



**George Mason University
College of Education and Human Development
Ph.D. in Education
Emphasis: International Education**

**EDUC 878 (CRN 80587)
Intercultural Competence:
Theory and Research Application to International Education
3 Credits**

Fall 2014

Instructor: April Mattix, Ph. D.

Email: amattix@gmu.edu

Phone: (o) 703.993.4007

Skype: april.mattix

Office Hours: By appointment; before and after class on Tuesdays

Office: 2603 Thompson Hall

Meeting Dates: Tuesdays 4:30-7:10

Meeting Location: TBA

Course Description: Explores and examines intercultural competence theory and research as a teaching and learning framework in international education. Emphasizes the comparison of alternative models of intercultural competence development, research paradigms using intercultural competence theory in international education, and empirical studies that examine and explore the use of intercultural competence theory in education.

Prerequisites: Admission to the Ph.D. Education program or permission from instructor.

Nature of Course Delivery: This course consists of lectures, large and small group work, and online discussions that are structured around the course readings, individual assignments and activities, and class discussions. Both the professor and students will facilitate discussions. Therefore, active participation is an important element of this course. Students compare, analyze and evaluate existing studies as well as investigate a range of variables in the intercultural competence developmental frameworks as applied to international education.

Learner Outcomes: This course is designed to enable students to:

1. Define intercultural competence and other related terms (i.e., culture, competence) in international education;
2. Differentiate and associate other forms of competence (i.e., global mindedness, international mindedness) in international education through discussion;
3. Deconstruct the major theoretical approaches of intercultural competence and analyze the implications of the different approaches in international education;
4. Synthesize, evaluate and apply scholarly intercultural competence research and its concepts specifically in international education contexts; intercultural competence research that is relevant to international education contexts;
5. Demonstrate personal growth by understanding one's own development in intercultural competence; and
6. Design a research project and/or pilot study that addresses intercultural competence for specific populations and contexts in the field of international education.

Required Texts:

Deardorff, R. (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publications.

Landis, D., Bennett, J.M, & Bennett, M.J. (2004). *Handbook of intercultural training*. (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Recommended Additional Texts:

Marginson, S., & Sawir, E. (2012). *Ideas for intercultural education*. New York, NY: Palgrave Macmillan.

Savicki, V. (2008). *Developing intercultural competence and transformation: Theory, research and application in international education*. Sterling, VA: Stylus.

Technology Resources:

- All students are required to have access to a computer with Internet access and a current GMU email account.
- Relevant Websites:
 - American Psychological Association
<http://www.apa.org>
 - APA Formatting Advice
<http://owl.english.purdue.edu/>
 - Center for Effective and Collaboration and Practice: Culture Competence
<http://cecp.air.org/>
 - Intercultural Communication Institute Conference Materials
<http://www.intercultural.org/conferences.php>

Intercultural Development Research (IDR) Institute
<http://www.idrinstitute.org/page.asp?menu1=4&menu2=15>

National Center for Cultural Competence (NCCC)
<http://nccc.georgetown.edu/>

Attendance Policy: Ph.D. students are expected to attend and participate in **all** class sessions. *Class participation is a factor in grading; instructors may use absence or tardiness as de facto evidence of non-participation and as a result lower the grade as stated in the course syllabus.* Excused absences are up to the discretion of the instructor and will be granted for emergencies, unexpected illness, or other major unplanned life events. Non-excused absences are the decision of the student; however, they will result in a lower grade. All assignments are due as assigned unless given specific permission of the instructor to change the due date. *It is the responsibility of the student to make arrangements with colleagues to gather information about the missed class.*

GMU Policies and Resources for Students:

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].
- Students are responsible for the content of university communications sent to their George Mason University email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students solely through their Mason email account.
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See <http://ods.gmu.edu/>].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].

Professional Dispositions:

Students are expected to exhibit professional behaviors and dispositions at all times.

Core Values Commitment:

The College of Education & Human Development is committed to collaboration, ethical

leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. [See <http://cehd.gmu.edu/values/>]

Grading Policy: At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Since this is a doctoral level course, high quality work is expected of all participants. Attendance at all classes for the entire class is a course expectation. In order to qualify for a final grade of A+, a participant enrolled in EDUC 878 must (in addition to scoring the maximum possible points) participate in all class discussions, activities and projects. Only University absences identified in the Mason Catalog will be considered ‘excused’.

Integrity of Work: Students must adhere to the guidelines of the George Mason University Honor Code (<http://oai.gmu.edu/honor-code/>). The principle of academic integrity is taken very seriously and violations are treated as such.

