

Term Information

Effective Term Spring 2023
Previous Value Autumn 2021

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

Submitting this course for GEN Citizenship for a Diverse and Just World theme.

What is the rationale for the proposed change(s)?

This course content fits into this GEN category.

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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, Lima, Mansfield, Marion, Newark, Wooster
<i>Previous Value</i>	<i>Columbus</i>

Prerequisites and Exclusions

Prerequisites/Corequisites

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); Citizenship for a Diverse and Just World

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

Previous Value

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.

COURSE CHANGE REQUEST
3054 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette
Chantal
11/03/2022

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
Previous Value

No
Yes

Attachments

- FRIT 3054 Syllabus.docx: Syllabus
(Syllabus. Owner: Afanasyeva, Sofya)
- FRIT 3054 GE Theme Course Submission form Citizenship.docx: GE Theme Course Submission Form
(Other Supporting Documentation. Owner: Afanasyeva, Sofya)
- Letter to the committee.pdf: Letter to the committee re revisions
(Cover Letter. Owner: Aski, Janice Marie)
- syllabus FRIT 3054 FINALJA.docx: syllabus 1
(Syllabus. Owner: Aski, Janice Marie)
- syllabus FRIT 3054 FINALJA2.docx: syllabus 2 with highlights of changes
(Syllabus. Owner: Aski, Janice Marie)

Comments

- I have uploaded two syllabi. Version 2 has the changes made highlighted to help the committee see the changes more easily. *(by Aski, Janice Marie on 10/25/2022 07:20 PM)*
- Please see Panel feedback e-mail sent 10/20/22. *(by Cody, Emily Kathryn on 10/20/2022 10:24 AM)*

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Afanasyeva, Sofya	07/21/2022 02:25 PM	Submitted for Approval
Approved	Heller, Sarah-Grace	07/21/2022 03:05 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	09/08/2022 03:32 PM	College Approval
Revision Requested	Cody, Emily Kathryn	10/20/2022 10:24 AM	ASCCAO Approval
Submitted	Aski, Janice Marie	10/25/2022 07:20 PM	Submitted for Approval
Approved	Heller, Sarah-Grace	10/25/2022 09:32 PM	Unit Approval
Approved	Vankeerbergen, Bernadette Chantal	11/03/2022 01:58 PM	College Approval
Pending Approval	Cody, Emily Kathryn Jenkins, Mary Ellen Bigler Hanlin, Deborah Kay Hilty, Michael Vankeerbergen, Bernadette Chantal Steele, Rachel Lea	11/03/2022 01:58 PM	ASCCAO Approval



October 25, 2022

Dear Drs. Fredal, Cohen and Cody,

Please find below my responses to the committee's assessment of the course **FRIT 3054: The 21st-Century Skill: Intercultural Competence for Global Citizenship**. Note that I have uploaded two versions of the syllabus for your convenience. Version (2) has the changes highlighted in yellow so that you can see these adjustments. (When I was on the committee I always wished someone would do that, but if you find that cumbersome, just use the first version with no highlights.)

- The reviewing faculty ask that the most up-to-date, full and complete GEN Goals and ELOs — as well as an explanatory paragraph outlining how the class intends to meet the Goals/ELOs for the Citizenship for a Diverse and Just World theme — be added into the course syllabus, per a requirement of General Education courses. More specifically, in the current version of the syllabus, ELO 1.1 does not appear in its entirety. The GEN Goals and ELOs can be found here on the ASC Curriculum and Assessment Services website: <https://ascas.osu.edu/new-general-education-gen-goals-and-elos>

This has been corrected. Apologies for the oversight of missing the explanatory paragraph.

- The reviewing faculty ask that the syllabus more actively demonstrate with clearer and more direct specificity how the course will engage with the Goals and ELOs for the Citizenship for a Diverse and Just World theme. The implicit aspects of the Citizenship theme already embedded in the class structure should be made more explicit in the syllabus document, underscoring moments in the course — a certain assignment, for instance — that correspond with these Goals/ELOs.

I have contextualized the course more clearly by starting the course description with the definition of global citizenship and discussing how it related to IC. In addition, adding the missing statement of how this course meets the ELOs will help the committee. Finally, I have updated the module headings to more clearly show the relationship between the content and the ELOs. However, I have to admit that I am perplexed by this comment, since the assignments associated with each goal/ELO are listed explicitly in the Appendix. If the committee wants this information explicitly stated in the daily syllabus, that should be communicated to the faculty. I am unwilling to add that information to the daily syllabus, as that will make it more cumbersome for the students. I am hoping that the structural changes I have made will be satisfactory.



