Teaching Strategy: This course will be an independent study course with occasional field trips.

Course Objectives: This course uses an interdisciplinary approach to examine the complex interactions among ethnicity, race, gender, sexual orientation, age and class. The course will examine other ways in which individuals differ pertaining to shaping personal awareness, personal understanding and communication skills that will allow you to interact more effectively with diverse populations, age groups and lifestyles and to think through and value human diversity. This course has an overriding principle based on the concept of human rights.

Course Grade and Evaluation Criteria:

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<tr>
<th>Grade</th>
<th>Description</th>
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<td>A = 90 - 100</td>
<td>six one page papers that reflect the Field Experience Options listed below, which may include museum and library visits in South Florida (including answering questions proposed by the instructor that pertain to multicultural issues in the exhibit).</td>
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<tr>
<td>B = 80 - 89</td>
<td>five one page reflection papers reviewing and describing different web sites showing information about multicultural communications and relations.</td>
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<tr>
<td>C = 70 - 79</td>
<td>five position papers (one or two page papers), stating your reflections, comments, criticisms, opinions, reactions to academic research journal articles dealing with multicultural communications and relations.</td>
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<tr>
<td>D = 60 - 69</td>
<td>one 4-6 page book review (Book review form must be followed)</td>
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<td>F = 0 - 59</td>
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Important Information: Your papers should reflect various cultures when looking at the topics and groups you select to write about. Each paper within each of the four categories mentioned above should reflect a different ethnicity, race, gender, sexual orientation, age or socio-economic class. ‘I’ grades will be awarded only for emergencies and after special arrangements are made in advance, with the instructor. Academic dishonesty results in course failure. You are responsible for information in the syllabus. Late assignments will be accepted, when approved by the instructor.

Students Responsibilities: Learning must be an active process. I require this of you. Please read your assignments carefully and question what you read regarding ideas or concepts that are not clear to you. Only through your questioning and email discussion can I know if I am doing my part in the teaching/learning process. I will email all of the class members at one time so that you can communicate with your classmates.
BOOKS SUGGESTED FOR ISS 2270


*Interethnic communication*, Y.Y. Kim, 1986, Sage Publishing


*Mindfulness*, E. J. Langer, 1989, Addison-Wesley


Other books that meet the criteria for the course will be accepted if pre-approved by me.
SUGGESTED WEB SITES FOR ASSIGNMENTS

www.unesco.org/culture
www.diversitydtg.com
www.diversityhotwire.com
www.diversityworld.com
www.nwhp.org
www.washington.edu/diversity
www.diversitycareers.com

Other web sites that meet the criteria for the course can be used if pre-approved by me.

SUGGESTED MUSEUMS AND LIBRARIES TO VISIT IN SOUTH FLORIDA

Historical Museum of Southern Florida, 101 West Flagler Street, Miami (305) 375-1492
www.historical-museum.org

Miami-Dade Main Public Library, 101 West Flagler Street, Miami 2665 (305) 375-2665

Miami Art Museum of Dade County, 101 West Flagler Street, Miami 3000 (305) 375-3000

African American Research Library and Cultural Center (954) 625-2800
2650 Sistrunk Blvd., Ft. Lauderdale
www.BrowardLibrary.org go to library locations and it is the first listing

tours for adults on Tues/Thurs by appointment (954) 625-2820

Museum of Contemporary Art, 770 NE 125th Street, North Miami (305) 893-6211

Bass Museum, 2121 Park Avenue, Miami Beach, one block west of Collins Av (305) 673-7533

Other locations that meet the criteria for the course can be used if pre-approved by me.
A BOOK REVIEW: WHAT ONE IS AND HOW YOU WRITE ONE

A book review is a written evaluation of a particular work. It takes the form of an essay. It is done after careful reading, note-taking, and analysis of what the author is trying to say. Your review’s length may vary according to the book’s size and your ability to express your opinions concisely. Generally, four to six typed pages (double spaced) should suffice.

The review should consist of four main parts:

A. Description of the work: a one or two paragraph description of the work’s physical structure and any information about the author you may have uncovered. For example: book title, number of pages, publisher, copyright date, edition, whether it contains footnotes or a glossary or an index, whether it is part of a series, etc. should be presented in paragraph form.

B. Statement of authors’ goals: he/she will say what he/she is trying to accomplish somewhere at the outset - either in the preface or the introduction. In your own words, or paraphrasing his/her own, state the person’s objectives for having written the book (one or two paragraphs).

C. Your Verdict: did he/she or did he/she not achieve his/her goals? Did he/she achieve some, but not all of the goals? were his/her conclusions valid or can you show where he/she hedged the point? If the answer is “yes,” show why and use examples from the text to bolster your praise. If the answer is “no,” do the same thing to back your claim. Remember, you cannot praise or condemn without proof.

Field Experience Options (choose any six):

1. Ethnic Newswatch: Using Leavey Library’s CD-ROM “Ethnic Newswatch on CD” or other sources and compare the coverage of one news item in three different ethnic newspapers. What, if anything, is different about the way the story is covered?

2. Cultural Interview: Interview someone from another culture who is living in the U.S. What surprises did they encounter when they came here? What difference have they noticed? How have they adjusted?

3. Expatriate Interview: Interview someone from the U.S. who has lived for at least a year in another country. What surprises did they encounter in the new country? What differences did they notice? How did they adjust?

4. Subculture Exploration: Visit an area of New York or Miami that is known as a gathering place for people from a distinct ethnic group (different than your own). How do you feel as a “foreigner” in that territory? What differences in communication do you observe?

5. Web Site Contrast: Do a comparison and contrast of web sites from three different countries. You can choose any topic that interests you. Examples would include but not be limited to sports, literature, history, political science, environmental science and biology. Report how the different cultures deal with the topic.

6. World Culture Clash: Analyze one of the world’s ethnic conflicts from a multicultural communication perspective.

7. Film Analysis: Watch a foreign film and describe what you learn about that culture’s communication through the film.

8. Literature Study: Read a piece of fiction from another culture (it can be a short story). What does it teach you about that culture’s communication?

9. Email Relationship: Find someone on-line from another culture and communicate with them via email at least five times, back and forth. Can you tell the person is from another culture from their on-line communication? Do they use technology differently? Please save each email message and print them (or you may email them to me.)

10. Culture in the News: Look through magazines and newspapers to find stories which focus on cultural issues. Choose three stories but highlight the most interesting one in your report.

11. Museum and Library Visits: Explore two museums or libraries in South Florida that feature exhibits about multicultural communications and relations. Write a reflection paper about what impressed and didn’t impress you, whether the exhibit was fair and accurate about the culture shown, the quality of the exhibit and the accompanying brochures and handouts, whether there was an audio tour or a docent tour and the your rating of the tour.

12. Your own idea: Create an exploration of your own—but please first check with me for approval.