEPARTMENT Humanities & Communication
SCHEDULE TYPE Lecture (A)
(eg. Computer Sciences, Lecture, Lab or Special Topics/Project)

☐ COLLEGE OF AERONAUTICS - 23 ☐ COLLEGE OF PSYCHOLOGY AND LIBERAL ARTS - 25
☐ NATHAN M. BISK COLLEGE OF BUSINESS - 24 ☐ COLLEGE OF SCIENCE - 26
☐ COLLEGE OF ENGINEERING - 1 ☐ EXTENDED STUDIES DIVISION / NATHAN M. BISK COLLEGE OF BUSINESS - 90

COMPUTER TITLE Restricted to 15 characters, including spaces
Intro to Global Awareness Dual-Prefix, Bi-Level, Full-Load? ☐ Yes ☒ No

CATALOG TITLE Limited to 150 characters, including spaces
Introduction to Global and Multicultural Awareness

CATALOG DESCRIPTION OF COURSE Limited to 350 characters, including spaces
Introduces multicultural perspectives in a collaborative learning environment. Involves observation, interactive engagement, critical thinking and reflective writing. Enhances awareness and deepens understanding of diverse viewpoints, lifestyles, and structures that shape communities. (Requirement: Freshman or sophomore standing.) (SB)

This description has been approved by the catalog office.

Only Emjay 2/12/13

Catalog Director Date

In addition, please attach a course syllabus and/or more detailed description.

RESTRICTIONS ☐ Prerequisite ☐ Corequisite Course Number Course Number and or or
Course Number Course Number
Course Number Course Number
Course Number Course Number

ADDITIONAL RESTRICTIONS Requires freshman or sophomore standing.

GRADES TO BE ISSUED
☒ A, B, C, D, F
☒ A, B, C, D, F, CEU/Audit
☒ CEU
☒ S, U
☒ P, F
☒ Other

If this course replaces a course currently offered in BANNER, please indicate old course information and the date/term the course may be removed from the system.

SUBJECT Alpha Prefix (e.g. CSE) COURSE NO. (e.g. 1301) TERM TO INACTIVATE

☐ Yes ☒ No Will this course be used to measure program-level student learning outcomes?
If yes, associate vice president for Institutional compliance signature required.

APPROVALS: On completion of description and course number verification, affix appropriate signatures as indicated, and submit completed form to Chair, Graduate Council, or Chair, Undergraduate Curriculum Committee for approval.

Chair, Graduate Council Date

Chair, Undergraduate Curriculum Committee Date

Associate Vice President for Institutional Compliance Date

CATALOG DIRECTOR

These changes/editions have been made for the University Catalog and entered into the BANNER term named above.

REGISTRAR'S USE ONLY

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SCARRES Operator Init. Date

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GRML-101
SOC 1000 Introduction to Global and Multicultural Awareness

Prerequisite  None

Credits  3

Course Description
This course introduces multicultural perspectives in a collaborative learning environment. It involves observation, interactive engagement, critical thinking, and reflective writing. Students will enhance their awareness and deepen their understanding of the diversity of viewpoints, lifestyles, and structures that shape the global community and our own FIT community. Its intent is to provide students with multicultural proficiencies that support their success throughout college and in their professional careers.

Course Objectives
To develop cultural sensitivity by facilitating the following:
1. Recognize your own culture and the impact that it has on others.
2. Increase awareness and understanding of cultures different from and similar to your own.
3. Observe and learn how to negotiate group dynamics that are affected by cultural differences.
4. Develop skills to comfortably and respectfully engage in cultural and worldview discussions with diverse students.

Anticipated Course Outcomes
Students will become aware that cultural differences and similarities exist and have an effect on values, learning and behavior. They will demonstrate competence through:
- Valuing and recognizing the importance of one’s culture.
- Valuing diversity.
- Realizing that cultural diversity will affect an individual’s communication and participation in education, and in professional life, in various ways.
- A willingness to adapt one’s communication and behaviors to be compatible with another’s cultural norms.
- A willingness to learn about traditions and characteristics of other cultures.

FIT Global Learning Competencies

Knowledge - Understands his/her culture in global and comparative context
Skills - Adapts his/her behavior to interact effectively with those who are different
Attitudes - Is willing to learn from others who are culturally different from him/her
- Accepts cultural differences and tolerates cultural ambiguity

Course Requirements

- Twelve weekly reading or online engagement assignments, each requiring a guided written reaction. This work will collectively count for 30% of the final course grade.
- Ongoing expectation of participation (such as in-class exercises, preparing for guest speakers), and class room etiquette and attendance. These will count for 20% of the final course grade.
- Researched PPT presentation on topic of choice, counting for 20% of grade.
- Final project Student Portfolio and self reflection, demonstrating the student’s cultural competence of others who are culturally different. This work will collectively count for 30% of the final course grade.

