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

EDUC 878 - DL 1 (CRN 21217)
Intercultural Competence:
Theory and Research Application to International Education
3 Credits
Spring 2019

Instructor: April Mattix Foster, Ph. D.
Email: amattix@gmu.edu
Phone: (o) 703.993.4007
Skype: april.mattix
Office Hours: By appointment
Office: Virtual
Meeting Dates: Online
Meeting Location: Online

University Catalogue 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/Co-requisites: Admission to the Ph.D. Education program or permission from instructor.

Course Delivery Method: This course will be delivered online using an asynchronous format via the Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before "@masonlive.gmu.edu or gmu.edu) and email password. The course site will be available on August 21, 2018.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Nature of Course: This course is a seminar. This means that our work together will primarily be through dialogue with each other. Instead of utilizing lectures, each class will depend on the ideas that we collectively develop as we engage in ongoing discussion about international education and intercultural communication, understanding, and competence. Your own experiences as teachers, readers, writers, and learners, along with the course readings, will be an important part of our developing collective understandings.

It is vitally important for each student to complete readings on a weekly basis. Typically, a course meets once weekly for approximately 2.5 hours. For each of the modules, you should spend this amount of time on the website **in addition** to your weekly readings and work. Successful students in an online learning environment are proactive, self-regulated, and manage their time well.

Expectation for Participation: This online course is **not self-paced.** You will be expected to complete one module every week. Completing a module involves reading, participating in discussions with the whole class, and completing any accompanying assignments associated with that module. You are asked to engage deeply with the subject matter, to take risks in your thinking, and to listen to and learn from your classmates.

- **Course Week:** This course is asynchronous: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Mondays and end on Sundays.
- **Log-in Frequency:** Students must actively check the course Blackboard site and their GMU email for communications from the instructor, at a minimum this should be **3** times per week.
- **Participation**: Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- **Technical Competence**: Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- **Technical Issues**: Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- **Workload**: Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

- **Instructor Support:** Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- **Netiquette:** The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- **Accommodations:** Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Technical Requirements: To participate in this course, students will need to satisfy the following technical requirements:
- High-speed Internet access with a standard up-to-date browser, either Internet Explorer or Mozilla Firefox is required (note: Opera and Safari are not compatible with Blackboard).
- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player: https://windows.microsoft.com/en-us/windows/downloads/windows-media-player/
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Learner Objectives or 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. Investigate intercultural competence through various lenses, constructs, and methods of approach.

Required Texts:
Deardorff, D. K. (Ed.) (2009). *The SAGE handbook of intercultural competence*. Thousand Oaks, CA: SAGE Publications, Inc.
Landis, D., Bennett, J. M., & Bennett, M. J. (Eds.) (2004). *Handbook of intercultural training* (3rd ed.). Thousand Oaks, CA: SAGE Publications, Inc.

Recommended Additional Texts:
Marginson, S., & Sawir, E. (2012). *Ideas for intercultural education*. New York, NY: Palgrave Macmillan.
Savicki, V. (Ed.) (2008). *Developing intercultural competence and transformation: Theory, research and application in international education.* Sterling, VA: Stylus Publishing, LLC.

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
  https://owl.english.purdue.edu/owl/resource/560/01/
  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://idrinstitute.org
  National Center for Cultural Competence (NCCC)
  http://nccc.georgetown.edu/

GMU Policies and Resources for Students:
Policies

- Students must adhere to the guidelines of the Mason Honor Code (see http://oai.gmu.edu/the-mason-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 Mason 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.

- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see http://ods.gmu.edu/).

- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

Campus Resources

- Support for submission of assignments to Tk20 should be directed to tk20help@gmu.edu or https://cehd.gmu.edu/aero/tk20. Questions or concerns regarding use of Blackboard should be directed to http://coursessupport.gmu.edu/.

- The Writing Center 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/).

- The 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/).

- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress management, nutrition, sexual assault, drug and alcohol use, and sexual health (see http://ssac.gmu.edu/). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to http://ssac.gmu.edu/make-a-referral/.

- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/.

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

Core Values Commitment: The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: http://cehd.gmu.edu/values/.

GMU Email and 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). All communication sent for this course will be sent to your Mason email account.

