

MARIAN UNIVERSITY
DEPARTMENT OF TEACHER EDUCATION

COURSE NUMBER: EDU 301

SEMESTER/YEAR: Fall 2023

COURSE TITLE: INTERCULTURAL STUDIES FOR EDUCATORS

CREDITS: 3

CLASS DAY, TIME, LOCATION: TR 3:05 PM - 4:20 PM; Marian U., Admin Building, A200

INSTRUCTOR: Johanna Groene Ph.D.

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OFFICE HOURS: Tuesday/Thursday: 10:30- 2:30 , please let me know if you need to stop by as I may have meetings.

Email:

Office: Tuesday/Thursday

I. COURSE DESCRIPTION

This course is designed to introduce students to the diverse field of intercultural education with a focus on understanding intercultural competency from a Culturally Relevant Pedagogy perspective. The first part of the course introduces key concepts and explores various perspectives in intercultural studies. Next, we will examine the development of intercultural instruments and models such as DMIS (Developmental Model of Intercultural Sensitivity) and some examples of qualitative and quantitative research based on them. The latter half of the course will address institutional approaches to intercultural education and hope to apply them in the classroom. This course fulfills the requirements put forth under PI 34.15(c).

Statement Regarding COVID Illness: A COVID-related illness includes having signs or symptoms of COVID-19, testing positive for COVID-19, or having an exposure to a person with documented COVID-19. All other illnesses will be addressed with the published course attendance policy, as applicable.

Students should evaluate their own health status regularly and refrain from attending class, and other on-campus events, if they are ill or experiencing symptoms consistent with COVID-19. All students who have a COVID-related illness must promptly notify the Director of Student Health Services, Jodi Schrauth, who will assess their situation and provide guidance. Ms. Schrauth will document students who have been directed to quarantine or isolate via email. Students are then required to forward this email documentation to their course instructors as verification of a medically excused absence.

If class absences are necessary, it is the responsibility of the student to notify his or her instructors promptly, and work with the instructors to develop a plan to continue course activities that create minimal delay or disruption to the student's academic progress. Students, who miss any scheduled classes, activities, and assignments are responsible for completing all materials covered, or assignments made during the absence, unless otherwise notified by the faculty.

For further details, students should refer to the Marian University Fall 2021 Reopening Guide. <https://www.marianuniversity.edu/about/emergency-preparedness/>

II.

COURSE OBJECTIVES

The goals of this course are to increase students' knowledge and awareness of intercultural dimensions of learning, teaching, and research. The course is designed to provide students with a range of international and cross-cultural perspectives on learning, study abroad, instructional practice, and other aspects of intercultural education. Through investigation and engagement with qualitative and quantitative research in the diverse field of intercultural studies, students will also gain important skills in critical analysis and interpretation of data and research findings as presented in scholarly journals. Ultimately, they should develop a greater sense of intercultural sensitivity as a result of participation in the course activities. To these ends, the five key student learning objectives for the course are the following:

- To identify and compare various meanings associated with intercultural competency, intercultural communication, and multiculturalism;
- To cultivate greater knowledge and awareness of the role of local, national, international, and global issues and institutions in intercultural education;
- To develop an understanding of the social, cultural, political, and economic dimensions of intercultural education within and across national boundaries;
- To engage in discussion and critique of cultural assumptions, stereotypes, and biases that may impact or impede intercultural learning; and
- To improve critical thinking, academic writing, and intercultural communication skills.

Student Learning Outcomes

1. Critically examine factors that impact student learning.

III. CRITERIA FOR WRITTEN ASSIGNMENTS:

1. *Quality:* Papers must demonstrate scholarship and higher-level thinking skills. Ideas must be clearly stated, using inclusive language. Statements must be supported by concrete examples and reliable references. Paragraphs must be logically organized and coherent with correct spelling and grammar. More than one grammatical/mechanical error per page (on average) does not constitute “A” work. Overall appearance must be polished and professional. Papers must be word-processed and double-spaced.
2. *You are Highly encouraged to use the Writing Center*
3. *Please Ask about Grammarly free or Student*
2. *Originality:* All work must be original for this class. Work done for other classes will not be accepted. Information that is not the student’s original work must be documented by citing the source using APA style based on the current edition of the Publication Manual of the American Psychological Association (APA) available in the Cardinal Meyer Library, in the bookstore and on the Internet (refer to the Academic Honesty Policy in the Student Handbook and in this syllabus). Students who need help with formal writing are encouraged to go to the writing lab. **This includes using AI essay generators.**
3. *Submission Format:* Unless otherwise noted, papers must be submitted **electronically** at Marian Online2, uploaded in student folder **on or before the due date**. Each assignment must be submitted as a single WORD document. The top page of each paper must have name, date, course number, and assignment name.