Violations of the Honor Code include:

1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: <https://owl.english.purdue.edu/owl/resource/589/02/>

Incomplete (IN): This grade may be given to students who are in good standing, but who may be unable to complete scheduled course work for a cause beyond reasonable control. The student must then complete all the requirements by the end of the ninth week of the next semester, not including summer term, and the instructor must turn in the final grade by the end of the 10th week. Unless an explicit written extension is filed with the Registrar's Office by the faculty deadline, the grade of IN is changed by the registrar to an F (Mason catalog). Faculty may grant an incomplete with a contract developed by the student with a reasonable time to complete the

course at the discretion of the faculty member. The faculty member does not need to allow up to the following semester for the student to complete the course.

Late Work/Submissions: At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (think flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

GMU E-mail & Web Policy: Mason uses electronic mail (www.gmu.edu/email) to provide official information to students. Examples include notices from the library, notices about academic standing, financial aid information, class materials, assignments, questions, and instructor feedback. Students are responsible for the content of university communication sent to their Mason e-mail account and are required to activate that account and check it regularly (Mason catalog).

Course Withdrawal with Dean Approval: For graduate and non-degree students, withdrawal after the last day for dropping a course requires approval by the student's academic dean, and is permitted only for nonacademic reasons that prevent course completion (Mason catalog). There is no guarantee that such withdraws will be permitted.

Course Requirements: This is a doctoral level course, and active informed participation is expected and required. Active informed participation is defined as: full attendance, active participation in discussions and activities, demonstration of positive and collaborative dispositions towards colleagues, and satisfactory completion of all project work on time.

A major part of course participation is reading, presentation, and facilitations of assigned course material. **ALL readings** must be completed for the class date for which they are assigned.

All assignments should be turned in on the due date indicated in the schedule below via Blackboard. The submission deadline for assignments is 11:59pm EST of the due date indicated for each assignment. All projects must be typed, in a legible 12-point font, with one-inch margins, double-spaced, and in APA formatting unless otherwise noted. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully. *Late papers and projects will not be accepted without penalty, except in extraordinary circumstances.* I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe.

1. Participation (15%)

Class participation is vitally important in a course such as this. Each class session we will have readings to discuss, ideas to unpack, and activities to do. You are expected to participate in the

class discussions and activities in a substantive way, as this not only enriches the class, but also helps ensure that you will get the most out of the sessions.

2. Reflective Essay (10%)

The purpose of the reflective essay is to gather your understandings and perceptions of intercultural competence as well as explore and examine your areas for development in the intercultural competence continuum. This exercise allows you to reflect on your past experiences within your life and in your dealings with international education. As professionals in international education, it is imperative that we understand others and ourselves through multiple lenses when exposing our past, present, and future experiences. This self-assessment of your understanding of intercultural competence allows you to see what you know of intercultural competence as well as where your areas of potential growth lie.

You will need to include the following components into the essay:

- a. Specific examples or events, including but not limited to international experiences, influencing your understanding of intercultural competence;
- b. Connections to course readings and discussions in which you have helped develop your framework of understanding intercultural competence;
- c. A visual representation of your thinking about intercultural competency;
- d. Synthesis of own intercultural competence shaped by past, present, and/or current experiences that influences your professional life today; and
- e. Critical reflection that demonstrates creative understanding and transformative learning.

Further details will be available on Blackboard.

DUE: September 23

3. Book Review (20%)

The purpose of the book review is to examine how the concepts and ideas of intercultural competency are portrayed in contemporary and seminal literature. Further, this is an opportunity to extend your scope of understanding about intercultural competence, a means to view various perspectives and approaches to the idea, and a method by which to critically assess our own developing intercultural ideas and skills. Each student will select one text (a list of texts will be provided, but students may select a text not on the list *if approved by the course instructor*) to review. Students will critically read the text, craft an analytical review of the text, provide a selected chapter for the class to read, present the text to the class, and lead a class discussion on the book.

Further details will be available on Blackboard.

