Cross Currents Seminar: Thinking Intercultural Competence

UNAS3343.01  FALL 2021

Meeting Dates and Times: Mondays, 4:30-5:45 pm  Location: Stokes 115 North
Canvas Site: https://bostoncollege.instructure.com/courses/1624880

COURSE SYLLABUS (subject to change)

COURSE OVERVIEW

INSTRUCTOR:  Dr. Matthew Goode  🏛️ O’Neill 250  ✉️ matthew.goode@bc.edu

SEMINAR DESCRIPTION

Students entering the workforce today, no matter what profession or field of study, need to be equipped with the knowledge, skills, and attitudes to successfully interact with colleagues, clients, customers and communities who are different from themselves. This seminar will help students develop their knowledge and skills through intentional exposure to relevant theoretical materials, meaningful and structured interactions, and reflection on the impact of these experiences on their own identities and their relationships with others. Experience with domestic and international diverse populations will be explored.

This one credit seminar might be unlike any other course you have taken. It is the beginning, or perhaps a continuation, of a life-long journey for you. Rather than learning facts and formulas, you will be learning about yourself, about other students in the class, about the U.S., and about the world. Classes will consist of presentation of theories or ideas, group discussion, and exercises to put these theories into practice in real-life applications and situations. Self-reflection, experiential learning, and active participation are integral for this process. Cross-cultural studies can be challenging emotionally as well as intellectually. Try on new ideas, experiment with new behaviors, and learn from your fellow students. You will be able to use the knowledge and skills you gain from this course in your everyday life as an individual, in your interactions with others, and as a global leader.

BROAD SEMINAR GOALS AND LEARNING OUTCOMES

Over the course of the semester you aim to:

1) understand the influence of cultural contexts on how you and others view the world,
2) deepen your awareness of your and others’ cultural identities and values and
3) build your skills in communicating effectively across cultures.

Each week we will focus on a new topic and develop new skills that will get you to the aforementioned goals. The following specific and demonstratable learning outcomes are designed to help you concretely reflect on your progress. Upon completion of this course you should be able to:

1) Establish group norms/establish a classroom community
2) Interrogate/complicate the idea of culture
3) Apply a framework for exploring culture
4) Use a shared vocabulary to discuss cultural competence and intercultural competence
5) Develop an awareness of the collective/group dynamic
6) Develop an understanding of the dynamism of your own cultural and racial identities
7) Explore the intersection of cultural and racial identities in broader society
8) Explore the concept of individualism as part of American culture
9) Develop an increased awareness of your own and others’ cultural values
10) Describe the role that verbal communication plays in different cultural contexts
11) Reflect on some of your own formative childhood experiences in terms of culture-specific verbal communication
12) Observe and analyse the varying types of non-verbal behavior and how it differs across cultures
13) Identify the kinds of cultural factors that might be impacting a conflict situation
14) Explore strategies to better navigate through situations involving cross-cultural conflict
15) Examine the concepts of stereotypes and stereotype threat
16) Explore the relevance of these concepts in one’s own life experiences and others’ life experiences
17) Develop a deeper understanding of social privilege in its many forms
18) Apply this understanding in reflecting on one’s own privilege (or lack thereof) and your interactions with others who enjoy varying levels of privilege
19) Give and receive constructive feedback on your own and others’ intercultural development plans

READINGS AND COURSE MATERIAL
You will not be required to purchase textbooks for this course. The downloadable readings, videos, worksheets and other required course materials have been made available to you (free of cost) in Canvas, BC’s learning management system. You can access our classes Canvas site at https://bostoncollege.instructure.com/courses/1624880. You will need to have access to the internet in order to view the required readings/resources and to complete and submit assignments.

COURSE EXPECTATIONS & ASSIGNMENTS

LEARNING IN THIS SEMINAR
This one credit seminar was designed to be highly interactive and provide opportunities for you to reflect on your own experiences as well as project ways in which your new learnings will be applied in aspects of your life. Your instructors will employ a variety of teaching and learning strategies in the class meetings to include:

Class discussions and brainstorms  Group and Individual Presentations  1 on 1 Meetings
Peer and personal reflection activities  Peer-Feedback  Video Screenings and Interpretations
Short Lectures  Self-assessments

DESIGNING OUR COMMUNITY
As your instructor, I take seriously my role in helping to create a dynamic and thoughtful learning community. As such, I endeavor to foster a space in which all class members are able to develop new insights; challenge you to consider new perspectives and experiences; be transparent about our expectations; and provide you with written or oral feedback on your progress in a timely fashion so I can support you in getting as much out of this course as possible.

