

Term Information

Effective Term Autumn 2021

General Information

Course Bulletin Listing/Subject Area French and Italian
Fiscal Unit/Academic Org French & Italian - D0545
College/Academic Group Arts and Sciences
Level/Career Undergraduate
Course Number/Catalog 3054
Course Title The 21st-Century Skill: Intercultural Competence for Global Citizenship
Transcript Abbreviation global citizenship
Course Description In this course students will develop cultural self-awareness, intercultural empathy, and an understanding of the patterns of behavior and values of people from different cultural contexts - all skills necessary for working and succeeding in the 21st century.
Semester Credit Hours/Units Fixed: 3

Offering Information

Length Of Course 14 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? No
Grading Basis Letter Grade
Repeatable No
Course Components Lecture
Grade Roster Component Lecture
Credit Available by Exam No
Admission Condition Course No
Off Campus Never
Campus of Offering Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites 1103 or equivalent in any world language
Exclusions
Electronically Enforced Yes

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code 05.0114
Subsidy Level Baccalaureate Course
Intended Rank Freshman, Sophomore, Junior, Senior

Requirement/Elective Designation

General Education course:

Global Studies (International Issues successors)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S.
- recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.
- understand core concepts related to culture and intercultural competence (ICC).
- comprehend the developmental process for intercultural competence.
- have developed cultural self-awareness and examine one's beliefs, values and assumptions regarding cultural differences.
- recognize and understand patterns of behavior and values of people from different cultural contexts
- have developed intercultural empathy for cultural differences.

Content Topic List

- Intercultural competence
- World language study and its role in developing intercultural competence
- what is culture?
- culture and identity
- cultural self-awareness
- diversity and equity
- implicit bias
- global diversity
- stereotypes and generalizations

Sought Concurrence

Yes

Attachments

- ICC for global citizenship syllabus.docx: syllabus
(Syllabus. Owner: Aski, Janice Marie)
- ASC Tech assurance for access to the 360 studio.docx: access to 360 studio
(Other Supporting Documentation. Owner: Aski, Janice Marie)
- chair and director permissions.docx: chair and director perm
(Other Supporting Documentation. Owner: Aski, Janice Marie)
- Permission to purchase the IDIs.docx: IDI purchases
(Other Supporting Documentation. Owner: Aski, Janice Marie)
- Concurrence request Com.docx: concurrence
(Concurrence. Owner: Aski, Janice Marie)
- Letter of introduction.pdf: Letter from Janice
(Cover Letter. Owner: Aski, Janice Marie)

Comments

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Aski,Janice Marie	10/20/2020 03:48 PM	Submitted for Approval
Approved	Renga,Dana	10/20/2020 03:57 PM	Unit Approval
Approved	Haddad,Deborah Moore	10/20/2020 04:28 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Hanlin,Deborah Kay Oldroyd,Shelby Quinn Vankeerbergen,Bernadette Chantal	10/20/2020 04:28 PM	ASCCAO Approval



October 20, 2020

Dear Curriculum Committee,

I know it seems strange to see a GE course coming through now and I hate to add to your workload. However, Cindy Jiang (OIA) and I would like to pilot the materials in this course before we transform it into a course for the Citizenship category of the new GE. A few details you need to round out the picture.

- Cindy Jiang is a Senior Research Associate in OIA. She taught this and related topics at the university level at her previous institution. She has permission from Dr. Unzueta to take the time to collaborate and teach this course.
- Before COVID I received a grant from OIA to film material for the 360 full-immersion experience in Italy, Turkey and Bolivia, but the pandemic put an end to that. For now I can use material from the internet that will suffice, but I plan on filming material specifically for this course as soon as the restrictions are lifted (even though I no longer have the grant money).

Our goal is to offer the course next fall for the first time. The materials attached include:

- Syllabus
- Permission from Fernando Unzueta (OIA) and Dana Renga (FRIT) to offer the course
- Confirmation from ASC Tech that they can accommodate the number of students we expect in the future to do the 360 experience in the studio;
- Permission from the College for Cindy and I, as Qualified Administrators of the IDI, to supply the inventories to the students for no financial gain on our part. (Cindy and I both did the training to become QAs; the college paid for me and Garrett Heysel to do it last year in Seattle.)
- Concurrence from Communication, AAAS and Women and Gender Studies

Many thanks for considering this proposal.

Sincerely,

Janice M. Aski

FRIT 3053: The 21st-Century Skill: Intercultural Competence for Global Citizenship
T/R 80 mins

Janice M. Aski

Cindy Xinquan Jiang

Department of French and Italian

Email: aski.1@osu.edu

Office hours: TBD

Office of International Affairs

jiang.533@osu.edu

Office hours: TBD

Course description:

Intercultural competence is among the top ten skills necessary for succeeding in the 21st century. Achieving the skills, knowledge, behaviors and attitudes of interculturally competent global citizens is a lifetime endeavor, so in this course you will acquire the foundations for the journey. This course is divided into four modules: 1) Culture and intercultural competence, 2) Diversity and implicit bias; 3) How world language learning contributes to the development of Intercultural Competence, and 4) Experiencing diversity locally and globally. We will begin by exploring the complexities of the term ‘culture’ and how culture shapes our understanding of ourselves and others, our identity, and our worldview. You will explore your own cultural background by doing a cultural autobiography. You will delve into how implicit biases and stereotypes impact your interactions with others and learn to engage in inclusive practices that make you better team players by participating in an investigative team project. In addition, your guided viewing of movies and reading of texts that bring the issues and diverse perspectives discussed in class to the fore will serve as a source of reflection and stimulating class discussion. You will learn the unique ways in which learning a world language and experiencing other cultures contribute to the development of intercultural competence, and you will have a ‘full-immersion’ cultural experience by participating in 360 viewing experience in a country outside of the US. Throughout the course you will engage in developing global mindset and skillset guided by individual reflections and an assessment tool that measures how your work and experiences during the course have impacted the development of your intercultural competence.

General Education Goals and Outcomes:

This course fulfills 3-credit hours from the Global Studies General Education requirement.

Goals	Expected Learning Outcomes Successful students will be able to...
Diversity Students understand the pluralistic nature of institutions, society, and culture in the United States and across the world in order to become educated, productive, and principled citizens.	Global Studies 1. understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples, and cultures outside the U.S. 2. recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.

In this course, students will achieve these GE goals and outcomes by learning about and consciously working on developing their Intercultural Competence (ICC), which is defined by the AAC&U as "a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts." To satisfy outcome 1, students will explore world cultures, experience and understand the impact of world language learning on their intercultural competence development, critically read autobiographies of individuals from different national and cultural backgrounds, and critically view films of culture clashes. In addition, they will carry out an experiential learning module in which they work in groups to research about and conduct an interview with a person or group from a different background or worldview orientation (such as, for example, an ethnic group/person, a religious group/person, a political group/person, or faculty or students studying/working abroad) about whom they would like to learn more. To satisfy outcome 2, students will complete the Intercultural Developmental Inventory (IDI) followed by group and individual debriefings and personal reflection in order to understand and then develop their personal profile. In addition, students will have implicit bias training based on the materials produced by the Kirwan Institute and produce a cultural autobiography in which they examine their preconceived notions of culture in relation to the subgroups and micro-cultures that make up identity and their role in society.

Course goals (For a detailed list of the goals, expected learning outcomes, and how they are assessed, see Appendix A)

By the end of this course, you will be able to:

Goal A: understand core concepts related to culture and intercultural competence (ICC).

Goal B: comprehend the developmental process for intercultural competence.

Goal C: have developed cultural self-awareness and examine one's beliefs, values and assumptions regarding cultural differences.