All communication sent for this course will be sent to your Mason email account. I will respond to emails as soon as I can, but always within 24 hours.

Grading Policy: Since this is a doctoral level course, high quality work is expected of all participants. Participation in 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'.

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.
- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.

- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible

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	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the Graduate School of Education

Integrity of Work: All students must adhere to the guidelines of the George Mason University Honor Code (see http://oai.gmu.edu/the-mason-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 9th 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. A copy of the contract will be kept on file in the APTDIE office.

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.***

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.

Netiquette: Something vital for our consideration as a class is netiquette. Netiquette, a combination of "internet" and "etiquette", is the set of protocols we will observe for our online communication throughout this course. As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners that is a safe and productive space.

Whether we are engaging in dialogue in a collaborative discussion, or working in groups on a collaborative project, please keep the following norms in mind. These will form the basis for our online netiquette protocol:

- Write concisely and clearly - don't make others "guess" what you want to say.
- Post early in the module to give the discussion time to develop and honor the established timeline for responses. In projects, do not procrastinate; others are counting on your timely input for project to be successful.
- Make use of subject lines to help others know what you are writing about in your post.
- Read others' posts before making your own so everyone isn't saying the same thing.
- Refer to others' posts - we want to develop a dialogue in which we are talking *with* each other, not *at* each other.
- You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
- Be respectful: All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You can disagree… respectfully.
- Watch sarcasm - it doesn't always translate well online, and we have yet to develop a sarcasm font.
- Do not use offensive language.
- Avoid using all caps - IT IS LIKE YELLING.
- Watch overusing exclamation marks!!!!!!!!!!!!
- Popular emoticons such as ☺ or / can be helpful to convey your tone but do not overdo or overuse them. ☺☺☺☺☺☺☺☺☺
- Think before you push the "send" button.
- Remember that you are not competing with classmates, but sharing information and learning from others.
- Do not hesitate to ask for feedback.

As our work will unfold in an online environment, we need to be mindful that what we say and how we say it may translate in different ways when our words are read rather than heard.

COURSE PERFORMANCE EVALUATION

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. Discussion Board Participation (30%)

Each week in our class we will have an online group discussion of the readings that are assigned for the module. You are expected to participate in this discussion in a substantive way (by both responding directly to the prompt and by responding to others' comments). *Each student will also have one week in which he or she is the discussion board leader or co-leader. During that week, the student will develop the discussion prompts and lead the class dialogue on Blackboard.* Your participation in discussion board conversations is **15%** of your final grade.

Please note, as this is an online course, all our discussion will be in the form of the electronic discussion board. It is not acceptable to wait until the end of the week to post your comments as you will not be able to engage fully in the discussion, and others will not have an opportunity to engage with your thoughts and comments. **Each module will begin on a Tuesday and run through the following Monday. You must start posting for each module by *Friday at midnight (EST)* so that the class will have Friday through Monday to engage in conversation.

**Students will be expected to respond to each of the discussion questions that the instructor or discussion leader posts.

Additionally, students should respond to **at least two posts from other classmates.

Discussion Board is particularly important in a class such as this as it provides us with a forum for discussion of the topics we will be exploring and an open space to work through our own thoughts and ideas. Some of the richest and most robust discussions I have ever heard (seen) have taken place on a discussion board, and it is my hope that you will actively engage your colleagues in this medium. To provide a bit of a framework for participating in Discussion Board, please see the general "criteria for Blackboard Discussions" below.

Important Note: Discussion board for each module will be "open" only during the week that the module is active. You will always be able to go back and read earlier responses, but you will only be able to physically post in that week's discussion board during the week we are working on it.