As I reflect on the committee's comments, I am guessing that they would like to see the explicit use of the term 'citizenship' more frequently. Whereas I believe we achieve goal 3: "Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship," one may argue that we fall short on ELO 3.1: "Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities." As noted in the Appendix, in their final essay related to their interviews with people in the community, students must respond to a variety of prompts, two of which are 1) How does the diversity of values and practices that have been explored in this project and your reflections in your cultural autobiography relate to your understanding of what it means to be a citizen of this country and of the world? 2) How does the diversity of values and practices that have been explored in this project and your cultural biography relate to your understanding of the structures of a just society? However, I have a sense that the committee seeks more focus on the concept of citizenship. To that end, I have added a final assignment in which students read an article on the evolving understanding of the concept of citizenship and respond to comprehension questions. This is followed by a class period in which we discuss the relationship between this evolving concept and the interculturally competent global citizen, and then students complete a reflection assignment that includes asking them to define citizenship. This is followed by more class discussion.

- The reviewing faculty are unable to discern how this course will be an advanced study of the topic of Citizenship for a Diverse and Just World. They ask that further clarification be made within the course syllabus regarding how the readings, assignments, and course content will allow this course to examine the concept of Citizenship for a Diverse and Just World at an advanced level — taking care to actively and directly use the language of the theme throughout the course proposal materials in order to make these implicit Citizenship elements of the class manifest more explicitly.

I find it curious that the committee seeks an 'advanced' level for a 3000-level course that has no prerequisites. The definition of 'advanced' in the ELOs is this: In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, **or** deeply engage with the subject matter, **among other possibilities**. This course deeply engages with the subject matter by approaching the issue through a variety of activities, including the cutting-edge technology of COIL (virtual exchange). This course relies on research, since we are using the highly researched assessment tool, the Intercultural Development Inventory, at the beginning and end of the course. Students are not only debriefed after taking the inventory by qualified administrators, but they engage deeply with their intercultural competence development by working through the Intercultural Development Plan. The debriefing at the end of the course to demonstrate gains and any lapses is an impactful experience. Another impactful experience is the Intercultural Team Project, which is a semester-long team project that forces them to engage directly with diversity in values, practices and cultural difference. Finally, we use two highly regarded texts to contextualize this work: Budykunst (2004) and Peterson (2004), as well as readings by Agar (1994), which is a classic, Kramsch and Uryu (2012), and our own Lena Tenney (2018). I am hard pressed to understand what the committee wants beyond this. In the hopes of satisfying this request, however, I have added the additional assignment described above.



- The Arts and Sciences Curriculum Committee recently approved newly updated standard syllabus statements; the Panel kindly recommends double-checking the syllabus document to ensure that the most current language and information appears for these student resources. For instance, the reviewing faculty note that the Title IX statement on pages 13-14 of the syllabus is not the latest version, and suggest revising it accordingly. The link to these updated syllabus statements can be found here on the ASC Curriculum and Assessment Services website: <https://ascas.osu.edu/curriculum/syllabus-elements>

All have been updated.

An additional request was made by Dr. Cohen in a private exchange: I would suggest that rather than labeling the course goals as A through F, you use the ELO numbers. It is important to remember that the GEs are embedded in the class, not add-ons; and reading the syllabus it might seem to reviewers and students that there are two sets of goals, the GE goals and the Course Goals. Labeling Goal A as ELO 1.1 (for example) may clarify how you are meeting the goal. Then, it can be useful to actually add to the syllabus schedule when ELO 1.1 is met (there may be more than one place).

I have changed the letters to ELO numbers. The Appendix describes which assignments meet these goals.

Many thanks in advance for reviewing this course.

Sincerely,

Janice M. Aski

Janice M. Aski

FRIT 3054: The 21st-Century Skill: Intercultural Competence for Global Citizenship
T/R 80 mins

Janice M. Aski

Cindy Xinquan Jiang

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Course description:

The United Nations defines Global Citizenship as follows:

Global citizenship is the umbrella term for social, political, environmental, and economic actions of globally minded individuals and communities on a worldwide scale. The term can refer to the belief that individuals are members of multiple, diverse, local and non-local networks rather than single actors affecting isolated societies. Promoting global citizenship in sustainable development will allow individuals to embrace their social responsibility to act for the benefit of all societies, not just their own.