Goal D: recognize and understand patterns of behavior and values of people from different cultural contexts

Goal E: have developed intercultural empathy for cultural differences.

Required materials for the course:

- Intercultural Development Inventory (IDI) (Online access codes and information on the assessment will be available in Carmen)
- Eurich, Tasha. (2017). *Insight: The Surprising Truth About How Others See US, How We See Ourselves, and Why the Answers Matter More Than We Think.*

- Gudykunst, William B. 2004. *Bridging differences: Effective intergroup communication*. 4th ed. London: Sage.
- Lacey, Catherine. 2020. *Pew: A novel*. Farrar, Straus and Giroux. (Available on Amazon)
- Noah, Trevor. 2019. *Born a crime: Stories from a South African childhood*. New York: Spiegel & Grau. (Available on Amazon.)
- Peterson, B. (2004). *Cultural intelligence: A guide to working with people from other cultures* (pp. 15-62, 153-176). Boston, MA: Intercultural Press.

*Costs: You will purchase two IDIs for \$24. The texts can all be found used. The total estimated cost in September of 2020 was: \$53 (*Pew* was still full price (\$22) at this point).

Available on Carmen:

- Agar, Michael. 1994. *Language shock: Understanding the culture of conversation*. New York: Harper Collins (pp. 13-60).
- Kramsch, Claire and Michiko Uryu. 2012. 'Intercultural contact, hybridity and third space,' in Jane Jackson (ed.), *The Routledge handbook of language and intercultural communication*. New York: Routledge. Chapter 13.
- Tenney, Lena. 2018. 'Did they really just say that?!' *NASFAA Now 2017-2018*.

Grade distribution:

Assignments	35%
Carmen quizzes	15%
Cultural autobiography	20%
Intercultural team project report	20%
Participation	10%

Grading Scale:

A 93-100	B+ 88-89	B- 80-82	C 73-77	D+ 68-69	E 64-0
A- 90-92	B 83-87	C+ 78-79	C- 70-72	D 65-67	

Description of graded categories:

1. Homework assignments

There is a variety of assignments in this course. They are listed on the syllabus and described in Carmen, but descriptions of the main assignments are also here to help you plan.

Assignments associated with the IDI (Intercultural Developmental Inventory)

- IDI assessment: Complete a 15-20 minute online, multiple-choice questionnaire. You will take the IDI (<https://idi5.idiassessment.com/>) twice for the class (once at the beginning and once at the end) with the secure login information provided by the instructors.
- IDI debrief: Make an individual appointment between [Date] and [Date] for a 30-minute meeting with Dr. Aski or Dr. Jiang to review your IDI results and discuss the IDP. The

sign-up link will be available on the first week of class. We suggest that you make this appointment as soon as possible.

- **IDP assignments:** After completing your IDI assessment and debriefing, you will complete a series of reflections and activities geared toward your mindset that focus on conscious development of intercultural competence.

Viewing experience reflections:

- Interview with Pulitzer Prize winning author Jhumpa Lahiri, available in Carmen.
- Documentary: *American Factory (2019)*, students are encouraged to have a Netflix party and watch together.
- Film: *Crash (2004)*, students are encouraged to rent from Amazon (\$3.99) in groups. You are welcome to work together on the reflection assignment that is assigned for each viewing experience.
- *360 viewing experience:* Students will make an appointment at the ASC Tech Virtual Reality Field Trip Studio where they will be provided with the VR headset to take a full-immersion trip to another country. After the experience they will complete a worksheet about their experience.

Reading experience reflections: Two texts are assigned in the course. Both have a reading guide and a final 3-page paper. The parameters of this assignment and grading rubric are on Carmen.

2. Carmen quizzes

There will be a T/F and/or multiple choice quiz on Carmen at the end of each of the three course modules to test your knowledge of the concepts and terms discussed in class and in your readings. There will be a final essay Carmen quiz at the end of the course. All but the final quiz will be timed; timing begins when you open the quiz and once you start you may not interrupt the quiz. If you experience a technical problem while you are taking the quiz (such as loss of wi-fi), contact your instructor immediately. Note that you will only be allowed one make-up in this scenario, so make sure you are taking the quiz with a reliable connection. Do not miss the quizzes. You will only be allowed a make-up if you contact your instructor and provide a valid written excuse. Any make-ups will be scheduled at the convenience of your instructor. **A missed quiz without prior notification or a valid excuse will count as a zero.**

3. Cultural autobiography: Throughout the course students will complete various stages of this project that will culminate in a narrated prezzi presentation or digital story (2-3 minutes) reflecting on your cultural background. Your presentation will address a minimum of 5 out of 15 diversity dimensions: gender identity, nationality, race, ethnicity, age, family background, abilities/disabilities, religion, educational background, home/geographic “roots”, language, socio-economic status, sexual orientation, work experiences, other diversity dimensions and include responses to reflection questions about the choices you made while creating your presentation. Examples will be provided in class, and a detailed description of this task as well as a grading rubric will appear on Carmen.

4. Intercultural team project: The objectives of this group assignment are to discover and engage with cultural differences, practice and understand your intercultural competence through cross-cultural interactions, and develop empathy and tolerance for ambiguity. You will work as a team to research and conduct an interview with a person or group with which you are unfamiliar but about which you would like to know more. For example, an ethnic group/person, a religious group/person, a political group/person, or faculty or students studying/working abroad. The team must establish whom to interview, the format of the interview, the questions for the interview, and the final report of the experience. The interview must be recorded (audio or video) and should last 45-60 minutes (minimum) and can be done online or in person (depending on COVID restrictions). You will submit an interview plan with the format and the list of questions and topics you will discuss in advance for review. The group will present a report (the parameters of which will be assigned on Carmen) to the class. A detailed description of this task as well as a grading rubric will appear on Carmen.

5. Participation: Students are expected to have completed all readings and homework prior to class meetings. You are also expected to engage with and contribute to discussion in class. The topic of this course lends itself to extensive discussion, which will be impossible without you. What does engagement and contribution to discussion look like? You are expected to listen to the instructor and your classmates and follow the discussion. If the instructor calls on you and your answer indicates that you have not been following, this will impact your participation grade negatively. Your goal should be to contribute (without being called on) at least two original comments or follow-up comments or questions to another classmate during each class meeting. This may vary depending on the number of students enrolled in the course. If there are more than 25 students, you may only have one chance to contribute. If there are fewer than 25, you will be able to contribute more. Lack of contribution to the discussion will affect your participation grade negatively.

As you can see, this course is heavily reliant on dialogues between and among class members. Occasionally, we will be dealing with controversial topics about which individuals may have strong and differing opinions. Therefore, it is crucial that we work together to cultivate a respectful classroom space in which everyone can share their reactions and analyses comfortably. This means being considerate and patient with everyone else in the room. Verbal bullying and personal attacks will not be tolerated under any circumstances.

You are required to turn your phones off and remove them from sight unless you need them to look something up during the class. In this case, you must ask permission to use your phone. Non-compliance will drastically affect your participation grade.

Attendance policy

Class attendance is crucial for success in this course. Regular attendance is expected. Absences will be closely monitored and fall into three categories: “grace sessions”, excused absences, and unexcused absences. Any unexcused absence beyond the allowed grace days will negatively affect your final course grade at the end of the semester, as explained below. Please keep a personal record of your absences and late days. Over the course of the semester, you will be

allowed three (2) “grace sessions” without the need for official documentation. These days should not be interpreted as free days, so use them wisely! They should be reserved for foreseeable or unforeseeable events and emergencies, including illness for which medical attention is not sought.