Criteria for Blackboard Discussions
1. Each module begins on a Tuesday. You should *begin* posting by Friday at midnight (at the latest). This will give us time to engage in discussion over the remainder of the module.
2. Postings should be distributed during the discussion period (not concentrated all on one day or at the beginning and/or end of the period).
   *Please note: it is acceptable to post your responses to the initial questions at the same time. **However, your responses to your colleagues should be distributed throughout the course of the module and not done at one fail swoop.**
3. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.
4. Every week you should respond to **each** of the discussion questions that the discussion leader posts. Additionally, you should respond to at least **two** posts from other classmates **unless** otherwise noted in the discussion board prompt.
5. Address the questions as much as possible (don't let the discussion stray).
6. Use quotes from the articles that support your postings. Include page numbers when you do quote.
7. Bring in related prior knowledge if/when you can (work experience, prior coursework, readings, etc.). This greatly adds to the richness of the conversation.
8. Use proper etiquette (proper language, typing, etc.). Please avoid using "text" talk (such as "C U," "B4," "cuz," etc.). It is a graduate level course, so it is important that, while the Discussion Board is meant to be an open and safe space for discussion and exchanges, we should aim to maintain appropriate adherence to grammar and style.

Evaluation of Discussion Board
At the end of each module, you will receive a score on your participation in the discussion board conversation. Below is the rubric that will be used to provide your scores.

Weekly Online Discussion Rubric			
Criteria	Excellent (3 points)	Average (2 points)	Needs Improvement (1 point)
Content quality: Responsive to	It is very clear that readings were	The readings appear to be generally	It is not evident that readings were

discussion and demonstration of knowledge and understanding gained from assigned reading	understood and incorporated well into responses.	understood and there is some incorporation into responses.	understood and/or not incorporated into discussion.
Writing quality: Responses are professionally crafted and sources are cited	Writing is professionally crafted, and any sources are properly cited.	Writing is generally clear. Sources are not properly cited.	Writing is unclear and full of errors. Sources are not cited properly.
Timeliness: Posts are well distributed throughout the module	Postings are well distributed throughout the module. (Posts span three or more time periods). Initial posting is on time.	Postings minimally distributed. (Responses are posted from two time periods). Initial posting is on time.	Postings are not distributed throughout the week. (Responses are posted at one time). Initial posting is late.
	Met (1 point)		Not Met (0 points)
Responsiveness: At least posts from two others have been responded to during the module	At least two posts from two others have been responded to during the module.		One or no others have been responded to during the module.

2. Reflective Activities (20%)

There will be two modules in which you will complete your choice of reflective activities. Each activity is made up of a combination of exercises, literature, experiences, and a final paper.

Further details and a list of the activities options are available on Blackboard.
DUE: February 25 & April 8

Requirements 3, 4, and 5 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.

3. 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: March 25

4. Pilot Study Paper (30%)
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.

Each study should include the following:
- Introduction of the subject and rationale for study
- Literature Review
- Methods
- Findings
- 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: May 6

5. Pilot Study Presentation (10%)
Each student will craft an electronic presentation that illustrates the key components of his or her pilot study.

Further details will be available on Blackboard.
DUE: April 29

Assignment Summary:

Assignment	Percent of Final Grade	Due Date
Participation	30	Weekly
Reflective Activities	20	February 25; April 8
Proposal	10	March 25
Pilot Study Presentation	10	April 29
Pilot Study Paper	30	May 6

EDUC 878 Schedule
Spring 2019

Class 1	January 22 – January 28
General Topics	Conceptualizing Intercultural Competence
Readings	Spitzberg, B. H., & Changon, G. (2009). Conceptualizing intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 2-52). Thousand Oaks, CA: SAGE Publications, Inc.
Assignments Due	*Discussion Board

Class 2	January 29 – February 4
General Topics	The Developmental Study of Intercultural Competence
Readings	Pusch, M. D. (2004). Intercultural training in historical perspective. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training* (pp. 13-36). Thousand Oaks, CA: SAGE Publications, Inc. Deardorff, D. K. (2009). Synthesizing conceptualizations of intercultural competency: A summary of emerging themes. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 264-269). Thousand Oaks, CA: SAGE Publications, Inc. Video viewing: http://www.idrinstitute.org/page.asp?menu1=4&menu2=23&menu3=&menu4=&notizia=49&page=1
Assignments Due	*Discussion Board

Class 3	February 5 – February 11
General Topics	Cultivating Intercultural Competence
Readings	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.), *Handbook of intercultural training* (pp. 147-165). Thousand Oaks, CA: SAGE Publications. Bennett, J. M. (2009). Cultivating intercultural competence: A process perspective. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 121-140). Thousand Oaks, CA: SAGE Publications. Video viewing: http://www.idrinstitute.org/page.asp?menu1=4&menu2=26&menu3=&menu4=&notizia=45&page=1