<https://www.un.org/en/academic-impact/global-citizenship>

Intercultural competence is an essential characteristic for becoming globally-minded and functioning in multiple, diverse, local and non-local networks, and for that reason it has been identified as being 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) *Citizenship and the developing sense of self*; 2) *Diversity, equity, inclusion and citizenship*; 3) *Citizenship through diverse local and global experiences*; 4. *Intercultural competence, justice and citizenship*. 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 a better team player by participating in an investigative intercultural team project. In addition, your guided viewing of the documentary *American Factory* and reading of the novel, *Born a crime* (Trevor Noah), will bring to the fore the issues and diverse perspectives discussed in class and 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 two ‘full-immersion’ cultural experiences: 1) participating in an immersion experience in another country using Quest VR headsets and 2) participating in virtual exchange experiences that cross borders, cultures and time zones. Throughout the course you will engage in developing a 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. At the end of the course, we will discuss the evolving concept of citizenship and the role intercultural competence plays in it because, despite its evolution, citizenship remains “the most

available frame that we have for protecting bodies, enlarging rights, and pursuing projects of collective agency” (Scoby 2001).

General Education Goals and Outcomes:

This course satisfies the goals and outcomes of the GE themes in general and fulfills 3-credit hours from the *Citizenship for a just and diverse world* GE category. For a list of the assignments that meet each goal, see Appendix A.

Goals and ELOs shared by all themes

Goal 1: Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.

ELO 1.1 Engage in critical and logical thinking.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future. Course activities and assignments to meet these ELOs

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Goals and ELOs Citizenship for a just and diverse world

Goals:

1. Successful students will analyze an important topic or idea at a more advanced and in-depth level than in the Foundations component. [Note: In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.]
2. Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.
3. Successful students will explore and analyze a range of perspectives on local, national, or global citizenship and apply the knowledge, skills, and dispositions that constitute citizenship.
4. Successful students will examine notions of justice amid difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within society, both within the United States and around the world

Expected Learning Outcomes:

Successful students are able to:

- 1.1 Engage in critical and logical thinking about the topic or idea of the theme.
- 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or idea of the theme.
- 2.1 Identify, describe, and synthesize approaches or experiences as they apply to the theme.

- 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.
- 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.
- 3.2 Identify, reflect on, and apply the knowledge, skills, and dispositions required for intercultural competence as a global citizen.
- 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.
- 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power, and/or advocacy for social change.

For a list of course assignments and activities that meet these goals, see Appendix A.

This course meets the Goals/ELOs for the Citizenship for a Diverse and Just World theme through an in-depth investigation of and extensive work on the skills, knowledge, qualities and attitudes of the interculturally competent global citizen. The course begins with students taking the Intercultural Development Inventory (IDI) which, after debriefing by qualified administrators, informs students of their intercultural orientation in a model developed by Milton Bennett. Upon completion of the IDI, students receive a personalized intercultural development plan, the activities of which guide students to examine and explore their cultural worldview framework. Students also explore their global identity by examining how learning a new language can contribute uniquely to their development of intercultural competence (IC), and by comparing patterns of difference in cultural values in three countries. These activities will contribute to students' developing sense of self as well as their understanding of cultural complexity and the damaging effects of stereotyping.

Students will scrutinize the notions of culture and intercultural competence, and develop their cultural autobiography, which will lead to greater understanding of their own cultural values, identity and their place in the social fabric of their environment. Work on self-awareness and perspective taking will assist students as they engage in three COIL activities and a team projected focused on understanding different perspectives on what constitutes global citizenship and how it differs across cultural, national, and global communities. Work on implicit bias, including readings and discussion about race, will examine, critique, and evaluate various expressions and implications of diversity, equity, and inclusion, and explore a variety of lived experiences.

This work comes full circle at the end of the course when the students 1) take the IDI again, are debriefed again, and examine their changes in IC and 2) when students inspect the evolving concept of 'citizenship' and its relation to IC.

Course goals

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

ELO 1.1, 1.2, 3.2: understand core concepts related to culture and intercultural competence (ICC).

ELO 2.2: comprehend the developmental process for intercultural competence.

ELO 2.2: have developed cultural self-awareness and examined your beliefs, values and assumptions regarding cultural differences.

ELO 2.1, 3.2, 4.1: recognize and understand patterns of behavior and values of people from different cultural contexts

ELO 3.1, 4.2: understand the relationship between intercultural competence and citizenship

Required materials for the course*:

- Intercultural Development Inventory (IDI). You will purchase two IDI keys and an online debrief for \$30. Purchasing information will be available on 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*. New York: Currency.
- Gudykunst, William B. 2004. *Bridging differences: Effective intergroup communication*. 4th ed. London: Sage.
- Noah, Trevor. 2019. *Born a crime: Stories from a South African childhood*. New York: Spiegel & Grau.
- Peterson, B. (2004). Cultural intelligence: A guide to working with people from other cultures (pp. 15-62, 153-176). Boston, MA: Intercultural Press.