Any additional absences (beyond the 2 “grace sessions”) can be excused if you have an acceptable, verifiable reason. In this context, “acceptable” means an illness, a death in the family (or some other significant family event, such as a wedding), a subpoena, jury duty, military service, performance in a university-sponsored athletic competition, a job interview, etc. “Verifiable” means that you can provide official, original documentation to account for the reason. Such documentation typically provides a phone number that can be called for verification. Examples include a doctor’s note on original letterhead paper; an original program from a wedding, a written call to service from a court of law or other government institution, a note from a university athletic division, etc. Personal notes from friends or relatives and the Absence Excuse Form downloaded from the “Advice Nurse” page are NOT acceptable documentation. All medical certificates, Minute clinic and Urgent Care excuses must be signed by a doctor, include contact info, and show the exact dates you are excused for. If you have a chronic illness that may cause recurrent absences or tardiness, it must be certified and dated by a medical doctor or the Office of Student Life Disability Services. Documentation intended to excuse an absence should be presented to your instructor **no later than one week after your return to class**. **NOTE:** The falsification of official documents is a serious offense that will be reported to COAM.

Chronic tardiness will also affect your grade. Arriving to class 10 or more minutes late three times is the equivalent of one unexcused absence.

After the two grace days and at the first unexcused absence, the following policy is in place:

- 1 unexcused absence: final grade lowered one half grade (A becomes A-)
- 2 unexcused absences: final grade lowered one half grade (A- becomes B)
- 3 unexcused absences: final grade lowered one half grade (B becomes B-)
- 4 unexcused absences: final grade lowered one whole grade (B- becomes C-)
- 5 unexcused absences: final grade lowered one whole grade (C- becomes D-)

NOTE: Keep a personal record of your absences and late days. Canvas does not have an in-built deduction feature, therefore points will be subtracted manually at the end of the semester, when your teacher posts the grades. *Absence penalties do not show up on Carmen.*

In sum, make sure that you 1) clearly understand the attendance and tardiness policies for this course, 2) keep track of your own attendance and tardiness records, 3) present documentation and excuses no later than one week after your return to class and 4) make wise decisions regarding if and when you miss class.

A special perk: You can make up one unexcused absence by completing the study guide that accompanied the Netflix comedy special: *Hassan Minhaj Homecoming King*.

Technology

All technology skills and equipment must be in place by the first day of class. No exceptions.

Technical skills and equipment

- Basic computer, web-browsing and chatting skills
- Navigating Carmen (Ohio State learning management system) to complete homework, using Zoom to meet online with your instructor
- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection, **microphone, webcam, headphones**
- If you need additional services to use communication and multimedia technologies, please request accommodations with your instructor.
- Access to streaming service for viewing films on Netflix

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Tentative course schedule

Date	In class	Homework
Week 1	<i>Module 1: Culture and intercultural competence</i>	
T 1/12	Introduction: Course overview & syllabus review	IDI assessment, due 1/13 at 5:00 PM
R 1/14	Culture and intercultural competence IDI group debrief Introduction to <i>Born a crime</i>	Assignments: <ul style="list-style-type: none">● Individual debrief (make appointment with Dr. Aski or Dr. Jiang from 1/15-1/27)● Reading: <i>Born a Crime</i> (Trevor Noah) Reading guide due: 2/24; 3-page follow-up paper due: 3/4
Week 2		
T 1/19	What is culture? Discuss <i>Cultural Autobiography</i> project	Assignments: <ul style="list-style-type: none">● Read: Peterson, B. (2004). What is culture? In <i>Cultural intelligence: A guide to working with people from other cultures</i> (pp. 15-24). Boston, MA: Intercultural Press.

		<ul style="list-style-type: none"> • Step 1 of <i>Cultural Autobiography</i>
R 1/21	What is culture?	<ul style="list-style-type: none"> • Read: Peterson, B. (2004). What is culture? In <i>Cultural intelligence: A guide to working with people from other cultures</i> (pp. 25-62). Boston, MA: Intercultural Press.
Week 3		
T 1/26	Culture values	Assignments: <ul style="list-style-type: none"> • Read: Peterson, B. (2004). Knowing your cultural style. In <i>Cultural intelligence: A Guide to Working with People from Other Cultures</i> (pp. 153-176).
R 1/28	Culture and identity; Cultural worldview framework	Assignments: <ul style="list-style-type: none"> • Read: Eurich, T. (2017). The Anatomy of Self-Awareness. In <i>Insight: The Surprising Truth About How Others See US, How We See Ourselves, and Why the Answers Matter More Than We Think</i> (Chapter 3, 5 & 6) • IDP: Reflection on experience with cultural differences
Week 4		
T 2/2	Understanding ourselves and others (self-awareness); Presentation of IDP project	Assignments: <ul style="list-style-type: none"> • Read: Eurich, T. (2017). The Anatomy of Self-Awareness. In <i>Insight: The Surprising Truth About How Others See US, How We See Ourselves, and Why the Answers Matter More Than We Think</i> (Chapter 7, 8 & 10)
R 2/4	Understanding ourselves and others (self-awareness)	Assignments: <ul style="list-style-type: none"> • IDP: goals and progress indicators
Week 5		
T 2/9	Discuss <i>Intercultural Team Project</i> <i>Intercultural Team Project</i> – Preparation time with your group	Assignments: <ul style="list-style-type: none"> • Intercultural team project plan due 2/16 • Read: TBD • Carmen quiz
<i>Module 2: Diversity and Implicit bias</i>		
R 2/11	Diversity and equity in the US	Assignments:

		<ul style="list-style-type: none"> • Read: http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/ • Take the Implicit Association Test (IAT) and complete the reflection questions (approx. 20 mins) • Viewing experience reflection: Crash (on Amazon).
Week 6		
T 2/16	What is implicit bias? The Implicit Association Test and reflections	<p>Assignments:</p> <ul style="list-style-type: none"> • IDP: reflection on cultural commonalities • Lena Tenney: Why is it so hard to talk about race? (One hour) https://osu.zoom.us/rec/play/7pB8fu79qT43TtaStwSDBaV5W9TrJ6ysgChK8_pfyU-1VXgLNISuZLcbYuh-N1yFjFqzHbUucSFAmxFz?startTime=1593103768000&xzmrtaid=-vH83U3gTIGN8hC7-JV53w.1597341542910.33c571e82c0b62a293b235330307ac44&xzmrhtaid=57
R 2/18	Implicit Bias: Why is it so hard to talk about Race?	<p>Assignments:</p> <ul style="list-style-type: none"> • Read: Did they really just say that? • Lena Tenney: Activity Bystander training (one hour) http://kirwaninstitute.osu.edu/active-bystander-training/
Week 7		
T 2/23	Implicit Bias: Active Bystander Training	<p>Assignments:</p> <ul style="list-style-type: none"> • Read: https://podcasts.apple.com/us/podcast/ibram-x-kendi-wants-to-redefine-racism/id1081584611?i=1000452609664 • Complete Crash viewing guide and Trevor Noah reading guide
R 2/25	<i>Crash</i> : Reflection discussion Trevor Noah, <i>Born a crime</i> : Reflection discussion Introduction to <i>Pew: A novel</i>	<p>Assignments:</p> <ul style="list-style-type: none"> • <i>Pew: A novel</i>; reading guide due 4/15; 3-page paper due last class of the course

