

George Mason University
College of Education & Human Development (CEHD)
Graduate School of Education (GSE)
EDUC 878: Intercultural Competence:
Theory and Research Application to International Education
CRN 42642 Summer 2015 – MT – 4:30-7:10, WR - online

Professor

Supriya Baily, PhD, Assistant Professor

Office Location: Thompson Hall 2605

Phone: 703.993.8351

Office Hours during the course:

Tuesdays 2-4 or by appointment

Email: sbaily1@gmu.edu

Course Description

- A. *Prerequisites:* Admission to the Ph.D. Education program or permission from instructor.
- B. *University Catalog 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.

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.

Professional Standards

International and comparative education is a growing and important field within education and as a result there are a growing number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves

international schools; the Institute of International Education (IIE), The Alliance for International Education (AIE) focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), whose purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. This course addresses some of the aims and goals of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education. This course is also aligned with the following vision statements: GSE Priorities-- Diversity and Equity, and Children, Families and Communities, CEHD's Center for Language and Culture (CLC) and the National Association for Multicultural Education.

Course Delivery

This course includes a variety of learning activities: discussions in seminar format, text-based/multi-media presentation of course materials, experiential learning activities including interactive assignments, cooperative learning group activities, online discussions and activities, and lecture.

Required Texts and Readings

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.

Course Assignments/Requirements

All assignments should be turned in on the due date indicated in the schedule below via Blackboard and/or email. Formatting must be consistent with APA (6th edition) guidelines. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

Attendance and Participation (25 points)

Class participation is important not only for each individual student's learning, but for the learning and success of our class as a whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departure in both on-line and campus class sessions as de facto evidence of non-participation and as a result lower a student's grade (Mason Catalog 2011-12).

Please note the following attendance and participation policies:

1. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. For each unexcused absence (a determination made

by the instructor) one point will be deducted from your attendance and class participation points up to a total of 15 points.

2. Participants are expected to read the assigned materials, complete on-line activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in on-line and face-to-face class discussions.
3. If, due to an emergency, you will not be able to participate during a given week of class, please contact the professor as soon as possible. Students are responsible for obtaining information given during class discussions/sessions despite attendance from a classmate.

Each week five points will be assigned for participation and completion of mini-projects for the online portion of the class.

Reading Synthesis (15 points) (Due by the last class)

Learning how to synthesize multiple readings is an important skill as a Ph.D. student. This reading synthesis will offer you a chance to hone your skills in synthesis. This paper will be between 2,000-3,000 words and will focus on any week topic. Using the readings from the week and additional readings of your choice, you will write a paper that presents three ideas that emerged from the readings and are synthesized in a way that “leads with the idea, not the author.” More details will be provided on the first day of class.

Major Class Assignment (Two assignments total worth 25 points each) and Presentation (10 points)

Choice of 2 – Each worth 25 points (first project due by end of week 3. Second project due by end of week 5). (Details on paper and presentation will be provided on the first day of class).

1. Field trip to the National Cathedral – Jewels of Light
2. Field trip to the Native American Museum – Our universes
3. Field trip to the US Holocaust Museum – Some were Neighbors exhibit
4. Editorial Comic Project
5. Migration Mapping Project
6. Implicit Association Test Project

Assessment and Mastery Grading

Assignment	Percent of Final Grade
Participation	25
Reading Synthesis	15
Major Class Assignment 1	25
Major Class Assignment 2	25
Final Presentation	10
Total	100

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

Grading Scale:

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 system for grading graduate courses is as follows:

Grade	GRADING	Graduate Courses
A+	100	Satisfactory / Passing
A	94-99	Satisfactory / Passing
A-	90-93	Satisfactory / Passing
B+	85-89	Satisfactory / Passing
B	80-84	Satisfactory / Passing
C	70-79	Does not meet requirements of the Graduate School of Education
F	<69	Does not meet requirements of the Graduate School of Education

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. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>]

EDUC 878 Tentative Class Schedule

	Monday	Tuesday	Wednesday	Thursday
Week 1 Conceptualizing Intercultural Competence	5/18 Course Introduction	5/19	5/20 Major Project activity/online module	5/21 Major Project activity/online module
Week 2 Identity and cultivating Intercultural Competence	5/25 No class	5/26 Piktochart 1 due (included in participation grade for the week/3 pts.	5/27 Major Project activity/online module	5/28 Major Project activity/online module
Week 3 Intercultural Competency through various cultural lenses and through training and development	6/1	6/2	6/3 Major Project activity/online module	6/4 Major Project activity/online module Major Assignment 1 due
Week 4 Researching within the domain of Intercultural Competence	6/8	6/9 Piktochart 2 due - (included in participation grade for the week/3pts	6/10 Major Project activity/online module	6/11 Major Project activity/online module
Week 5 Synthesizing the terrain of Intercultural Competency and Development	6/15 Reading Synthesis due	6/16 Final presentations	6/17 Major Project activity/online module	6/18 Major Project activity/online module Major Assignment 2 due

EDUC 878 – Weekly Readings

Week 1- Conceptualizing Intercultural Competence

- Spitzberg, B.H., & Changon, G. (2009). Conceptualizing intercultural competence. In D. Deardorff (Ed.). *The SAGE Handbook of Intercultural Competence* (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.) *Handbook of intercultural training* (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.). *The SAGE Handbook of Intercultural Competence* (pp. 264-270). Thousand Oaks, CA: SAGE Publications.
- Rathje, S. (2007). Intercultural competence: The status and future of a controversial concept. *Language & Intercultural Communication*, 7(4), 254-266.
- 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. Deardorff (Ed.). *The SAGE Handbook of Intercultural Competence* (pp. 121-140). Thousand Oaks, CA: SAGE Publications.
- Pusch, M.D. (2009). The interculturally competent global leader. In D. Deardorff (Ed.). *The SAGE Handbook of Intercultural Competence* (pp. 66-84). Thousand Oaks, CA: SAGE Publications.