*The texts can all be found used on Amazon.

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.
- Scobey, David. 2001. The Specter of Citizenship, *Citizenship Studies*, 5:1, 11-26, <https://doi.org/10.1080/13621020020025169>
- Tenney, Lena. 2018. ‘Did they really just say that?!’ *NASFAA Now* 2017-2018.

Grade distribution:

Homework Assignments	25%
Carmen quizzes	10%
Cultural autobiography	20%
Virtual exchange reflections	15%
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:** Review your IDI results and complete the online debrief. Then, you may make an appointment with Dr. Aski or Dr. Jiang to discuss your IDI results and the IDP. 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 customized reflections and activities that focus on conscious development of intercultural competence.

Viewing/Reading experience reflections:

- Documentary: *American Factory (2019)*, students are encouraged to have a Netflix party and watch together. In-class discussion is followed by a reflection essay.
- Noah, Trevor. 2019. *Born a crime: Stories from a South African childhood*. New York: Spiegel & Grau. Students will complete a reading guide in two phases as they read the text. After completing the text and the two reading guides, class discussion will be followed by a reflection essay.

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: This assignment is designed to increase your self-awareness of cultural identities and the many cultural groups that influence identities. Students will complete various stages of this project that will culminate in a narrated Prezi presentation or a digital story (2-3 minutes) reflecting on your cultural background, values and identity. Examples will be provided in class, and a detailed description of this task as well as a grading rubric will appear on Carmen.

Examples:

- How to Write an Autobiography <https://penandthepad.com/write-autobiography-2002081.html>
- Sample cultural autobiography by Paige Meadowcroft <https://prezi.com/asrtqubpjh/cultural-autobiography/>

Part 1: Select at least 5 cultural groups from the following list and include others as you wish. Explain how each cultural group has influenced /still influences your identity, values and behavior. You will receive feedback from your instructor, after which point you can move to Part 2.

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

Part 2: Create a digital story using Prezi about your cultural background and describe how cultural groups have shaped your values, identity, worldview and behavior. What was very important to each of the groups you have identified? What values and behavior(s) did you learn from these groups? Write at least five values that you learned from each of these groups. Which groups are influential in your personal and academic development during college?

Part 3: Students gather in groups of 4 or 5 and share their presentations and share feedback. Questions to guide discussion will be provided. This is followed by a class debriefing.

Part 4: Complete the following reflection questions on your cultural values and identity.

- What kind of behavior was rewarded or disapproved in each group?
- Are there any conflicting values among the groups? How have you attempted to deal with the conflicting values?
- Do you behave in similar or different ways in each of these groups? Share any sights you have about your own different/contrasting behavior and practices as you function in various groups.
- What new insights have you gained about yourself and your cultural values?

4. Virtual exchange: Three class periods in this course are dedicated to a virtual exchange with students from an international university. You will complete a series of intercultural activities and discussions in pairs and groups and practice intercultural knowledge and skills learned in class. All activities and discussions will be in English although you are encouraged to communicate in other languages if you are capable. For each virtual exchange experience, you will complete reflection assignments with 2-3 guiding questions.

5. Intercultural team project: This group assignment is designed to guide you to discover and engage with cultural differences, understand your intercultural competence through cross-cultural interactions, and explore how cultural difference intertwines with the concept of

citizenship and interacts with cultural and social structures. 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, etc.. 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 and can be done online or in person. 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, but note that groups will have 2-4 members and each member of the group will have a clearly defined role that they are expected to carry out according to an established work plan. Students who have significant demands on their time outside of class and know that they cannot meet the requirements and expectations of group collaboration may petition to do this project alone.

Part 1: Describe the rationale for project, purpose of the interview, and group members and their responsibilities.

Part 2: Write detailed interview plan including interview questions and timeline. Describe how you would establish connection with interviewees, contact methods, consent process and any other ethical considerations.

Part 3: Complete the interview and then write and present a group report.

Part 4: Write a four-page paper on the project experience and your learning. Use the following questions as your guide. (See Carmen for structural requirements and the grading rubric.)

- What values and practices did you learn about the individual/group? How are they similar or different from your own? How do you evaluate them in comparison to your own values and behavior?
- How does the diversity of values and practices that have been explored in this project and your reflections in your cultural autobiography relate to your understanding of what it means to be a citizen of this country and of the world?
- How does the diversity of values and practices that have been explored in this project and your cultural biography relate to your understanding of the structures of a just society?
- What has been challenging and what has been rewarding in completing this assignment?
- What insights or conclusions come to mind about your overall experience with people who are culturally different from yourself?

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

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.