		<ul style="list-style-type: none"> • 3-page reflection paper on <i>Born a crime</i>
Week 8		
T 3/2	Step 2 of your <i>Cultural Autobiography</i> ; Some examples	Assignments: Carmen quiz
	<i>Module 3: How world language learning contributes to the development of Intercultural Competence</i>	
R 3/4	Global diversity—world languages and cultures: Guest presentations on Latin America, Middle East, East Asia and East Europe	Assignments: <ul style="list-style-type: none"> • Read: Gudykunst (2004) chapters 2 and 4 and complete reading guide • Compare countries: https://www.hofstede-insights.com/product/compare-countries/
Week 9		
T 3/9	World Language study and ICC: Cultural complexity, stereotypes and generalizations – What happens in the language classroom? What happens when you study abroad?	Assignments: <ul style="list-style-type: none"> • Jhumpa Lahiri on the hows and whys of language learning • Read: Kramsch and Uryu (2012); Agar (1994) • Read: https://rucforsk.ruc.dk/ws/files/37440173/Risager.pdf
R 3/11	World Language study and ICC: languaculture; tolerating ambiguity; learning to communicate; expression of identity in a world language	Assignments: <ul style="list-style-type: none"> • Read: Gudykunst (2004) chapters 6 and 7 and complete reading guide • Make your appointment with ASC Tech for your full-immersion experience (only necessary if we have more than 30 students)
Week 10	Spring break	
Week 11		
T 3/23	360 full-immersion experience at the VR Fieldtrip Studio	Assignments: Viewing experience reflection. Netflix film: American Factory.
R 3/25	American factory: Reflection discussion	Assignments: Carmen quiz
Week 12	<i>Module 4: Experiencing diversity locally and globally</i>	
T 3/30	Step 3 of your <i>Cultural Autobiography</i>	
R 4/1	Intercultural Team Projects presentations	

Week 13		
T 4/6	Intercultural Team Projects presentations	
R 4/8	Intercultural Team Projects presentations	
Week 14		
T 4/13	Group sharing of Cultural Autobiographies (Students gather in groups of 4 or 5 and share their presentations. Questions to guide discussion are provided. This is followed by a class debriefing.)	Assignments: Complete reading guide for <i>Pew</i>
R 4/15	Reflection discussion: <i>Pew</i>	Assignments: <ul style="list-style-type: none"> • Take the IDI • 3-paper reflection paper on <i>Pew</i>
Week 15		
T 4/20	IDI Group debrief	
R 4/22	Conclusion of the course	Final Carmen quiz

Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term “academic misconduct” includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>.

Disability Services: The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

Mental health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down,

difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life’s Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614- 292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273- TALK or at suicidepreventionlifeline.org.

Sexual misconduct/relationship violence: Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories (e.g., race). If you or someone you know has been sexually harassed or assaulted, you may find the appropriate resources at <http://titleix.osu.edu> or by contacting the Ohio State Title IX Coordinator, Kellie Brennan, at titleix@osu.edu .

Diversity: The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

Appendix A

Course Goals	Learning Outcomes	Assessment
Goal A: students will understand core concepts related to culture and intercultural competence (ICC).	LO1: SWBAT explain the differences between subjective culture and objective culture. LO2: explain core components of ICC.	Carmen quiz; IDP assignments

	<p>LO3: articulate the importance of ICC relating to their experience and goals.</p>	
<p>Goal B: students will comprehend the developmental process for intercultural competence.</p>	<p>LO4: Describe characteristics of various developmental orientations.</p> <p>LO5: Understand their perceived and developmental orientations as assessed by the IDI.</p> <p>LO6: Create an intercultural development plan (IDP) and identify goals for navigating cultural differences</p>	<p>Carmen quiz; IDP assignments</p>
<p>Goal C: students will develop cultural self-awareness and examine one’s beliefs, values and assumptions regarding cultural differences.</p>	<p>LO7: Explain how cultures influence values, perceptions and behaviors.</p> <p>LO8: identify cultural groups and power relations have shaped their experiences.</p> <p>LO9: reflect on their experience with cultural differences.</p>	<p>Cultural autobiography; Reading experience reflection; Viewing experience reflections; Carmen final quiz</p>
<p>Goal D: Recognize and understand patterns of behavior and values of people from different cultural contexts</p>	<p>LO10: describe categories of discrimination and bias that various social identity groups experience and the impact on society.</p> <p>LO11: analyze the interconnection among diversity, inclusion and intercultural competence.</p>	<p>Carmen quiz; Viewing experience reflections; Reading experience reflections; Carmen final quiz</p>
<p>Goal E: Develop intercultural empathy for cultural differences.</p>	<p>LO12: Suspend judgment and manage thoughts and emotions in ambiguous and challenging situations</p> <p>LO13: Appreciate cultural diversity and the exchange of cultural knowledge</p> <p>LO14: Intentionally engage with a community culturally different from their own and examine cultural</p>	<p>Intercultural team project; Participation in class discussion</p>

	differences in multicultural interactions	
--	-------------------------------------------	--

GE Assessment plan

Goal	Direct measure	Indirect measure
1. understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.	Embedded question on finale Carmen quiz. The expectation is that 80% of students will meet or achieve expectations in terms of mastery of the issue posed.	1. Course evaluation question 2. Comparison of group IDI results from beginning and end of course.
2. recognize the role of national and international diversity in shaping their own attitudes and values as global citizens.	Embedded question on finale Carmen quiz. The expectation is that 80% of students will meet or achieve expectations in terms of mastery of the issue posed.	1. Course evaluation question 2. Comparison of group IDI results from beginning and end of course.

Direct measure

Embedded Carmen quiz questions:

1. Select a people/culture outside the U.S. and discuss how the development of the knowledge, skills, behaviors and attitudes associated with intercultural competence guide our understanding of and our interaction with their sociocultural reality. (200 words)
2. How does our relationship with diversity shape our attitudes and values as global citizens? How can we affect change within ourselves and the larger community to shape these attitudes and values? (200 words)

Grading rubric

	Exceeds expectations	Meets expectations	Does not meet expectations
Essay is well organized			
Essay meets or exceeds the word limit			
Ideas and concepts are clearly articulated and examples are			

given where appropriate			
Reference to class readings, discussions and assignments are made throughout the essay			
Essay demonstrates mastery of the issues posed			

Indirect measures

1. Course evaluation questions

Please rate the degree to which you agree with the following statements and add explanatory comments.

1. This course helped me understand some of the political, economic, cultural, physical, social, and philosophical aspects of one or more of the world's nations, peoples and cultures outside the U.S.

1 strongly agree	2 agree	3. neutral	4. disagree	5. strongly disagree
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Please explain your rating:

2. In this course I learned to recognize the role of national and international diversity in shaping their own attitudes and values as a global citizen.

1 strongly agree	2 agree	3. neutral	4. disagree	5. strongly disagree
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Please explain your rating:

2. Comparison of IDI results

Students will take the Intercultural Development Inventory at the beginning and end of the course. These GE categories are indirectly related to students intercultural development but directly related to the goals of this course and the larger general education outcomes (in the new GE).

Use of the data collected.

Both instructors of the course will review the results and adjust the course based on outcomes. Results will be collect and compared over time in order to achieve consistent improvement.

Chair/Director permissions

Hi Cindy,

The Intercultural competency course looks good. Congratulations!

I support your plan to (co-)teach the course.

Best, Fernando

Fernando Unzueta

Associate Vice Provost, OIA

From: Jiang, Xinquan <jiang.533@osu.edu>
Sent: Friday, August 21, 2020 3:34 PM
To: Unzueta, Fernando <unzueta.1@osu.edu>
Cc: Aski, Janice <aski.1@osu.edu>
Subject: New GE course and letter of support

Hi Fernando,

As I mentioned earlier, Janice Aski and I are getting ready to submit a new GE course on intercultural competence. The syllabus is attached. I will be co-teaching the course in the spring. I would need a letter from you stating that you support me teaching the course. A reply to this email will work.