Assignments Due	*Discussion Board – Student Led Discussion Board

Class 4	February 12 – February 18
General Topics	Identity
Readings	Kim, Y. Y. (2009). The identity factor in intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 53-65). Thousand Oaks, CA: SAGE Publications, Inc. Sfard, A., & Prusak, A. (2005). Telling identities: In search of an analytic tool for investigating learning as a culturally shaped activity. *Educational Researcher, 34*(4), 14-22. **Optional:** Tatum, B. D. (1997). The complexity of identity: Who am I? In B. D. Tatum, *Why are all the black kids sitting together in the cafeteria?: And other conversations about race* (pp. 18-28). New York, NY: Basic Books.
Assignments Due	*Discussion Board – Student Led Discussion Board

Class 5	February 19 – February 25
General Topics	Intercultural Competence through Training and Development
Readings	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.). *Handbook of intercultural training* (pp. 37-84). Thousand Oaks, CA: SAGE Publications. 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, & M. J. Bennett (Eds.), *Handbook of intercultural training* (pp. 249-265). Thousand Oaks, CA: SAGE Publications. Ward, C. (2004). Psychological theories of cultural contact and their implications for intercultural training and interventions. In D. Landis, J. M. Bennett, & M.J. Bennett (Eds.), *Handbook of intercultural training* (pp. 185-216). Thousand Oaks, CA: SAGE Publications, Inc.
Assignments Due	*Discussion Board *Activity 1 **(Due February 25)**

Class 6	February 26 – March 4
General Topics	Intercultural Competency in the Context of International Education
Readings	DeJaeghere, J. G., & Cao, Y. (2009). Developing U.S. teachers'

	intercultural competence: Does professional development matter? *International Journal of Intercultural Relations, 33*(5)*,* 437-447. doi: 10.1016/j.ijintrel.2009.06.004 Mahon, J. (2006). Under the invisibility cloak: Teacher understanding of cultural difference. *Intercultural Education, 17*(4)*,* 391-405. doi: 10.1080/14675980600971426 **Optional:** McMillon, G. M. T. (2009). Pen pals without borders: A cultural exchange of teaching and learning. *Education and Urban Society, 42*(1), 119-135. doi: 10.1177/0013124509336066
Assignments Due	*Discussion Board – Student Led Discussion Board

Class 7	March 5 – March 11
General Topics	Intercultural Competency through various Cultural Lenses
Readings**	Ashwill, M. A., & Thị Hoàng Oanh, D. (2009). Developing globally competent citizens: The contrasting cases of the United States and Vietnam. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 141-157). Thousand Oaks, CA: SAGE Publications, Inc. Chen, G-M., & An, R. (2009). A Chinese model of intercultural leadership competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 196-208). Thousand Oaks, CA: SAGE Publications, Inc. Manian, R., & Naidu, S. (2009). India: A cross-cultural overview of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 233-248). Thousand Oaks, CA: SAGE Publications, Inc. Medina-López-Portillo, A., & Sinnigen, J. H. (2009). Interculturality versus intercultural competencies in Latin America. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 249-263). Thousand Oaks, CA: SAGE Publications, Inc. Moosmüller, A., & Schönhuth, M. (2009). Intercultural competence in German discourse. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 209-232). Thousand Oaks, CA: SAGE Publications, Inc. Ogom Nwosu, P. (2009). Understanding Africans' conceptualizations of intercultural competence. . In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 158-178). Thousand Oaks, CA: SAGE Publications, Inc. Zaharna, R. S. (2009). An associative approach to intercultural communication competence in the Arab world. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 179-195). Thousand Oaks, CA: SAGE Publications, Inc.