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**
- Smart phones, tablets and/or other mobile devices with video and chat functions
- Use of Prezi and Padlet
- Access to streaming service for viewing films on Netflix

If you need additional services to use communication and multimedia technologies, please request accommodations with your instructor.

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: Citizenship and the developing sense of self</i>	
T 1/10	Introduction: Course overview & syllabus review	IDI assessment, due 1/11 at 5:00 PM
R 1/12	Culture and intercultural competence IDI group debrief Introduction to <i>Born a crime</i>	Assignments: <ul style="list-style-type: none"> ● Individual debrief: make 30 min appt with Dr. Aski or Dr. Jiang between 1/15-1/27 ● 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. ● Reading: <i>Born a Crime</i> (Trevor Noah) Reading guide 1 due 1/31 before class; Reading guide 2 due 2/21 before class
Week 2		
T 1/17	What is culture? Introduction to <i>Cultural Autobiography</i> project	Assignments: <ul style="list-style-type: none"> ● Part 1 of <i>Cultural Autobiography</i> due 1/24 ● 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.
R 1/19	What is culture? Cultural values	
Week 3		
T 1/24	Culture values Presentation and discussion of the <i>Intercultural Team Project</i> Introduction to <i>COIL activities</i>	Assignments: <ul style="list-style-type: none"> ● Read: Peterson, B. (2004). Knowing your cultural style. In Cultural intelligence: A Guide to Working with People from Other Cultures (pp. 153-176).

		<ul style="list-style-type: none"> • Intercultural Team Project Part 1 due 2/2
R 1/26	Culture and identity; Cultural worldview framework How to do IDP assignments	Assignments: <ul style="list-style-type: none"> • IDP: Reflection on experience with cultural differences
Week 4		
T 1/31	Intercultural team project work day	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) • Trevor Noah <i>Born a Crime</i> reading guide 1 due.
R 2/2	Understanding ourselves and others (self-awareness)	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) • Revise your cultural autobiography based on instructor feedback. Part 2 is due in class 2/28.
Week 5		
T 2/7	Understanding ourselves and others (self-awareness) Preparation for COIL activity 1	Assignments: <ul style="list-style-type: none"> • IDP: goals and progress indicators • Intercultural Team Project Part 2 due 2/16
R 2/9	COIL activity 1	Assignments: <ul style="list-style-type: none"> • Carmen quiz • Read: http://kirwaninstitute.osu.edu/research/understanding-implicit-bias/ • Take the Implicit Association Test (IAT) and complete the reflection questions (approx. 20 mins)

Week 6	<i>Module 2: Diversity, equity, inclusion and citizenship</i>	
T 2/14	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) <p>https://osu.zoom.us/rec/play/7pB8fu79qT43TtaStwSDBaV5W9TrJ6ysgChK8_pfyU-1VXgLNISuZLcbYuH-N1yFjFqzHbUucSFAmxFz?startTime=1593103768000&_x_zm_rtaid=-vH83U3gTIGN8hC7-JV53w.1597341542910.33c571e82c0b62a293b235330307ac44&_x_zm_rh_taid=57</p>
R 2/16	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) <p>http://kirwaninstitute.osu.edu/active-bystander-training/</p>
Week 7		
T 2/21	Implicit Bias: Active Bystander Training Intercultural Team Project part 2 general feedback	<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 • Intercultural Team Project Part 3 due week 12 or 13 • Trevor Noah reading guide 2 due 1/23 before class
R 2/23	Trevor Noah, <i>Born a crime</i> : Discussion	<p>Assignment:</p> <ul style="list-style-type: none"> • 3-page reflection paper on <i>Born a crime</i> due 3/7
Week 8	<i>Module 3: Citizenship through diverse local and global experiences</i>	
T 2/28	Part 3 of your <i>Cultural Autobiography</i> ;	<p>Assignments:</p> <ul style="list-style-type: none"> • Part 4 of Cultural Autobiography