Week 2 – Identity

- Kim, Y. Y. (2009). The identity factor in intercultural competence. In D. Deardorff (Ed.). *The SAGE Handbook of Intercultural Competence* (pp. 53-65). Thousand Oaks, CA: SAGE Publications.
- Berger, J. G. (2004). Dancing on the threshold of meaning: Recognizing and understanding the growing edge. *Journal of Transformative Education*, 2, 336-351.
- Baily, S., Stribling, S., & McGowan, C. (2014). Experiencing the “Growing Edge” – Transformative teacher education to foster social justice perspectives. *Journal of Transformative Education*. Advance access published July 29th, 2014, doi: 10.1177/1541344614544373
- 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.
- 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, and M.J. Bennett (Eds.), *Handbook of intercultural training* (pp. 249-256). Thousand Oaks, CA: SAGE Publications.

Week 3 Intercultural Competence through Training and Development

- Graf, A., & Mertesacker, M. (2009). Intercultural training: Six measures assessing training needs. *Journal of Industrial Training, 33*(6), 539-558.
- 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.), *Handbook of intercultural training* (pp. 185-216). Thousand Oaks, CA: SAGE Publications.
- Zahara, R.S. (2009). An associated approach to the intercultural communication competence in the Arab world. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 178-195). Thousand Oaks, CA: SAGE Publications.
- Manian, R., & Naidu, S. (2009). India: A cross-cultural overview of intercultural competence. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 233-248). Thousand Oaks, CA: SAGE Publications.
- Chen, G., & An, R. (2009). A Chinese model of intercultural leadership competence. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 196-208). Thousand Oaks, CA: SAGE Publications.
- Moosmüller, A., & Schöhuth, M. (2009). Intercultural competence in German discourse. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 209-232). Thousand Oaks, CA: SAGE Publications.
- Medina-Lopez-Portillo, A., & Sinnigen, J.H. (2009). Interculturality versus intercultural competencies in Latin America. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 249-263). Thousand Oaks, CA: SAGE Publications.

Week 4 - Researching within the Domain of Intercultural Competence, Part 1

- Martin, J.N. & Harrell, T. (2004). Intercultural reentry of students and professionals: Theory and practice. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.), *Handbook of intercultural training* (pp. 309-336). Thousand Oaks, CA: SAGE Publications.
- Bakir, A, Landis, D. & Noguchi, K. (2004). Looking into studies of heterogeneous small groups: An analysis of the research findings. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.), *Handbook of intercultural training* (pp. 416-434). Thousand Oaks, CA: SAGE Publications.
- Van De Vijver, F.J.R, & Leung, K. (2009). Methodological issues in researching intercultural competence. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 403-418). Thousand Oaks, CA: SAGE Publications.
- Sheridan, V., & Storch, K. (2009). Linking the intercultural and grounded theory: Methodological issues in migration research. *Forum: Qualitative Social Research, 10*(1), 1-22.
- Fatani, A. E. (2009). Assessing intercultural competence. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 456-476). Thousand Oaks, CA: SAGE Publications.
- Hammer, M., Bennett, M., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. *International Journal of Intercultural Relations, 27*, 421-443. doi: 10.1016/S0147(03)00032-4
- Hammer, M. (2011). Additional cross-cultural validity testing of the intercultural development inventory. *International Journal of Intercultural Relations, 35*, 474-487. doi: 10.1016/j.ijintrel.2011.02.014
- Deardorff, D. (2009). Implementing intercultural competence assessment. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 477-492). Thousand Oaks, CA: SAGE Publications.

Week 5 - Synthesizing the Terrain of Intercultural Competency and Development

- Perry, L.B., & Southwell, L. (2011). Developing intercultural understanding and skills: Models and approaches. *Intercultural Education, 22*, 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. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 438-455). Thousand Oaks, CA: SAGE Publications.
- Trimble, J.E., Pedersen, P.B., & Rodela, E.S. (2009). The real cost of intercultural incompetence. In D. Deardorff (Ed.), *The SAGE Handbook of Intercultural Competence* (pp. 492-503). Thousand Oaks, CA: SAGE Publications.
- Renwick, G. (2004). Afterword: Reflections on the future of training. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.), *Handbook of intercultural training* (pp. 437-452). Thousand Oaks, CA: SAGE Publications.
- Landis, D., & Bhawuk, D.P.S. (2004). Synthesizing theory building and practice in intercultural training. In D. Landis, J.M. Bennett, and M.J. Bennett (Eds.), *Handbook of intercultural training* (pp. 453-468). Thousand Oaks, CA: SAGE Publications.