Thanks,



Cindy Xinquan Jiang, Ph.D.

Senior Research Associate

Office of International Affairs

020Q Mershon Center, 1501 Neil Avenue, Columbus, OH 43201

614-292-2523 Office


Pronouns: she/her/hers / Honorific: Dr.

Microsoft Outlook interface showing an email from Dana Renga to Askji, Janice. The email subject is "Support of Developing 21st-century skills: Intercultural Competence". The email content includes a pledge of support for the course and contact information for Dana Renga.

Items: 98 Unread: 15 All folders are up to date. Connected to: Microsoft Exchange 3:07 PM 10/20/2020 100%

- Other
- By Date
- Other: New messages (14)
- Zoom, American Association for Italian Studies, TEDxOhi...
- Today
- Re... Re: Letter of supp... Tu... 6. Sent! From: "Askji, Janice" <askji.1@osu.edu>
- Re... Support of Develo... Tu... 6. Dear Janice, I write to pledge my support for "Developing 21st-century skills:"
- Sp... RE: Graduation Tu... 5. Hi Janice, I was being generous and counting the class he's taking this semester (3332) in
- Sp... RE: Graduation Tu... 9. Dear All, I am attaching Brandon's RS major form, from which you will see that there are
- AL... Re: Speaking at N... Tu... 8. Thank you, Janice et al. Please let me know which days may work for you in the Spring for an hour
- Ne... Your Abstract Tu... 8. <https://cpllist.com/nemla/image

Support of Developing 21st-century skills: Intercultural Competence

 Renga, Dana
To Askji, Janice

Reply Reply All Forward

Tue 10/20/2020 2:55 PM

Dear Janice,

I write to pledge my support for "Developing 21st-century skills: Intercultural Competence" the course that you co-designed with Professor Cindy Xinquan Jiang. Further, I support you teaching the course which is an important and timely offering that maps on well to the current and incoming General Education Requirements.

Thank you for your time in developing the course.

Sincerely, Dana

--

Dana Renga
Professor and Chair, The Department of French and Italian
Co-Director, The Film Studies Program
Affiliate Faculty: Comparative Studies and Women's, Gender, and Sexuality Studies
The Ohio State University
(she/her/hers)

Concurrence request: Communication

From: Renga, Dana <renga.1@osu.edu>
Sent: Monday, September 21, 2020 8:47 PM
To: Slater, Michael <slater.59@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>; Kline, Susan <kline.48@osu.edu>; Aski, Janice <aski.1@osu.edu>; Smith, Aaron <smith.1543@osu.edu>
Subject: Re: Your request for concurrence

Dear Mike,
For the record, I include the amended concurrence with the correct course title. Sincerely, Dana

Hello and I hope that this finds you well.

I write to acknowledge that there is a modest overlap between the proposed course on Intercultural Competence and the course offered by The School of Communication on Intercultural Communication. I assure you that this small overlap would not be used as a basis to deny any future concurrence requests on any courses or programs offered by The School of Communication. Further, we would welcome the School of Communication's collaboration on a Certificate in this area through providing courses.

Please let me know if I can provide anything further.

Sincerely, Dana

From: AAIS-List-Serve <renga.1@osu.edu>
Date: Monday, September 21, 2020 at 5:27 PM
To: "Slater, Michael" <slater.59@osu.edu>
Cc: "Jiang, Xinquan" <jiang.533@osu.edu>, "Kline, Susan" <kline.48@osu.edu>, "Aski, Janice" <aski.1@osu.edu>, "Smith, Aaron" <smith.1543@osu.edu>
Subject: Re: Your request for concurrence

Excellent news, Mike! Thank you, and sorry for the error. Dana

From: "Slater, Michael" <slater.59@osu.edu>
Date: Monday, September 21, 2020 at 4:47 PM
To: AAIS-List-Serve <renga.1@osu.edu>
Cc: "Jiang, Xinquan" <jiang.533@osu.edu>, "Kline, Susan" <kline.48@osu.edu>, "Aski, Janice" <aski.1@osu.edu>, "Smith, Aaron" <smith.1543@osu.edu>
Subject: RE: Your request for concurrence

Thanks, Dana.

Good luck with this course, it looks like an intriguing one! A clarification...the overlap is with our course on Intercultural Communication.

With this assurance, you have our concurrence.

Mike



Michael D. Slater
Director
Social and Behavioral Sciences Distinguished Professor
School of Communication
3016 Derby Hall, 154 N. Oval Mall
The Ohio State University
Columbus, OH 43210
Slater.59@osu.edu
Phone: 614-292-3400

From: Renga, Dana <renga.1@osu.edu>
Sent: Monday, September 21, 2020 4:24 PM
To: Slater, Michael <slater.59@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>; Kline, Susan <kline.48@osu.edu>; Aski, Janice <aski.1@osu.edu>
Subject: Re: Your request for concurrence

Dear Mike,

Hello and I hope that this finds you well.

I write to acknowledge that there is a modest overlap between the proposed course on Intercultural Competence and the course offered by The School of Communication on Communication Theory. I assure you that this small overlap would not be used as a basis to deny any future concurrence requests on any courses or programs offered by The School of Communication. Further, we would welcome the School of Communication's collaboration on a Certificate in this area through providing courses.

Please let me know if I can provide anything further.

Sincerely, Dana

--

Dana Renga (she/her)
Professor and Chair, The Department of French and Italian
Co-Director, The Film Studies Program
Affiliate Faculty: Comparative Studies and Women's, Gender, and Sexuality Studies
The Ohio State University

From: "Aski, Janice" <aski.1@osu.edu>
Date: Monday, September 21, 2020 at 3:42 PM
To: "Slater, Michael" <slater.59@osu.edu>, "Kline, Susan" <kline.48@osu.edu>
Cc: "Jiang, Xinquan" <jiang.533@osu.edu>, AAIS-List-Serve <renga.1@osu.edu>, "Aski, Janice" <aski.1@osu.edu>
Subject: RE: Your request for concurrence

Hi Mike, this sounds like a reasonable request and I am copying my chair on this message, asking that she send me an email with just such a statement. I also think that Susan, Cindy and I should meet. I have an outline of ideas for an ICC certificate, which I attach here. It is VERY rough – just ideas, courses that could count, etc. I believe the bold means requirements. I did this ages ago. This will be fun. I am excited about this course and I am excited about this collaboration!
Best, Janice

From: Slater, Michael <slater.59@osu.edu>
Sent: Monday, September 21, 2020 11:55 AM
To: Aski, Janice <aski.1@osu.edu>; Kline, Susan <kline.48@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>
Subject: RE: Your request for concurrence

We appreciate the way the course has been focused more tightly on language and intercultural competence. There is still overlap with intercultural communication theory, which we teach in our courses; this modest overlap would be acceptable to us with your department chair's written acknowledgement of this overlap and that it would not be used in future as a basis to deny concurrence on courses or programs we may offer, and that we would be invited to contribute electives to a certificate in this area should you choose to develop one.

Conversely, we would be happy to work with you on developing such a certificate collaboratively; we (notably Susan) have a fair amount of experience now in developing and shepherding such certificates through to approval. If so it would be fine with us if you wanted to take the lead role in administering and promoting such a certificate as we have a variety of certificate initiatives going as it is, and we'd be glad to share our experience in this area.