DUE: November 18

Requirements 4, 5, and 6 revolve around the creation and implementation of a pilot study. You may choose your own idea for this project, but it must further your understanding and perception of intercultural competence in international education through synthesis of the literature read in this course. You may include interviewing colleagues, teachers, friends, students, etc., who are

associated with any discipline in the international education field. *All study ideas must be approved by the instructor in advance.*

4. Pilot Study Proposal and Interview Protocol (10%)

In preparation for the final assignment for the course, students will be expected to create a pilot study proposal and interview protocol. The proposal and protocol will serve as a template and guide to what the student wants to explore through this project. Each proposal should include:

- An introduction to the issue which the student wants to explore, including pertinent background information, why the topic has been selected, and the purpose of examining this particular issue
- A summary collection of literature that could be used in the literature review
- A proposed methodology for the selection of participants and the collection of data
- A detailed interview protocol

Further details will be available on Blackboard.

DUE: October 14

5. Pilot Study Paper (35%)

The purpose of the pilot study is to give you the opportunity to dig deeper in understanding intercultural competence through conducting your own research in your discipline. For this study, you will compose research question(s) that will aid in your discovering of intercultural competence in international education. Your pilot study will be qualitative, and you will need to conduct at least three (3) interviews. You must record and transcribe these interviews. After transcription, you will code the transcripts using thematic analysis (pulling and collapsing) major themes from all the transcripts. You will present your results in a poster session at the end of the semester.

Each study should include the following:

- Introduction of the Literature and rationale for study
- Methods and Findings (participants, setting, data collection, data analysis)
- Discussion/Reflection (what you have learned from this study in connection with the course)
- Conclusions/Recommendations
- References
- Appendices (interview protocol, transcriptions).

Further details will be available on Blackboard.

DUE: December 2

6. Poster Presentation (10%)

During the final class session, students will present their pilot study findings in an open forum poster session. Each student will be required to create a “professional conference quality” poster that illustrates the key components of the pilot study.

Further details will be available on Blackboard.

DUE: December 2

Assignment Summary:

Assignment	Percent of Final Grade	Outcomes Addressed	Due Date
Participation	15	All	Daily
Reflective Essay	10	1, 5	September 23
Analytic Book Review	20	2, 3, 4	November 18
Proposal/Interview Protocol	10	All	October 14
Pilot Study Paper	35	All	December 2
Pilot Study Poster Presentation	10	All	December 2

**EDUC 878 Tentative Class Schedule
Fall 2014**

Class 1	August 26
General Topics	Course Introduction
Readings	None
Assignments	Take IDI online assessment (information will be given in session 1) Self assess using the AACU Intercultural Rubric (information will be given in session 1)

Class 2	September 2 (ONLINE)
General Topics	Conceptualizing Intercultural Competence, Part 1
Readings	Spitzberg, B.H., & Changon, G. (2009). Conceptualizing intercultural competence. In D. Deardorff (Ed.). <i>The SAGE Handbook of Intercultural Competence</i> (pp. 1-52). Thousand Oaks, CA: SAGE Publications. Pusch, M.D. (2004). Intercultural training in historical perspective. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.) <i>Handbook of intercultural training</i> (pp. 13-36). Thousand Oaks, CA: SAGE Publications. Deardorff, D. K. (2009). Synthesizing conceptualizations of intercultural competency: A summary of emerging themes. In D. Deardorff (Ed.). <i>The SAGE Handbook of Intercultural Competence</i> (pp. 264-270). Thousand Oaks, CA: SAGE Publications. Rathje, S. (2007). Intercultural competence: The status and future of a controversial concept. <i>Language & Intercultural Communication</i> , 7(4), 254-266. Video viewing: http://www.idrinstitute.org/page.asp?menu1=4&menu2=23&menu3=&menu4=&notizia=49&page=1
Assignments	Craft your own definition of what you believe “Intercultural Competence” should entail.

Class 3	September 9 (ONLINE)
General Topics	Cultivating Intercultural Competence
Readings	<p>Bennett, J.M., & Bennett, M.J. (2004). Developing intercultural sensitivity: An integrative approach to global and domestic diversity. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.), <i>Handbook of intercultural training</i> (pp. 147-165). Thousand Oaks, CA: SAGE Publications.</p> <p>Bennett, J. M. (2009). Cultivating intercultural competence: A process perspective. In D. Deardorff (Ed.). <i>The SAGE Handbook of Intercultural Competence</i> (pp. 121-140). Thousand Oaks, CA: SAGE Publications.</p> <p>Pusch, M.D. (2009). The interculturally competent global leader. In D. Deardorff (Ed.). <i>The SAGE Handbook of Intercultural Competence</i> (pp. 66-84). Thousand Oaks, CA: SAGE Publications.</p> <p>Video viewing: http://www.idrinstitute.org/page.asp?menu1=4&menu2=26&menu3=&menu4=&notizia=45&page=1</p>
Assignments	