Instructor’s Manual (possible text):

Instructor’s Reference (possible text):

Student Course Packet (possible texts / excerpts)
- Other materials may be available on ANGEL
Course Modules

Week 1  Lesson:
Introduction to course.
Trust building exercises: get to know names, meet and interview peers.
Your cultural identity.
Reading:
Chapter 2 (Hays), The Starting Place: Knowing Who You Are
Possible activities:
Individual culture sketch  Sociocultural Identity Wheel

Week 2  Lesson:
Theory base (Hofstede cultural dimensions) for conceptual framework.
Power, Stereotypes, and Prejudice
Readings:
Chapter 2 (Neuliep), The Cultural Context
Chapter 5 (Neuliep), Stereotyping & Ethnocentrism pp. 182-98
Possible activities:
a) Interview  b) Examples/discussion of stereotypes

Week 3  Lesson:
Language, Listening, and Perception
Readings:
Chapter 7 (Neuliep), The Verbal Code
Chapter 6 (Hays), Why Words Matter
Possible activities:
Exploring haiku  (affective style), Finding your authentic voice

Week 4  Lesson:
Happiness and Culture.
Readings:
Chapter 9 (Seligman), Signature Strengths Across Cultures
Possible activities:
Values-In-Action strengths survey & discussion
Guest lecturer

Week 5  Lesson:
Humor/Cartoons and Culture.
http://gengo.com/about-us/blog/10-instances-of-hilarious-cross-cultural-humor/
Possible activities:
Draw inspiration from New York Times/: The Learning Network
“That’s Funny: Comedy across the curriculum”
Week 6  Lesson:
Family/Environment and Culture.
Readings:
Chapter 4 (Neuliep) The Environmental Context
Chapter 5 (Hays), Influence of Family and Friends
Possible activities:
Dimensions of Privacy Questionnaire
Assessing Time Orientation Questionnaire
Documentary Film clip: (Philippines) Would it be worth it?
http://www.pbs.org/pov/learning/lesson_plan.php#.URQ8LaXAdqU

Week 7  Lesson:
Ritual, Holidays and Cultural Celebrations.
Readings:
Rights of passage: lived experiences of international students
Possible activities:
Guest lecturer

Week 8  Lesson:
Art/Music and Culture.
Readings:
To come from World Music Cultures curriculum (FIT course next year)
Possible activities:
Music Across Cultures--Interview and Interpretation (aided by FIT Music Program Chair Jamie Younkin)

Week 9  Lesson:
Food and Culture.
Reading:
Pablo Neruda, “Ode to an Onion”
Possible activities:
PBS.org “The meaning of food”
Food: “A Multi-Cultural Feast” Learning Seed DVD
Adapt from
Guest lecturer

Week 10 Lesson:
Clothing/Objects and Culture.
Readings:
Chapter 3 (Mitchell) Not Just An Object
Possible activities:
Visit to Ruth Funk Center for Textile Arts
Guest lecturers: FIT’s Sarah Smith & Lesa Lorusso
Week 11  

[Holiday time]

Week 12  

Lesson:  
Film/Photography and Culture.  

Reading:  
Chapter 11 (Lester) Documenting culture.  

Possible activities:  
“Shoot Back” exercise

Week 13  

Lesson:  
Television/Advertising and Culture.  

Reading:  
Chapter 5, Visual Stereotypes (Lester)  

Possible activities:  
View text weblinks and discuss.  
View best foreign advertisements (from a variety of credible sources)

Week 14  

Lesson:  
News, Folklore, Storytelling and Culture.  

Reading:  
Chapter 14, The Culture of Journalism (Campbell et al.).  
Digital/virtual communication in a global context  

Possible Activities:  
Chapter Discussion Questions  
Collaborate on a wiki

Week 15  

Lesson:  
Health/Gender and Culture.  

Viewing:  
Documentary Film: *Georgie Girl* (New Zealand) Prostitute-turned-politician, Maori descent, first transsexual in world to hold national office.  

Possible Activities:  
Adapt lesson/discussion guide from  
http://www.pbs.org/pov/georgiegirl/#.URQntqXAdqU

Week 16  

Lesson:  
Politics/Social Justice and Culture.  

Viewing:  
Documentary film *Campaign* (Japan)  

Possible Activities:  
Adapt lesson plan and discussion guide from  
http://www.pbs.org/pov/campaign/#.UROm0aXAdqU  
Film clips of *The Beginning of Perestroika* (Russia) from  
http://www.pbs.org/pov/myperestroika/lesson_plan.php#.URQwx6XAdqV