**FRIT 3054: The 21st-Century Skill: Intercultural Competence for Global Citizenship**

**T/R 80 mins**

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**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.

* 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.)

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 prezi presentation or digital story (2-3 minutes) reflecting on your cultural background. Your presentation will address a minimum of 5 out 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 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**

1. 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 two (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.
2. 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.

1. After the two grace days and at the first unexcused absence, the following policy is in place:
2. 1 unexcused absence: final grade lowered one half grade (A becomes A-)
3. 2 unexcused absences: final grade lowered one half grade (A- becomes B)
4. 3 unexcused absences: final grade lowered one half grade (B becomes B-)
5. 4 unexcused absences: final grade lowered one whole grade (B- becomes C-)
6. 5 unexcused absences: final grade lowered one whole grade (C- becomes D-)
7. **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*.
8. 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.
9. **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](mailto:8help@osu.edu)
* **TDD:** 614-688-8743

**Tentative course schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **In class** | **Homework** |
| **Week 1** | ***Module 1: Culture and intercultural competence*** | |
| **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 *Born a crime* | Assignments:   * Individual debrief (make appointment with Dr. Aski or Dr. Jiang from 1/15-1/27) * Reading: *Born a Crime* (Trevor Noah) Reading guide due: 2/24; 3-page follow-up paper due: 3/4 |
| **Week 2** |  |  |
| **T 1/19** | What is culture?  Discuss *Cultural Autobiography* project | Assignments:   * Read: Peterson, B. (2004). What is culture? In Cultural intelligence: A guide to working with people from other cultures (pp. 15-24). Boston, MA: Intercultural Press. * Step 1 of *Cultural Autobiography* |
| **R 1/21** | What is culture? | * Read: Peterson, B. (2004). What is culture? In Cultural intelligence: A guide to working with people from other cultures (pp. 25-62). Boston, MA: Intercultural Press. |
| **Week 3** |  |  |
| **T 1/26** | Culture values | Assignments:   * Read: Peterson, B. (2004). Knowing your cultural style. In Cultural intelligence: A Guide to Working with People from Other Cultures (pp. 153-176). |
| **R 1/28** | Culture and identity; Cultural worldview framework | Assignments:   * Read: Eurich, T. (2017). The Anatomy of Self-Awareness. In Insight: The Surprising Truth About How Others See US, How We See Ourselves, and Why the Answers Matter More Than We Think (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:   * Read: Eurich, T. (2017). The Anatomy of Self-Awareness. In Insight: The Surprising Truth About How Others See US, How We See Ourselves, and Why the Answers Matter More Than We Think (Chapter 7, 8 & 10) |
| **R 2/4** | Understanding ourselves and others  (self-awareness) | Assignments:   * IDP: goals and progress indicators |
| **Week 5** |  |  |
| **T 2/9** | Discuss *Intercultural Team Project*  *Intercultural Team Project* – Preparation time with your group | Assignments:   * Intercultural team project plan due 2/16 * Read: TBD * Carmen quiz |
|  | ***Module 2: Diversity and Implicit bias*** | |
| **R 2/11** | Diversity and equity in the US | Assignments:   * 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 | Assignments:   * 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-1VXgLNlSuZLcbYuH-N1yFjFqzHbUucSFAmxFz?startTime=1593103768000&_x_zm_rtaid=-vH83U3gTIGN8hC7-JV53w.1597341542910.33c571e82c0b62a293b235330307ac44&_x_zm_rhtaid=57> |
| **R 2/18** | Implicit Bias: Why is it so hard to talk about Race? | Assignments:   * 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 | Assignments:   * 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** | *Crash*: Reflection discussion  Trevor Noah, *Born a crime*: Reflection discussion  Introduction to *Pew: A novel* | Assignments:   * *Pew: A novel*; reading guide due 4/15; 3-page paper due last class of the course * 3-page reflection paper on *Born a crime* |
| **Week 8** |  |  |
| **T 3/2** | Step 2 of your *Cultural Autobiography*; Some examples | Assignments:  Carmen quiz |
|  | ***Module 3: How world language learning contributes to the development of Intercultural Competence*** | |
| **R 3/4** | Global diversity—world languages and cultures: Guest presentations on Latin America, Middle East, East Asia and East Europe | Assignments:   * 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:   * 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:   * 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. Netfix film: American Factory. |
| **R 3/25** | American factory: Reflection discussion | Assignments:  Carmen quiz |
| **Week 12** | ***Module 4: Experiencing diversity locally and globally*** | |
| **T 3/30** | Step 3 of your *Cultural Autobiography* |  |
| **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 *Pew* |
| **R 4/15** | Reflection discussion: *Pew* | Assignments:   * Take the IDI * 3-paper reflection paper on *Pew* |
| **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.   LO3: articulate the importance of ICC relating to their experience and goals. | Carmen quiz; IDP assignments |
| Goal B: students will comprehend the developmental process for intercultural competence. | LO4: Describe characteristics of various developmental orientations.  LO5: Understand their perceived and developmental orientations as assessed by the IDI.   LO6: Create an intercultural development plan (IDP) and identify goals for navigating cultural differences | Carmen quiz; IDP assignments |
| Goal C: students will develop cultural self-awareness and examine one’s beliefs, values and assumptions regarding cultural differences. | LO7: Explain how cultures influence values, perceptions and behaviors.  LO8: identify cultural groups and power relations have shaped their experiences.  LO9: reflect on their experience with cultural differences. | Cultural autobiography; Reading experience reflection; Viewing experience reflections; Carmen final quiz |
| Goal D: Recognize and understand patterns of behavior and values of people from different cultural contexts | LO10: describe categories of discrimination and bias that various social identity groups experience and the impact on society.   LO11: analyze the interconnection among diversity, inclusion and intercultural competence. | Carmen quiz; Viewing experience reflections; Reading experience reflections; Carmen final quiz |
| Goal E: Develop  intercultural empathy for cultural differences. | LO12: Suspend judgment and manage thoughts and emotions in ambiguous and challenging situations  LO13: Appreciate cultural diversity and the exchange of cultural knowledge  LO14: Intentionally engage with a community culturally different from their own and examine cultural differences in multicultural interactions | Intercultural team project; Participation in class discussion |

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 |

|  |
| --- |
| 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 |

|  |
| --- |
| 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.