Class 4	September 16 (ONLINE)
General Topics	Identity
Readings	<p>Kim, Y. Y. (2009). The identity factor in intercultural competence. In D. Deardorff (Ed.). <i>The SAGE Handbook of Intercultural Competence</i> (pp. 53-65). Thousand Oaks, CA: SAGE Publications.</p> <p>Tatum, B.D. (1997). The complexity of identity: Who am I? In <i>Why are all the black kids sitting together in the cafeteria?: And other conversations about race</i> (pp. 18-28). New York, NY: Basic Books.</p> <p>Sfard, A. & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. <i>Educational Researcher</i>, 34(4), 14-22.</p>
Assignments	

Class 5	September 23 (ONLINE)
General Topics	Intercultural Competence through Training and Development
Readings	<p>Fowler, S.M., & Blohm, J.M. (2004). An analysis of methods for intercultural training. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.). <i>Handbook of intercultural training</i> (pp. 37-84). Thousand Oaks, CA: SAGE Publications.</p> <p>Bennett, M.J., & Castiglioni, I. (2004). Embodied ethnocentrism and the feeling of culture: A key to training for intercultural competence. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.), <i>Handbook of intercultural training</i> (pp. 129-145). Thousand Oaks, CA: SAGE Publications.</p> <p>Graf, A., & Mertesacker, M. (2009). Intercultural training: Six measures assessing training needs. <i>Journal of Industrial Training</i>, 33(6), 539-558.</p>

	Ward, C. (2004). Psychological theories of cultural contact and their implications for intercultural training and interventions. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.). <i>Handbook of intercultural training</i> (pp. 185-216). Thousand Oaks, CA: SAGE Publications.
Assignments	Reflective Essay

Class 6	September 30 (ONLINE)
General Topics	Intercultural Competency through various Cultural Lenses
Readings	<p>Zahara, R.S. (2009). An associated approach to the intercultural communication competence in the Arab world. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 178-195). Thousand Oaks, CA: SAGE Publications.</p> <p>Manian, R., & Naidu, S. (2009). India: A cross-cultural overview of intercultural competence. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 233-248). Thousand Oaks, CA: SAGE Publications.</p> <p>Chen, G., & An, R. (2009). A Chinese model of intercultural leadership competence. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 196-208). Thousand Oaks, CA: SAGE Publications.</p> <p>Moosmüller, A., & Schöhuth, M. (2009). Intercultural competence in German discourse. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 209-232). Thousand Oaks, CA: SAGE Publications.</p> <p>Medina-Lopez-Portillo, A., & Sinnigen, J.H. (2009). Interculturality versus intercultural competencies in Latin America. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 249-263). Thousand Oaks, CA: SAGE Publications.</p>
Assignments	

Class 7	October 7
General Topics	Intercultural Competency in an Educative Setting
Readings	<p>Paige, R.M., & Goode, M.L. (2009). Cultural mentoring: International education professionals and the development of intercultural competence. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 333-349). Thousand Oaks, CA: SAGE Publications.</p> <p>Cushner, K., & Mahon, J. (2009). Developing the intercultural competence of educators and their students: Creating the blueprints. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 121-140). Thousand Oaks, CA: SAGE Publications.</p> <p>Jiaquan, X. (2009). On the development of college students' intercultural competency. <i>International Forum of Teaching and Studies</i>, 5(2), 27-31. doi:10.1007/978-3-540-89078-2_1</p> <p>Coulby, D. (2006). Intercultural education: Theory and practice. <i>Intercultural Education</i> 17, 245-257. doi:</p>

	10.1080/14675980600840274
Assignments	Peer review draft pilot proposals and interview protocols

Class 8	October 14 (ONLINE)
General Topics	Intercultural Competence outside of Education
Readings	<p>Storti, C. (2009). Intercultural competence in the training arena. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 272-286). Thousand Oaks, CA: SAGE Publications.</p> <p>Moran, R.T., Youngdahl, W. E, & Moran, S. V. (2009). Leading global projects: Bridging the cultural and functional divide. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 287-303). Thousand Oaks, CA: SAGE Publications.</p> <p>Fong, R. (2009). Culturally competent practice in social work. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 350-361). Thousand Oaks, CA: SAGE Publications.</p>
Assignments	Pilot Proposal and Interview Protocol