Best wishes,
Mike



Michael D. Slater
Director
Social and Behavioral Sciences Distinguished Professor

School of Communication

3016 Derby Hall, 154 N. Oval Mall

The Ohio State University

Columbus, OH 43210

Slater.59@osu.edu

Phone: 614-292-3400

From: Aski, Janice <aski.1@osu.edu>
Sent: Monday, September 21, 2020 9:45 AM
To: Kline, Susan <kline.48@osu.edu>; Slater, Michael <slater.59@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>
Subject: RE: Your request for concurrence

Hi Michael and Susan, I am sending you the revised syllabus for our intercultural competence course. I would be grateful if you could let us know if this meets your expectations for concurrence.
Many thanks, Janice

From: Kline, Susan <kline.48@osu.edu>
Sent: Sunday, August 23, 2020 7:11 PM
To: Aski, Janice <aski.1@osu.edu>; Slater, Michael <slater.59@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>
Subject: Re: Your request for concurrence

Hi,

I can meet Monday at 3:30. Attached is another syllabus for Intercultural Communication that fits in a general way how other Comm. faculty have taught the course.

Thanks!

Susan Kline

From: Aski, Janice <aski.1@osu.edu>
Sent: Saturday, August 22, 2020 3:27 PM
To: Slater, Michael <slater.59@osu.edu>
Cc: Kline, Susan <kline.48@osu.edu>; Jiang, Xinquan <jiang.533@osu.edu>
Subject: RE: Your request for concurrence

Can everyone make the window of 3:30-5:00 on Monday? If so, shall we say 3:30? JA

From: Slater, Michael <slater.59@osu.edu>
Sent: Saturday, August 22, 2020 1:19 PM
To: Aski, Janice <aski.1@osu.edu>
Cc: Kline, Susan <kline.48@osu.edu>; Jiang, Xinquan <jiang.533@osu.edu>
Subject: RE: Your request for concurrence

I'm free 3:30-5 Mon and Wed, any tme after 11 on thurs, and any time after 10 on Friday.

Janice, Susan, what works for you?

I'm also attaching the syllabus for the other "flavor" of the course that we offer, when it is focused on intercultural communication issues around race, ethnicity, and prejudice.

Mike



Michael D. Slater
Director
Social and Behavioral Sciences Distinguished Professor
School of Communication
3016 Derby Hall, 154 N. Oval Mall
The Ohio State University
Columbus, OH 43210
Slater.59@osu.edu
Phone: 614-292-3400

From: Aski, Janice <aski.1@osu.edu>
Sent: Friday, August 21, 2020 7:03 PM
To: Slater, Michael <slater.59@osu.edu>
Cc: Kline, Susan <kline.48@osu.edu>; Jiang, Xinquan <jiang.533@osu.edu>
Subject: RE: Your request for concurrence

Silly me. I see it's attached.
Shall we set up a meeting for some time next week? How are you set for next Wed?
Thanks, Janice

From: Slater, Michael <slater.59@osu.edu>
Sent: Friday, August 21, 2020 12:12 PM
To: Aski, Janice <aski.1@osu.edu>
Cc: Kline, Susan <kline.48@osu.edu>
Subject: Your request for concurrence

Hi Janice,

Your request just reached Susan Kline yesterday and me today (Osei Appiah is off duty at present and does not have undergraduate program responsibilities, and just saw and forwarded your email). Concurrence requests go to the department head and/or chair of undergraduate studies in order to set the concurrence process in motion, as I understand the process. So from our point of view the two-week concurrence "clock" began yesterday.

Also, you mention that you haven't provided a complete set of readings. More important, there is no proposed course number so we do not know at what level you envision teaching this course...2000? 3000? 4000? Please fill us in on these details.

There is obviously careful thought that has gone into your syllabus, and the course is a promising one. However, there is also considerable reason for concern regarding overlap with our Intercultural cocation course. We teach this course in two "flavors", one focusing on international/intercultural communication and one focusing on communication between race/ethnicity differences within the US, depending on the instructor, but the former version is our standard one. Your course is hard to distinguish from a course in Intercultural Communication. Gudykunst, who features prominently in your readings, is a well-known communication scholar and is taught in our standard version of the course (his work is featured in the Jandt text). The syllabus from the most recent offering of the course is attached.

I think based on my initial read that you would need to rework the proposed course to be more clearly distinct from ours, or we should collaborate on a high-impact course. But the complete syllabus, and information on the course level, would help us in making a more detailed and considered response.

Mike



Michael D. Slater
Director
Social and Behavioral Sciences Distinguished Professor
School of Communication
3016 Derby Hall, 154 N. Oval Mall
The Ohio State University
Columbus, OH 43210
Slater.59@osu.edu
Phone: 614-292-3400

Hi Janice,

The course does not overlap with any course in our curriculum, so there are no problems there.

Best,
Shannon

From: "Aski, Janice" <aski.1@osu.edu>
Date: Friday, August 14, 2020 at 5:07 PM
To: "Winnubst, Shannon" <winnubst.1@osu.edu>
Cc: "Jiang, Xinquan" <jiang.533@osu.edu>
Subject: RE: Concurrence for a new course

Hi Shannon,
Thanks for getting back to us. I actually was wondering if I should send you this course because it is not directly related to the work you do in your department. I am not sure exactly how to interpret this

message, but I get the sense that you feel you need to 'approve' the course? Concurrence is not about 'approval' but rather can serve two purposes: 1) to give a program a 'heads up' about a new course in the works and/or 2) if there is significant potential overlap between the course proposed and a course or courses in a particular department. (Sorry if I am telling you what you already know and I am misunderstanding your message.).

It seems to me that this course is so far removed from the work in your department that you don't feel that concurrence is appropriate. I would like to point out that gender and sexuality will be discussed in the module on diversity in the US, but it is approached through the lens implicit bias and intercultural competence using materials from the Kirwan Institute.

I am sorry if I distracted you from the crazy amount of work you have and I thank you for your patience and kindness.

Best,
Janice

From: Winnubst, Shannon <winnubst.1@osu.edu>
Sent: Friday, August 14, 2020 3:15 PM
To: Aski, Janice <aski.1@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>
Subject: Re: Concurrence for a new course

Dear Janice & Cindy,

After looking over the syllabus and talking with my Chair of Undergrad Studies, we are sorry to say that there is simply insufficient material for us to assess here. I realize the deadline is looming and that the labor is intense these days, but we would be remiss to offer concurrence on a request that has no material at all regarding gender and sexuality in the syllabus.

I hope you can understand this decision. We would, of course, be very happy to review a completed syllabus, whenever that might be available.

All best,
Shannon

Shannon Winnubst
Professor & Chair
Department of Women's, Gender & Sexuality Studies
286 University Hall, 230 N. Oval Mall, Columbus, OH 43210
614-292-3915 Office
winnubst.1@osu.edu / wgss.osu.edu
Pronouns: she/her/hers

From: "Aski, Janice" <aski.1@osu.edu>
Date: Friday, August 14, 2020 at 1:15 PM
To: "Winnubst, Shannon" <winnubst.1@osu.edu>

Cc: "Jiang, Xinquan" <jiang.533@osu.edu>

Subject: Concurrence for a new course

Dear Shannon, My colleague, Cindy Jiang in OIA, and I are proposing a new GE course on intercultural competence. The syllabus is attached. As you will see there are a few readings missing, but the topics are all provided. We are going to insert these readings very soon and if you need them to assess the course to decide whether to give concurrence, I can provide them shortly. We are running up against the deadline of Sept. 1 for submission and since concurrence allows a two-week decision process I had to get this to you now. Many thanks in advance for considering this concurrence request at this extraordinarily busy time. Please note that concurrence is assumed after two weeks.

Sincerely,

Janice Aski (FRIT)

Dear Prof. Aski,

As Director of Undergraduate Studies in AAAS, I am happy to offer our department's concurrence for this course. From the syllabus provided, it appears both stimulating and timely.