As student-participants, I expect you to complete required readings before the class meeting sessions, submit assignments by the stated deadlines, and complete all activities and assignments to the best of your ability.
This seminar is graded as Pass/Fail. In order to pass...
- You must submit all assignments.
- Each assignment submission must meet a minimal standard.
- You must attend the class meetings unless you have an excused absence.

Throughout the seminar you will have various activities and assignments to complete. Assignments will be submitted via the course’s Canvas site. The major assignments’ descriptions and due dates can be found below. As this course is graded Pass/Fail, you will not receive points or letter grades on assignments; however, you will receive detailed feedback on your assignments. Your submissions must meet a minimal standard to show you are achieving the expected learning outcomes of the course.

The rubric highlighting the expectations for each assignment can be found on Canvas on the relevant assignment page. Listed below is a description of the major assignments. Detailed instructions for these and the smaller assignments are available in Canvas.

**Intercultural Development Inventory x2 and Follow up Sessions**
Complete the IDI twice (near the beginning and end of the course) and meet with Dr. Goode to discuss your profile

**Journal**
You will be keeping a journal for this course. The journal will be kept in a Google Doc where you will be adding an entry each week unless marked otherwise. This journal assignment was created primarily as a structured way for you to take some time each week to personally reflect on what you are learning in this course and how it might apply to your own life. Each week, you will be asked to respond to specific prompts in your journal. The prompts will be added to the Canvas site. Each journal entry should be between 250-350 words in length. Please format in Times New Roman, 12 point font, double-spaced. **You will complete a new journal entry every week.**

**Intercultural Development Plan (IDP)**
Review your Intercultural Development Inventory (IDI) results and submit an initial outline of your Intercultural Development Plan including your individual goals, challenges, selected developmental activities, and rationale for the developmental activities you identified. **This assignment will be due before class on September 20th.**

You will then be asked to update/revise your outline and add a narrative reflection section, and **submit this revised IDP prior to your in-class presentation (see below).**

**Intercultural Development Plan (IDP) Presentation**
You will do a presentation of your IDP near the end of the semester. Having revisited your initial IDP, you will have 10 minutes to provide an overview of your revised intercultural development goals, challenges, and planned activities and a justification for your thinking. You should refer to new insights and knowledge in your presentation. While you are not required to create slides, your presentation should be planned and thoughtful. You will also be expected to give and receive feedback to peers during the IDP presentations. **These presentations will take place in class on November 22nd and 29th.**

**Cultural Autobiography**
Around the midpoint of the course you will write an autobiography in which you will describe and explore your identity(ies) in cultural terms. The objective of this assignment is to demonstrate your ability to analyze yourself as a member of different cultural groups and apply the theoretical material learned from the readings and class discussions (to date) to your real-life experiences.
This assignment can be approached in a variety of ways:

- Written statement: 1,000-1,300 words in length. You may include images and relevant digital links.
- A video recorded autobiography approx 3-4 minutes long.
- A voice over slide-show of approximately 3-4 minutes that includes a combination of words and images.

This assignment will be due before class on October 18th.

Additional Developmental Activities/Active Participation

Mapping Your Cultural Identity
Communication Observation
Intercultural Conflict Style Inventory

Class Attendance
Class attendance and participation are required for this course. If you are going to miss a given class session, please let me know in advance so that an alternative participation arrangement can be made for you. If you miss more than two class sessions throughout the semester, you may not be able to pass the course.