Class 9	October 21
General Topics	Researching within the Domain of Intercultural Competence, Part 1
Readings	<p>Yu, H. (2012). Intercultural competence in technical communication: A working definition and review of assessment methods. <i>Technical Communications Quarterly</i>, 21, 168-186. doi: 10.1080/10572252.2012.643443</p> <p>Van De Vijver, F.J.R, & Leung, K. (2009). Methodological issues in researching intercultural competence. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 403-418). Thousand Oaks, CA: SAGE Publications.</p> <p>Sheridan, V., & Storch, K. (2009). Linking the intercultural and grounded theory: Methodological issues in migration research. <i>Forum: Qualitative Social Research</i>, 10(1), 1-22.</p> <p>Fatani, A. E. (2009). Assessing intercultural competence. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 456-476). Thousand Oaks, CA: SAGE Publications.</p>
Assignments	

Class 10	October 28
General Topics	Researching within the Domain of Intercultural Competence, Part 2
Readings	<p>Hammer, M., Bennett, M., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. <i>International Journal of Intercultural Relations</i>, 27, 421-443. doi: 10.1016/S0147(03)00032-4</p> <p>Hammer, M. (2011). Additional cross-cultural validity testing of the intercultural development inventory. <i>International Journal of Intercultural Relations</i>, 35, 474-487. doi: 10.1016/j.ijintrel.2011.02.014</p> <p>Deardorff, D. (2009). Implementing intercultural competence assessment. In</p>

	<p>D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 477-492). Thousand Oaks, CA: SAGE Publications.</p> <p>Intercultural knowledge and competence Rubric: http://www.intercultural.org/documents/InterculturalKnowledge.pdf</p>
Assignments	

Class 11	November 4
General Topics	Intercultural Competency in the Context of International Education
Readings	<p>DeJaeghere, J., & Cao, Y. (2009). Developing U.S. teachers' intercultural competence: Does professional development matter? <i>International Journal of Intercultural Relations</i>, 33, 437-447.</p> <p>Greenholz, J. (2000). Assessing cross-cultural competence in transnational education: The Intercultural Development Inventory. <i>Higher Education in Europe</i> 25(3), 411-416.</p> <p>Mahon, J. (2006). Under the invisibility cloak: Teacher understanding of cultural difference. <i>Intercultural Education</i>, 17, 391-405. doi: 10.1080/14675980600971426</p> <p>McMillon, G. (2009). Pen pals without borders: A cultural exchange of teaching and learning. <i>Education and Urban Society</i>, 42(1), 110-135. doi: 10.1177/0013124509336066</p> <p>Straffon, D. A. (2003). Assessing the intercultural sensitivity of high school students attending an international school. <i>International Journal of Intercultural Relations</i>, 27 487-501. doi:10.1016/S0147-1767(03)00035-X</p>
Assignments	Peer review of pilot study

Class 12	November 11
General Topics	Synthesizing the Terrain of Intercultural Competency and Development
Readings	<p>Perry, L.B., & Southwell, L. (2011). Developing intercultural understanding and skills: Models and approaches. <i>Intercultural Education</i>, 22, 453-466. doi: 10.1080/14675986.2011.644948</p> <p>Trompenaars, F., & Wooliams, P. (2009). Research application: Toward a general framework of competence for today's global village. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 438-455). Thousand Oaks, CA: SAGE Publications.</p> <p>Trimble, J.E., Pedersen, P.B., & Rodela, E.S. (2009). The real cost of intercultural incompetence. In D. Deardorff (Ed.), <i>The SAGE Handbook of Intercultural Competence</i> (pp. 492-503). Thousand Oaks, CA: SAGE Publications.</p> <p>Renwick, G. (2004). Afterword: Reflections on the future of training. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.), <i>Handbook of intercultural training</i> (pp. 437-452). Thousand Oaks, CA: SAGE Publications.</p> <p>Landis, D., & Bhawuk, D.P.S. (2004). Synthesizing theory building and</p>

	practice in intercultural training. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.), <i>Handbook of intercultural training</i> (pp. 453-468). Thousand Oaks, CA: SAGE Publications.
Assignments	Using the definition of “Intercultural Competence” you crafted in the beginning of the course as a starting point, how would you now define it?

Class 13	November 18
General Topics	Student Led Book Reviews
Readings	Student selected
Assignments	Book Reviews Due Book Review Presentations

Class 14	November 25
General Topics	Student Led Book Reviews
Readings	Student selected
Assignments	Book Review Presentations

Class 15	December 2
General Topics	Pilot Poster Presentations
Readings	None
Assignments	Poster Presentations