R 3/2	Intercultural Team Project work time Preparation for COIL activities 2	<ul style="list-style-type: none"> Read: Kramsch and Uryu (2012); Agar (1994) and complete reading guide. Due 3/9 before class.
Week 9		
T 3/7	COIL activities 2	Assignments: <ul style="list-style-type: none"> Read: Gudykunst (2004) chapters 6 and 7 and complete reading guide. Due 3/21 before class.
R 3/9	Full immersion VR experience	
Week 10	Spring break	
Week 11		
T 3/21	World Language study and ICC: Jhumpa Lahiri on the hows and whys of language learning, What happens in the language classroom? What happens when you study abroad? Tolerating ambiguity, learning to communicate, expression of identity in a world language	Assignments: <ul style="list-style-type: none"> Read: Gudykunst (2004) chapters 2 and 4 and complete reading guide
R 3/23	Cultural complexity, Stereotypes vs generalizations	Assignments: <ul style="list-style-type: none"> Compare patterns of differences in cultural values and practices in 3 countries. Explain 1) why you chose the countries you did, 2) what you expected to see before you looked them up, and then 3) what you found surprising and why. https://www.hofstede-insights.com/product/compare-countries/
Week 12		
T 3/28	Preparation for COIL activities 3 Intercultural Team Project work time	Assignments: <ul style="list-style-type: none"> Viewing experience reflection. Netflix film: American Factory. Due 3/28 before class.
R 4/2	COIL activities 3	
Week 13		
T 4/7	American factory: Discussion	Assignments: <ul style="list-style-type: none"> Carmen quiz
R 4/9	Part 3: Intercultural Team Projects presentations	Assignment

		<ul style="list-style-type: none"> After you have presented: Part 4 Intercultural Team project
Week 14		
T 4/14	Part 3: Intercultural Team Projects presentations	Assignments: <ul style="list-style-type: none"> After you have presented: Part 4 Intercultural Team project Read Scobey (2001) and complete the Carmen post-reading comprehension questions.
	<i>Module 4: Intercultural competence, justice and citizenship</i>	
R 4/16	Intercultural competence and the evolving concept of 'citizenship'	Assignments: <ul style="list-style-type: none"> Take the IDI Write your definition of 'citizenship'. Complete the reflection questions.
Week 15		
T 4/21	Intercultural competence and the evolving concept of 'citizenship'	
R 4/23	IDI Group debrief Conclusion of the course	Day of the final exam: Final Carmen (Essay) 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. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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](tel: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](tel:614-292-5766) and 24 hour emergency help is also available 24/7 by dialing 988 to reach the Suicide and Crisis Lifeline.

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 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

Goals and ELOs shared by all themes

Goal 1: *Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, "advanced" refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.*

ELO 1.1 Engage in critical and logical thinking.

Course activities and assignments to meet these goals

This course will build the skills of critical and logical thinking through critical response papers to the text, *Born a Crime*, and the documentary, *American Factory*,

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

***Goal 2:** Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.*

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

after class discussion. Students will engage in thoughtful class discussions on topics such as implicit bias (race, active bystander training), stereotypes vs generalizations. Students will complete tests that assess how they have processed the new information that will include scenarios in which students have to make decisions about how to re/act. Finally, students will read and reflect on an article on the evolving concept of citizenship and then apply what they have learned in the course to identify the relationship between IC and (global) citizenship.

Students will read and engage in in-depth discussion of texts by a variety of research experts in the field, such as Gudykunst, Peterson, Kramsch, Agar and our own Lena Tenney. These readings/discussion contribute to their analysis of their experiential learning activities, such as their virtual exchange with students from another country, their intercultural team project in which they interview a person or group in the community with which they are unfamiliar, their implicit bias testing and their active bystander training. The course concludes with a four-page analysis paper that brings the course content together. Finally, students will read and reflect on an article on the evolving concept of citizenship and then apply what they have learned in the course to identify the relationship between IC and (global) citizenship.

There are a variety of types of learning opportunities in this course: 1) Individual project on a personal cultural autobiography. Students cannot understand other peoples, perspectives, cultures and

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

cultural interactions without understanding their own first. 2) Group project that requires students to cooperate, coordinate and analyze an interview with a person or group in the community or in another country (through connects made in the virtual exchange) with which they are unfamiliar. They will unpack this experience as well as the experience in item (1) to explore the relationship between diversity, citizenship and justice. 3) In the virtual exchange, students will complete collaborative activities with students from a university in another country. 4) Students will read and discuss a variety of texts. 5) Students will analyze and interpret comparative data on cultural generalizations from different countries. 6) Students will have a full immersion experience in another country (Italy) using VR technology to contribute to their understanding of 'otherness'.

Students complete a culture autobiography to examine how at least five of these cultural groups influence their identity: 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. They will present to their work to classmates with a prezi presentation for feedback and then will engage in class discussion on the project. This is followed by a reflection paper on their cultural identity, thus setting the foundation for the course material on diversity and understanding of the Other. Students complete the Intercultural Development Inventory, which is followed by an online debriefing and a debriefing with one of the instructors, both of whom are qualified administrators of the IDI. They also complete the IDP - which is a series of customized reflections and

Goals and ELOs Citizenship for a just and diverse world

GOAL 3: *Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship*

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

activities that focus on individualized conscious development of intercultural competence.