All the best,

Ryan Skinner

[Ryan Skinner](#)

Associate Professor

School of Music

Department of African American and African Studies

The Ohio State University

Director of [Undergraduate Studies](#) (AAAS)

Faculty member of the [University Senate](#)

Affiliated Faculty in French and Italian and Germanic Languages and Literature

Author of [*Bamako Sounds: The Afropolitan Ethics of Malian Music*](#) (University of Minnesota Press, 2015)

From: "Aski, Janice" <aski.1@osu.edu>

Date: Friday, August 14, 2020 at 4:58 PM

To: "Beckham, Jerrell" <beckham.4@osu.edu>, Ryan Skinner <skinner.176@osu.edu>

Cc: "Jiang, Xinquan" <jiang.533@osu.edu>, "Aski, Janice" <aski.1@osu.edu>

Subject: FW: Concurrence request

Hello! Here you go! Best, Janice

From: Beckham, Jerrell <beckham.4@osu.edu>
Sent: Friday, August 14, 2020 3:32 PM
To: Aski, Janice <aski.1@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>; Skinner, Ryan <skinner.176@osu.edu>
Subject: RE: Concurrence request

Hello Dr. Aski,

When Dr. Drake forward this, I did not see the attachment.
Could you please resend the attachment? Thank you.

Jerrell

From: Drake, Simone <drake.194@osu.edu>
Sent: Friday, August 14, 2020 2:14 PM
To: Aski, Janice <aski.1@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>; Skinner, Ryan <skinner.176@osu.edu>; Beckham, Jerrell <beckham.4@osu.edu>
Subject: Re: Concurrence request

Hello Janice,

I am forwarding your request to the AAAS director of undergraduate studies, Ryan Skinner, and the AAAS academic program coordinator, Jerrell Beckham.

Simone



Simone C. Drake, PhD, MSL

Hazel C. Youngberg Trustees Distinguished Professor

College of Arts & Sciences | African American & African Studies

470 University Hall | 230 N. Oval Mall | Columbus, OH 43210

614-292-4460 Office | 614-292-2293 Fax

drake.194@osu.edu <https://www.simonedrake.com>

Faculty Affiliate: English | Film Studies | Kirwan Institute | Popular Culture Studies | Women's, Gender, and Sexuality Studies

<https://www.dukeupress.edu/are-you-entertained>

<https://press.uchicago.edu/ucp/books/book/chicago/W/bo24152268.html>

<https://supress.org/books/detail/critical-appropriations/>

From: "Aski, Janice" <aski.1@osu.edu>
Date: Friday, August 14, 2020 at 1:16 PM
To: "Drake, Simone" <drake.194@osu.edu>
Cc: "Jiang, Xinquan" <jiang.533@osu.edu>
Subject: Concurrence request

Dear Prof. Drake, My colleague, Cindy Jiang in OIA, and I are proposing a new GE course on intercultural competence. The syllabus is attached. As you will see there are a few readings missing, but the topics are all provided. We are going to insert these readings very soon and if you need them to assess the course to decide whether to give concurrence, I can provide them shortly. We are running up against the deadline of Sept. 1 for submission and since concurrence allows a two-week decision process I had to get this to you now. Many thanks in advance for considering this concurrence request at this extraordinarily busy time. Please note that concurrence is assumed after two weeks.

Sincerely,
Janice Aski (FRIT)

ASC Tech assurance for access to the 360 studio

Yes they can preschedule. That's what I anticipated would be done if we're still under covid

DD

Get [Outlook for Android](#)

From: Aski, Janice <aski.1@osu.edu>
Sent: Wednesday, September 16, 2020 5:00:19 PM
To: Dangler, Douglas <dangler.6@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>
Subject: RE: info on the 360 studio

Okay, that can work. I thought the students could also make appointments to come to the studio. Is that not correct? JA

From: Dangler, Douglas <dangler.6@osu.edu>
Sent: Wednesday, September 16, 2020 8:53 AM
To: Aski, Janice <aski.1@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>
Subject: Re: info on the 360 studio

There are three VR bays in the studio, roughly 6 feet apart, so with COVID-19, that's how many can be seen at once, using prescheduled times. Without COVID, the studio can accommodate around 30 students, because most will wait in the attached room or watch other students use the headsets. This also requires the instructor to monitor the students not actively using the VR headsets while ASCTech staff assist students actively engaged in VR experience.

Sound good?

Thank you,
Doug Dangler
Manager Digital Media Studio
ASC Technology
Ohio State University
614-292-1308
dangler.6@osu.edu

PLEASE NOTE: During the Coronavirus outbreak, I will be working from home from 7:30-4:30.

From: Aski, Janice <aski.1@osu.edu>
Sent: Wednesday, September 16, 2020 8:30 AM
To: Dangler, Douglas <dangler.6@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>
Subject: RE: info on the 360 studio

Hi Doug, this is great. But we also need to know the numbers you can support. How many can come at one time? If there are more students than that, can we reserve times for groups to cycle in? Thx

From: Dangler, Douglas <dangler.6@osu.edu>
Sent: Wednesday, September 16, 2020 8:05 AM
To: Aski, Janice <aski.1@osu.edu>
Cc: Jiang, Xinquan <jiang.533@osu.edu>
Subject: Re: info on the 360 studio

Would this work for you?

The ASCTech Studio will support Dr. Aski's project in one of two ways: with COVID-19 protections or without. If the university is operating under COVID-19 precautions, the studio will follow this protocol: Students will be assigned times to show up at the studio and be admitted into the AR/VR studio one at a time for 5-10 minute of a 360 deg video experiences using VR headsets. Working from a closed office just off the main studio area and using Zoom on iPads, ASCTech staff will direct students on how to put on and use the equipment. After each student's experience is done, studio personnel will release the student and return to the room after the student's departure to clean the equipment with alcohol wipes and spray the area with aerosol disinfectant. If COVID-19 precautions are not necessary, the class can travel to the studio as a group and students will participate one at a time.

Thank you,
Doug Dangler
Manager Digital Media Studio
ASC Technology
Ohio State University
614-292-1308
dangler.6@osu.edu

PLEASE NOTE: During the Coronavirus outbreak, I will be working from home from 7:30-4:30.

Permission for students to purchase the IDIs from Cindy Jiang and/or Janice M. Aski, who purchase them from the IDI source.

From: Neiger, Jan <neiger.4@osu.edu>

Sent: Friday, September 25, 2020 2:23 PM

To: Jiang, Xinquan <jiang.533@osu.edu>; Carson, Katelyn <carson.147@osu.edu>

Cc: Tobias, Jessica L. <tobias.80@osu.edu>; Schriver, Emily M. <schriver.21@osu.edu>; Aski, Janice <aski.1@osu.edu>; Haddad, Deborah <haddad.2@osu.edu>

Subject: RE: Question

Cindy

No additional thoughts from OAA's perspective. So long as no financial gain from your part but acting simply as facilitator to obtain access of the tool for the students, then I am on the same page as Katelyn. You can work with your fiscal person to determine how best to collect the money or make the purchase.

JAN

Jan Alan Neiger, JD PhD
Assistant Vice Provost
The Ohio State University
394 Bricker Hall, 190 North Oval Mall
Columbus, OH 43210
E-Mail: Neiger.4@osu.edu

From: Jiang, Xinquan <jiang.533@osu.edu>

Sent: Thursday, September 24, 2020 3:36 PM

To: Carson, Katelyn <carson.147@osu.edu>

Cc: Tobias, Jessica L. <tobias.80@osu.edu>; Schriver, Emily M. <schriver.21@osu.edu>; Neiger, Jan <neiger.4@osu.edu>; Aski, Janice <aski.1@osu.edu>; Haddad, Deborah <haddad.2@osu.edu>

Subject: RE: Question

Thanks, Katelyn, for the clarification and connecting us to Jan Neiger.

