



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

**EDUC 878 (CRN 17474)
Intercultural Competence:
Theory and Research Application to International Education
3 Credits**

Spring 2016

Instructor: April Mattix Foster, Ph. D.

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

Office: 2603 Thompson Hall

Meeting Dates: Mondays 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 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.

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. 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://idr.institute.org>
 - 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/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 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 and 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/>]

For additional information on the College of Education and Human Development, Graduate School of Education, please visit <https://gse.gmu.edu>.

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:

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’.

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

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	

Integrity of Work: Students must adhere to the guidelines of the George Mason University Honor Code (<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 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 (<http://office365.gmu.edu/mail-page/index.html>) 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 Essentials

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. Attendance and 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. Reading Synthesis (25%)

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.”

Further details will be available on Blackboard.

DUE: April 18th

3. Major Class Assignments (25% each)

Choice of 2 – Each worth 25 points

1. Field trip to the Washington National Cathedral – Jewels of Light
2. Field trip to the National Museum of the American Indian – Our universes
3. Field trip to the United States Holocaust Memorial Museum– Some were Neighbors exhibit

4. Editorial Comic Project
5. Migration Mapping Project
6. Implicit Association Test Project
7. Intercultural Gaming Project

Further details will be available on Blackboard and distributed in class.

DUE: March 14th and April 25th

4. Presentation (10%)

During the final class session, students will present one of their major class assignments to the class.

Further details will be available on Blackboard.

DUE: May 2nd

Assignment Summary:

Assignment	Percent of Final Grade	Due Date
Participation	15	Daily
Reading Synthesis	25	April 18
Major Class Assignment 1	25	March 14
Major Class Assignment 2	25	April 25
Final Presentation	10	May 2

**EDUC 878 Tentative Class Schedule
Spring 2016**

Class 1	January 25
General Topics	Course Introduction
Readings	None

Class 2	February 1
General Topics	Conceptualizing Intercultural Competence
Readings	<p>Spitzberg, B. H., & Changon, G. (2009). Conceptualizing intercultural competence. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 2-52). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Pusch, M. D. (2004). Intercultural training in historical perspective. In D. Landis, J. M. Bennett, & M. J. Bennett (Eds.), <i>Handbook of intercultural training</i> (pp. 13-36). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Deardorff, D. K. (2009). Synthesizing conceptualizations of intercultural competency: A summary of emerging themes. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 264-269). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Video viewing: http://www.idrinstitute.org/page.asp?menu1=4&menu2=23&menu3=&menu4=&notizia=49&page=1</p>

Class 3	February 8
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. K. 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. K. 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>

Class 4	February 15
General Topics	Identity
Readings	<p>Kim, Y. Y. (2009). The identity factor in intercultural competence. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 53-65). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Tatum, B. D. (1997). The complexity of identity: Who am I? In B. D. Tatum, <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>

Class 5	February 22
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, & M. J. Bennett (Eds.), <i>Handbook of intercultural training</i> (pp. 37-84). Thousand Oaks, CA: SAGE Publications, Inc.</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, & M. J. Bennett (Eds.), <i>Handbook of intercultural training</i> (pp. 249-265). Thousand Oaks, CA: SAGE Publications.</p> <p>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.), <i>Handbook of intercultural training</i> (pp. 185-216). Thousand Oaks, CA: SAGE Publications, Inc.</p>

Class 6	February 29
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. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 179-195). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Manian, R., & Naidu, S. (2009). India: A cross-cultural overview of intercultural competence. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 233-248). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Chen, G., & An, R. (2009). A Chinese model of intercultural leadership competence. In D. K. Deardorff (Ed.), <i>The SAGE handbook of</i></p>

	<p><i>intercultural competence</i> (pp. 196-208). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Moosmüller, A., & Schöhuth, M. (2009). Intercultural competence in German discourse. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 209-232). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Medina-López-Portillo, A., & Sinnigen, J.H. (2009). Interculturality versus intercultural competencies in Latin America. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 249-263). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>**Select and focus on three of the readings.</p>
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NO CLASS MARCH 7 – UNIVERSITY SPRING BREAK