Course activities and assignments to meet these goals

Students will complete three activities with students from a university in another country (virtual exchange) that focus on developing intercultural competence, including diverse perspectives on citizenship and the role of the citizen in society.

The main project of the course is the Intercultural Team Project, designed to guide students to discover and engage with cultural differences, understand their intercultural competence through cross-cultural interactions, and explore how cultural difference intertwines with the concept of citizenship and interacts with cultural and social structures.

This is, of course, the focus of the course. Students will be given the Intercultural Development Inventory at the beginning and end of the course to measure (quantitatively) changes in IC development. The expectation is for the majority of students to grow in IC, as many of the activity types incorporated into this course have been used in research studies by the two instructors that have resulted in IC growth.

Students will view and discuss a commentary by Jhumpa Lahiri (Pulitzer prize-winning author) on language learning, intercultural competence and identity and will experience a reality immersion experience in Italy through a VR headset for exposure to the feelings/emotions evoked by moving in an unfamiliar cultural space.

GOAL 4: *Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.*

ELO 4.1 Examine, critique, and evaluate various expressions and implications of diversity, equity, inclusion, and explore a variety of lived experiences.

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Students will complete three activities with students from a university in another country (virtual exchange) that will include comparison and contrast of lived experiences and perspectives.

Students will complete an activity in which they compare and contrast data on cultural generalizations from three different countries and how the information they gather has changed their perspectives on their own cultural behaviors and those of individuals from these other countries.

Students will complete the implicit bias test, the active bystander training offered through the Kirwan Institute, and discuss why it is so hard to talk about race. We hope to have an expert from the Kirwan Institute or the Office of DEI to speak to our students on their implicit bias test results.

The main project of the course is the Intercultural Team Project, designed to guide students to discover and engage with cultural differences, understand their intercultural competence through cross-cultural interactions, and explore how cultural difference intertwines with the concept of citizenship and interacts with cultural and social structures. In their final essay, students write on a variety of topics, two of which are pertinent here: How does the diversity of values and practices that have been explored in this project and your reflections in your cultural autobiography relate to your understanding of what it means to be a citizen of this country and of the world? How does the diversity of values and practices that have been explored in this project and your cultural

biography relate to your understanding of the structures of a just society?

Finally, students will read a scholarly article which discusses the evolving concept of citizenship and complete comprehension and discussion questions. In class, discussion will focus on students identifying how intercultural competence contributes to the evolving concept of citizenship.

Goals and ELOs for Citizenship for: FRIT 3054: The 21st-Century Skill: Intercultural Competence for Global Citizenship

Briefly describe how this course connects to or exemplifies the concept of this Theme (Citizenship): In a sentence or two, explain how this class “fits” within the focal Theme. This will help reviewers understand the intended frame of reference for the course-specific activities described below.

As the title of the course indicates, intercultural competence is a necessary skill for citizens of our diverse country and of the world and it is rated in the top 10 of skills needed for working in the future. Intercultural competence (IC) is not simply knowing information about other cultures. Among the different definitions of IC, the following is the most comprehensive: “Intercultural competence is a lifelong process that includes the development of the attitudes (respect and valuing of other cultures, openness, curiosity), knowledge (of self, culture, sociolinguistic issues) skills (listen, observe, interpret, analyze, evaluate, and relate), and qualities (adaptability, flexibility, empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve one’s goals to some degree.” (Deardorff 2006: 254)

Goals and ELOs shared by all themes

***Goal 1:** Successful students will analyze an important topic or idea at a more advanced and in-depth level than the foundations. In this context, “advanced” refers to courses that are e.g., synthetic, rely on research or cutting-edge findings, or deeply engage with the subject matter, among other possibilities.*

ELO 1.1 Engage in critical and logical thinking.

ELO 1.2 Engage in an advanced, in-depth, scholarly exploration of the topic or ideas within this theme.

Course activities and assignments to meet these goals

This course will build the skills of critical and logical thinking through critical response papers to the text, *Born a Crime*, and the documentary, *American Factory*, after class discussion. Students will engage in thoughtful class discussions on topics such as implicit bias (race, active bystander training), stereotypes vs generalizations. Students will complete tests that assess how they have processed the new information that will include scenarios in which students have to make decisions about how to re/act.

Students will read and engage in in-depth discussion of texts by a variety of research experts in the field, such as Gudykunst, Peterson, Kramsch, Agar and our own Lena Tenney. These readings/discussion contribute to their analysis of their experiential learning activities, such as their virtual exchange with students from another country, their intercultural team project in which they interview a person or group in the community with which they are unfamiliar, their implicit bias testing and their active bystander training. The course concludes with a four-page analysis paper that brings the course content together.