	**Select and focus on two of the readings.
Assignments Due	*Discussion Board

Class 8	March 12 – March 18
General Topics	Researching within the Domain of Intercultural Competence, Part 1
Readings	Van De Vijver, F. J. R, & Leung, K. (2009). Methodological issues in researching intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 404-418). Thousand Oaks, CA: SAGE Publications, Inc. Sheridan, V., & Storch, K. (2009). Linking the intercultural and grounded theory: Methodological issues in migration research. *Forum: Qualitative Social Research, 10*(1), 1-22.
Assignments Due	*Discussion Board – Student Led Discussion Board

Class 9	March 19 – March 25
General Topics	Researching within the Domain of Intercultural Competence, Part 2
Readings	Deardorff, D. K. (2009). Implementing intercultural competence assessment. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 477-491). Thousand Oaks, CA: SAGE Publications, Inc. Fatani, A. E. (2009). Assessing intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 456- 476). Thousand Oaks, CA: SAGE Publications, Inc. Intercultural Knowledge and Competence VALUE Rubric: http://www.intercultural.org/documents/InterculturalKnowledge.pdf **Optional:** Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations, 27*(4), 421-443. doi: 10.1016/S0147(03)00032-4 Hammer, M. R. (2011). Additional cross-cultural validity testing of the intercultural development inventory. *International Journal of Intercultural Relations, 35*(4), 474-487. doi: 10.1016/j.ijintrel.2011.02.014
Assignments Due	*Proposal Due **(March 25)**

Class 10	March 26 – April 1
General Topics	Intercultural Competency in an Educative Setting
Readings	Paige, R. M., & Goode, M. L. (2009). Cultural mentoring: International education professionals and the development of intercultural competence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 333-349). Thousand Oaks, CA: SAGE Publications. Inc. Coulby, D. (2006). Intercultural education: Theory and practice. *Intercultural Education, 17*(3), 245-257. doi: 10.1080/14675980600840274 **Optional:** Cushner, K., & Mahon, J. (2009). Developing the intercultural competence of educators and their students: Creating the blueprints. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 304-320). Thousand Oaks, CA: SAGE Publications, Inc. Jiaquan, X. (2009). On the development of college students' intercultural competency. *International Forum of Teaching and Studies, 5*(2), 27-31.
Assignments Due	*Discussion Board – Student Led Discussion

Class 11	April 2 – April 8
General Topics	Intercultural Competence outside of Education
Readings	Storti, C. (2009). Intercultural competence in the training arena. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 272-286). Thousand Oaks, CA: SAGE Publications, Inc. Moran, R. T., Youngdahl, W. E., & Moran, S. V. (2009). Leading global projects: Bridging the cultural and functional divide. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 287-303). Thousand Oaks, CA: SAGE Publications, Inc.
Assignments Due	*Discussion Board *Activity 2 (**Due April 8**)

Class 12	April 9 – April 15
General Topics	Synthesizing the Terrain of Intercultural Competency and Development, Part 1
Readings	Perry, L. B., & Southwell, L. (2011). Developing intercultural understanding and skills: Models and approaches. *Intercultural Education, 22*(6), 453-466. doi: 10.1080/14675986.2011.644948 Trompenaars, F., & Wooliams, P. (2009). Research application: Toward a general framework of competence for today's global village. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural*

	competence (pp. 438-455). Thousand Oaks, CA: SAGE Publications, Inc.
Assignments Due	*Discussion Board – Student Led Discussion

Class 13	April 16 – April 22
General Topics	Synthesizing the Terrain of Intercultural Competency and Development, Part 2
Readings	Rathje, S. (2007). Intercultural competence: The status and future of a controversial concept. *Language & Intercultural Communication, 7*(4), 254-266. doi: 10.2167/laic285.0 Landis, D., & Bhawuk, D. P. S. (2004). Synthesizing theory building and practice in intercultural training. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), *Handbook of intercultural training* (pp. 453-468). Thousand Oaks, CA: SAGE Publications, Inc. Trimble, J. E., Pedersen, P. B., & Rodela, E. S. (2009). The real cost of intercultural incompetence. In D. K. Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 492-503). Thousand Oaks, CA: SAGE Publications, Inc.
Assignments Due	*Discussion Board – Student Led Discussion

Class 14	April 23 – April 29
General Topics	Pilot Study Sharing
Readings	None
Assignments Due	*Pilot Study Presentation **(Due April 29)** *Discussion Board

Class 15	April 30 – May 6
General Topics	Pilot Study Preparation
Readings	None
Assignments Due	Pilot Study Paper **(Due May 6)**