COURSE STRUCTURE AND CALENDAR

<table>
<thead>
<tr>
<th>Week #</th>
<th>MEETING DATES</th>
<th>TOPICS</th>
<th>READINGS/ RESOURCES</th>
<th>ASSIGNMENTS DUE</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>30 Aug</td>
<td>Course overview &amp; introductions</td>
<td>*to be completed before class meeting. Readings are available on course’s Canvas site</td>
<td></td>
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<tr>
<td>2</td>
<td>No class meeting on 6 Sept (Labor Day)</td>
<td>What is culture?</td>
<td>Online Intercultural Development Inventory completed by September 6th</td>
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<td>3</td>
<td>13 Sept</td>
<td>What is culture? (continued)</td>
<td>The Concept of Culture (Michael Minkov)</td>
<td>Bring Culture Interview notes to class</td>
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<td>Journal Entry due before class</td>
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<td>4</td>
<td>20 Sept</td>
<td>What is intercultural competence?</td>
<td>“Intercultural Competences: Conceptual and Operational Framework” (UNESCO) (pp. 1-21)</td>
<td>Draft Intercultural Development Plan due before class</td>
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<td>Journal Entry due before class</td>
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<td>5</td>
<td>27 Sept</td>
<td>What are cultural identity and racial identity?</td>
<td>“The Identity Factor in Intercultural Competence” (Young Yun Kim)</td>
<td>Journal Entry due before class</td>
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<td>Select one chapter from <em>New Perspectives on Racial Identity Development: A Theoretical and Practical Anthology</em> (C. Wijeyesinghe and B. Jackson, Eds.)</td>
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<td>6</td>
<td>4 Oct</td>
<td>What are cultural values?</td>
<td>“Individualism as an American Cultural Value” (Poranee Natadecha-Sponsel, <em>One World, Many Cultures</em>)</td>
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<td>7</td>
<td>No class meeting (Fall Break)</td>
<td>What is intercultural communication?</td>
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<td>8</td>
<td>18 Oct</td>
<td>What is intercultural communication? (verbal)</td>
<td>“Language and Intercultural Communication” (Judith Martin &amp; Thomas Nakayama, <em>Intercultural Communication in Contexts</em>), pp. 218–240</td>
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<td>9</td>
<td>25 Oct</td>
<td>What is intercultural communication? (non-verbal)</td>
<td>“Nonverbal Codes and Cultural Space” (Judith Martin &amp; Thomas Nakayama, <em>Intercultural Communication in Contexts</em>), pp. 265–281</td>
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<td>10</td>
<td>1 Nov</td>
<td>What is intercultural conflict?</td>
<td>“Intercultural Conflict Competence as a Facet of Intercultural Competence Development” (Stella Ting-Toomey, <em>The SAGE Handbook of Intercultural Competence</em>), pp. 100–104</td>
</tr>
<tr>
<td>11</td>
<td>8 Nov</td>
<td>What are stereotypes?</td>
<td>“An Introduction: At the Root of Identity” (Claude Steele, <em>Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do</em>), Chapter 1</td>
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<td>12</td>
<td>15 Nov</td>
<td>What is privilege?</td>
<td>“Expanding the Definition of Privilege: The Concept of Social Privilege” (Linda Black &amp; David Stone)</td>
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<td>13</td>
<td>22 Nov</td>
<td>Intercultural Development Plan presentations (part I)</td>
<td>Revised Intercultural Development Plan due before class</td>
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<td>14</td>
<td>29 Nov</td>
<td>Intercultural Development Plan presentations (part II)</td>
<td>Revised Intercultural Development Plan due before class</td>
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<td>15</td>
<td>6 Dec</td>
<td>Final Reflections</td>
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POLICIES

ACADEMIC INTEGRITY
It is your responsibility to know the university’s policy on academic integrity which can be found at: https://www.bc.edu/bc-web/academics/sites/university-catalog/policies-procedures.html#academic_integrity_policies. Violations of academic integrity will be reported to your class dean and judged by the academic integrity committee in your school. If you are found responsible for violating the policy, penalties may include a failing grade as well as possible probation, suspension, or expulsion, depending on the seriousness and circumstances of the violation.

For this course’s written assignments, all ideas that are not your own must be properly documented. If you have any questions on the rules of citation, please don't hesitate to ask the instructors. This policy also applies to re-using work that you have completed for other classes or purposes. Evidence of plagiarism (as determined by the academic integrity committee in your school) can result in a failing grade for this course.

DISABILITIES AND REQUESTS FOR ACCOMMODATIONS
As your course instructor I am committed to providing equal opportunities for students to participate and learn. I am happy to make accommodations for those who require them. If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Director, Connors Family Learning Center, or Disability Services Office staff (disabsrv@bc.edu). Please note that advance notice and appropriate documentation are required for accommodations.