Goal 2: Successful students will integrate approaches to the theme by making connections to out-of-classroom experiences with academic knowledge or across disciplines and/or to work they have done in previous classes and that they anticipate doing in future.

ELO 2.1 Identify, describe, and synthesize approaches or experiences.

ELO 2.2 Demonstrate a developing sense of self as a learner through reflection, self-assessment, and creative work, building on prior experiences to respond to new and challenging contexts.

Goals and ELOs Citizenship for a just and diverse world

There are a variety of types of learning opportunities in this course: 1) Individual project on a personal cultural autobiography. Students cannot understand other peoples, perspectives, cultures and cultural interactions without understanding their own first. 2) Group project that requires students to cooperate, coordinate and analyze an interview with a person or group in the community or in another country (through connects made in the virtual exchange) with which they are unfamiliar. They will unpack this experience as well as the experience in item (1) to explore the relationship between diversity, citizenship and justice. 3) In the virtual exchange, students will complete collaborative activities with students from a university in another country. 4) Students will read and discuss a variety of texts. 5) Students will analyze and interpret comparative data on cultural generalizations from different countries. 6) Students will have a full immersion experience in another country (Italy) using VR technology to contribute to their understanding of 'otherness'.

Students complete a culture autobiography to examine how at least five of these cultural groups influence their identity: 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. They will present to their work to classmates with a prezi presentation for feedback and then will engage in class discussion on the project. This is followed by a reflection paper on their cultural identity, thus setting the foundation for the course material on diversity and understanding of the Other. Students complete the Intercultural Development Inventory, which is followed by an online debriefing and a debriefing with one of the instructors, both of whom are qualified administrators of the IDI. They also complete the IDP - which is a series of customized reflections and activities that focus on individualized conscious development of intercultural competence.

Course activities and assignments to meet these goals

GOAL 3: *Successful students will explore and analyze a range of perspectives on local, national, or global citizenship, and apply the knowledge, skills, and dispositions that constitute citizenship*

ELO 3.1 Describe and analyze a range of perspectives on what constitutes citizenship and how it differs across political, cultural, national, global, and/or historical communities.

ELO 3.2 Identify, reflect on, and apply the knowledge, skills and dispositions required for intercultural competence as a global citizen.

GOAL 4: *Successful students will examine notions of justice amidst difference and analyze and critique how these interact with historically and socially constructed ideas of citizenship and membership within societies, both within the US and/or around the world.*

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Students will complete three activities with students from a university in another country (virtual exchange) that focus on developing intercultural competence, including diverse perspectives on citizenship and the role of the citizen in society. The main project of the course is the Intercultural Team Project, designed to guide students to discover and engage with cultural differences, understand their intercultural competence through cross-cultural interactions, and explore how cultural difference intertwines with the concept of citizenship and interacts with cultural and social structures.

This is, of course, the focus of the course. Students will be given the Intercultural Development Inventory at the beginning and end of the course to measure (quantitatively) changes in IC development. The expectation is for the majority of students to grow in IC, as many of the activity types incorporated into this course have been used in research studies by the two instructors that have resulted in IC growth.

Students will view and discuss a commentary by Jhumpa Lahiri (Pulitzer prize-winning author) on language learning, intercultural competence and identity and will experience a reality immersion experience in Italy through a VR headset for exposure to the feelings/emotions evoked by moving in an unfamiliar cultural space.

Students will complete three activities with students from a university in another country (virtual exchange) that will include comparison and contrast of lived experiences and perspectives.

Students will complete an activity in which they compare and contrast data on cultural generalizations from three different countries and how the information they gather has changed their perspectives on their own cultural behaviors and those of individuals from these other countries. Students will complete the implicit bias test, the active bystander training offered through the Kirwan Institute, and discuss why it is so hard to talk about race. We hope to have an expert from the

ELO 4.2 Analyze and critique the intersection of concepts of justice, difference, citizenship, and how these interact with cultural traditions, structures of power and/or advocacy for social change.

Kirwan Institute or the Office of DEI to speak to our students on their implicit bias test results.

- The main project of the course is the Intercultural Team Project, designed to guide students to discover and engage with cultural differences, understand their intercultural competence through cross-cultural interactions, and explore how cultural difference intertwines with the concept of citizenship and interacts with cultural and social structures. In their final essay, students write on a variety of topics, two of which are pertinent here: How does the diversity of values and practices that have been explored in this project and your reflections in your cultural autobiography relate to your understanding of what it means to be a citizen of this country and of the world? How does the diversity of values and practices that have been explored in this project and your cultural biography relate to your understanding of the structures of a just society?