Dear Jan,

As Katelyn described, there won't be any conflict of interest for Janice Aski or me to purchase the IDI assessment instrument for students to use in the course. Could you advise us on how we might approach the purchase?

Best regards,



Cindy Xinquan Jiang, Ph.D.

Senior Research Associate

Office of International Affairs

020Q Mershon Center, 1501 Neil Avenue, Columbus, OH 43201

614-292-2523 Office

Pronouns: she/her/hers / Honorific: Dr.

From: Carson, Katelyn <carson.147@osu.edu>

Sent: Thursday, September 24, 2020 2:44 PM

To: Jiang, Xinquan <jiang.533@osu.edu>

Cc: Tobias, Jessica L. <tobias.80@osu.edu>; Schriver, Emily M. <schriver.21@osu.edu>; Neiger, Jan <neiger.4@osu.edu>

Subject: RE: Question

Hi Cindy,

Thanks for your great question, which Emily passed along to our office. If your only role here is to essentially use your IDI administrator access to allow the university to purchase the product for the use of students in the course, it is unlikely that there is an actual conflict here. Specifically, unless you and Cindy have any other financial/fiduciary relationship with the organization in question, it sounds like you would not be receiving any benefit from this purchase, nor have a prohibited interest in the university's contracts with that org. If you do have any other relationship with the IDI org, and/or you are receiving any kind of personal benefit for directing the university to purchase the tool, please let us know.

I'm copying Jan Neiger here for his thoughts on the best way to facilitate the actual purchase of the IDI tool for the course- I'm not sure if OAA has any specific procedures on this kind of situation.

If you have any additional questions on the conflict piece here, please let us know. Copying Emily and Jessica here as well in case they have any additional thoughts.

Thanks!

Katelyn



Katelyn Carson

Assistant Ethics Director and Compliance Investigator

Office of University Compliance and Integrity

21 E. 11th Ave., Columbus, OH 43201

6146882077 Office

carson.147@osu.edu / compliance.osu.edu

Pronouns: she/her/hers / Honorific: Ms.

Buckeyes consider the environment before printing.

From: Tobias, Jessica L. <tobias.80@osu.edu>

Sent: Thursday, September 17, 2020 2:33 PM

To: Carson, Katelyn <carson.147@osu.edu>
Subject: FW: Question

From: Schriver, Emily M. <schriver.21@osu.edu>
Sent: Wednesday, September 16, 2020 12:20 PM
To: Tobias, Jessica L. <tobias.80@osu.edu>
Subject: FW: Question

From: Jiang, Xinquan <jiang.533@osu.edu>
Sent: Tuesday, September 15, 2020 4:11 PM
To: Schriver, Emily M. <schriver.21@osu.edu>
Cc: Haddad, Deborah <haddad.2@osu.edu>; Aski, Janice <aski.1@osu.edu>; Tobias, Jessica L. <tobias.80@osu.edu>; Lester, Brandon <lester.173@osu.edu>
Subject: RE: Question

Dear Emily,

Janice and I are proposing a GE course on global citizenship this semester. The course will focus heavily on intercultural learning and development of intercultural competence and we are planning to use the Intercultural Development Inventory (IDI) both as an assessment tool and course materials. The IDI instrument cost is \$12 per use (<https://idiinventory.com/products/idi-products-services-pricing/>).

The catch is IDI is only available for purchase and use by qualified administrators which means students are not able to purchase by themselves. Both Janice and I attended their training to become qualified administrators so either of us will have to purchase the tool for students in the class.

We are hoping that you could help us find a feasible, long-term solution as our plan is to grow the course enrollment in two years.

Thanks,



Cindy Xinquan Jiang, Ph.D.

Senior Research Associate

Office of International Affairs

020Q Mershon Center, 1501 Neil Avenue, Columbus, OH 43201

614-292-2523 Office

Pronouns: she/her/hers / Honorific: Dr.

From: Haddad, Deborah <haddad.2@osu.edu>
Sent: Tuesday, September 15, 2020 10:52 AM
To: Aski, Janice <aski.1@osu.edu>; Jiang, Xinquan <jiang.533@osu.edu>
Cc: Horn, David <horn.5@osu.edu>
Subject: FW: Question

Janice and Cindy,

Please see the messages below. Would you please contact Emily Schriver *et al.* in order to provide additional information?

Thanks,
Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum

College of Arts and Sciences

114 University Hall, 234 North Oval Mall, Columbus, OH 43210

614.247-7991 Office / 614.247.7498 Fax

Haddad.2@osu.edu asc.osu.edu

From: Haddad, Deborah

Sent: Tuesday, September 15, 2020 10:48 AM

To: Schriver, Emily M. <schriver.21@osu.edu>

Cc: Tobias, Jessica L. <tobias.80@osu.edu>; Lester, Brandon <lester.173@osu.edu>

Subject: RE: Question

Thank you for your quick response, Emily.

I am going to ask the faculty member in the French and Italian Department, Janice Aski, to contact you via email message. She will be able to respond more directly with additional information.

Again, thanks.

Deborah



Deborah Haddad, PhD

Assistant Dean, Curriculum

College of Arts and Sciences

114 University Hall, 234 North Oval Mall, Columbus, OH 43210

614.247-7991 Office / 614.247.7498 Fax

Haddad.2@osu.edu asc.osu.edu

From: Schriver, Emily M. <schriver.21@osu.edu>

Sent: Tuesday, September 15, 2020 10:22 AM

To: Haddad, Deborah <haddad.2@osu.edu>

Cc: Tobias, Jessica L. <tobias.80@osu.edu>; Lester, Brandon <lester.173@osu.edu>

Subject: RE: Question

Good morning, Deborah-

Thanks for your question. I think we might need a little more information to provide comprehensive guidance, but you've come to the right place. My colleagues – Jessica Tobias and Brandon Lester – work with me on ethics questions involving faculty members. I have included them both here, for their awareness. Would it be possible to see the entire e-mail/question provided to you, or to have a discussion around it?

Best regards,
Emily

From: Haddad, Deborah <haddad.2@osu.edu>
Sent: Monday, September 14, 2020 8:42 PM
To: Schriver, Emily M. <schriver.21@osu.edu>
Subject: Question

Good evening, Emily

Part of a message I have received (below) from a faculty member who is developing a new course suggests at least a possible appearance of conflict of interest and/or the appearance of malfeasance that could create a liability for the faculty member and the department. If you are not the person to whom I should be addressing this question, would you please redirect me?

Cindy and I are creating a new GE course on Intercultural Competence and, as part of the course, the students will take the Intercultural Developmental Inventory (IDI) at the beginning and end of the course to measure ICC development. We expect this to be a significant contribution to the citizenship category (and the overall GE that has ICC as an ELO) and Cindy and I have both been trained as qualified administrators of the IDI. (The college paid for my training last year.) The question that we have for you is that part of the cost of the course will be students purchasing the tests, each of which costs (I believe) \$13. They would have to purchase them through Cindy or me....

Is this something with which Legal Affairs would be comfortable? If not, can you suggest an alternative process to achieve the same ends?

Any guidance would be much appreciated!

Deborah



Deborah Haddad, PhD
Assistant Dean, Curriculum
College of Arts and Sciences
114 University Hall, 234 North Oval Mall, Columbus, OH 43210
614.247-7991 Office / 614.247.7498 Fax
Haddad.2@osu.edu asc.osu.edu