Class 7	March 14
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. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 333-349). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Cushner, K., & Mahon, J. (2009). Developing the intercultural competence of educators and their students: Creating the blueprints. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 304-320). Thousand Oaks, CA: SAGE Publications, Inc.</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.</p> <p>Coulby, D. (2006). Intercultural education: Theory and practice. <i>Intercultural Education</i>, 17(3), 245-257. doi: 10.1080/14675980600840274</p>

Class 8	March 21
General Topics	Intercultural Competence outside of Education
Readings	<p>Storti, C. (2009). Intercultural competence in the training arena. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 272-286). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Moran, R. T., Youngdahl, W. E., & Moran, S. V. (2009). Leading global projects: Bridging the cultural and functional divide. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 287-303). Thousand Oaks, CA: SAGE Publications, Inc.</p>

Class 9	March 28
General Topics	Researching within the Domain of Intercultural Competence, Part 1
Readings	<p>Van De Vijver, F. J. R., & Leung, K. (2009). Methodological issues in researching intercultural competence. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 404-418). Thousand Oaks, CA: SAGE Publications, Inc.</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. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 456-476). Thousand Oaks, CA: SAGE Publications, Inc.</p>

Class 10	April 4
General Topics	Researching within the Domain of Intercultural Competence, Part 2
Readings	<p>Hammer, M. R., Bennett, M. J., & Wiseman, R. (2003). Measuring intercultural sensitivity: The intercultural development inventory. <i>International Journal of Intercultural Relations</i>, 27(4), 421-443. doi: 10.1016/S0147(03)00032-4</p> <p>Hammer, M. R. (2011). Additional cross-cultural validity testing of the intercultural development inventory. <i>International Journal of Intercultural Relations</i>, 35(4), 474-487. doi: 10.1016/j.ijintrel.2011.02.014</p> <p>Deardorff, D. K. (2009). Implementing intercultural competence assessment. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 477-491). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Intercultural Knowledge and Competence VALUE Rubric: http://www.intercultural.org/documents/InterculturalKnowledge.pdf</p>

Class 11	April 11
General Topics	Intercultural Competency in the Context of International Education
Readings	<p>DeJaeghere, J. G., & Cao, Y. (2009). Developing U.S. teachers' intercultural competence: Does professional development matter? <i>International Journal of Intercultural Relations</i>, 33(5), 437-447. doi: 10.1016/j.ijintrel.2009.06.004</p> <p>Mahon, J. (2006). Under the invisibility cloak: Teacher understanding of cultural difference. <i>Intercultural Education</i>, 17(4), 391-405. doi: 10.1080/14675980600971426</p> <p>McMillon, G. M. T. (2009). Pen pals without borders: A cultural exchange of teaching and learning. <i>Education and Urban Society</i>, 42(1), 119-135. doi: 10.1177/0013124509336066</p>

Class 12	April 18
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(6), 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. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 438-455). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Renwick, G. (2004). Afterword: Reflections on the future of training. In D. Landis, J. M. Bennett, & M.J. Bennett (Eds.), <i>Handbook of intercultural training</i> (pp. 437-452). Thousand Oaks, CA: SAGE Publications, Inc.</p>

Class 13	April 25
General Topics	Synthesizing the Terrain of Intercultural Competency and Development
Readings	<p>Rathje, S. (2007). Intercultural competence: The status and future of a controversial concept. <i>Language & Intercultural Communication</i>, 7(4), 254-266. doi: 10.2167/laic285.0</p> <p>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.), <i>Handbook of intercultural training</i> (pp. 453-468). Thousand Oaks, CA: SAGE Publications, Inc.</p> <p>Trimble, J. E., Pedersen, P. B., & Rodela, E. S. (2009). The real cost of intercultural incompetence. In D. K. Deardorff (Ed.), <i>The SAGE handbook of intercultural competence</i> (pp. 492-503). Thousand Oaks, CA: SAGE Publications, Inc.</p>

Class 14	May 2
General Topics	Major Project Presentations
Readings	None