Late Work:

All assignments are expected to be submitted via Marian Online 2 (unless otherwise noted) no later than 11:59 p.m. of the due date. After one week, grades for late assignments will drop 1 tier per week (1 week late, A work will be graded A-; 2 weeks late, A work will be graded B; etc.). **If there are extenuating circumstances that will prevent you from submitting work on time, PLEASE, contact me as soon as possible.**

CRITERIA FOR INDIVIDUAL PERFORMANCE:

1. Punctual, prepared, and focused.

2. Self-motivated and professional.
3. Shows respect for instructor and classmates.
4. Demonstrates active listening and responds to questions appropriately
5. Speaks/writes clearly using inclusive language and terms-of-art.
6. Uses multimedia materials in a creative fashion.
7. Supports statements with documentation or citations.
8. Offers and accepts constructive criticism.
9. Submits completed assignments on due dates

IV. COURSE PERFORMANCE ASSESSMENT REQUIREMENTS:

Method of Evaluation (Course Requirement)	Points	Percent of Grade
<i>Professionalism, Participation, Engagement</i>	75 pts.	29%
<i>Cultural autobiography</i>	50 pts.	11%
<i>Critical Incident Analysis (2)</i>	120 pts. 60 each	27%
<i>Field Placement</i>	PASS/FAIL	PASS/FAIL
<i>Weekly Response and reflection Papers</i>	50 pts.	11 %
<i>Final Exam</i>	100 pts.	22%
Total	pts.	100%

****It is entirely possible that we will need to implement alternative field experiences during the Spring 2022 semester due to district restrictions and community health guidance related to COVID-19. As more information becomes available, updates will be provided in class.**

*According to commonly-accepted collegiate academic practices, success in this **3 credit course** requires work equivalent to a **minimum of 135 hours of work**. Divide 135 by the number of weeks your course is in session to find out how many hours per week you will have to devote to this course.*

Grading System:

A 93-100%	B- 81-82	D+ 69-70
A- 91-92	C+ 79-80	D 63-68
B+ 89-90	C 73-78	D- 61-62
B 83-88	C- 71-72	F- 60% or below

DESCRIPTION OF COURSE REQUIREMENTS:

PROFESSIONALISM/PARTICIPATION/ENGAGEMENT

Students are expected to attend every class and actively contribute to classroom discussions and activities. For each class,

- Bring a fully charged laptop or other technology to access course texts, resources, and content.
- Come prepared and have read assigned readings and any homework assignments that will be used to support learning during class. Students are responsible for all assigned reading materials, whether or not they are discussed in class. Because of limited class time, not all content of course readings will be discussed in class. There will be opportunity to raise questions in class regarding reading assignments and topics related to content.

All coursework is expected to be your own original work, unless you properly document work ideas that you are using from other sources. This includes any material drawn from the Internet, as well as books and journals. All coursework, including homework, is expected to be turned in complete and on-time.

Attendance will be taken each class. Plan to be in the classroom ready to begin promptly on time for each class meeting. **Absences should be communicated to the instructor via email by 4:00 p.m. the day prior to the absence.** Excused absences include personal/family emergency (contact the instructor as soon as possible) or participation in an authorized university activity or function (notify the instructor prior to the date of the university activity).

Up to 25 points (5%) may be deducted from the final grade at the instructor's discretion for students not demonstrating professionalism or appropriate participation/engagement.

Cultural autobiography /Reflexivity 11%

Understanding how your personal experiences have shaped your assumptions about the world, and teaching and learning in particular, is essential to culturally responsive teaching and to the aims of the course. For this assignment, you will compose a brief (3-5 pages, double-spaced, 12-point font, 1-inch margins) autobiography in which you research and reflect on the development your own cultural identity –experiences that help to make you who you are, such as your family, social class, race, ethnicity, language, ability, gender identity, sexual orientation, religion, or other cultural constructs that influenced your schooling experiences. More information about this assignment will be provided in class.

Critical Incident Analysis(2) (4-5 pgs due) 27% In this assignment, students may either choose an incident/event that has been discussed in the news media (in the past 6 months) or an incident/event from their own lives to analyze and discuss in terms of the intercultural implications critically. The assignment's goal is for students to engage with the current public or personal events to examine how intercultural issues affect our everyday lives. In terms of the format, 1 page should be devoted to describing the event and its context; 2-3 pages should be used to analyze the event from an intercultural perspective that incorporates 2-4 sources from the course readings, and the final half page should discuss implications of the incident and your analysis with regard to intercultural study and education. The implications could be important for public policy, educational practice, research, or other personal or professional areas. For instance, if the event was an incident of intercultural violence, you might discuss how such events could be prevented. If the incident was a positive example of intercultural relations, you might elaborate on how this could be used as a model for future behavior. **APA, 4-5 sources cited minimum**

Response and Reflection Papers (11%)

To fully internalize the weekly reading and discussion and document your journey in your

intercultural learning, you will submit a short reflection response paper. Response papers should be a minimum of two-three well-written paragraphs and will generally respond to the following questions: (1) What aspects of the readings/class discussion/field experience did you find most interesting or helpful? (2) What aspects of the readings/class discussion/field experience did you find murky or difficult to understand? (3) What lingering questions do you have after completing this readings/class discussion/field experience reading? I may also post additional questions that pertain to specific readings or that ask you to apply ideas from the readings to your practice as an educator. Response papers must be submitted to MO2 by Sunday evening 11:59 pm. I will grade response papers on a scale of 1 to 3, with 3 being “excellent.” I generally will not give feedback on weekly response papers unless requested.

ALTERNATIVE FIELD EXPERIENCE (PASS/FAIL)

Students are required to complete a 10-hour alternative field experience. If due to the current pandemic, students are not able to attend the Boys and Girls Club to complete the 10 hours, an e-book focusing on diversity and culture accompanied by guiding questions will be the alternative this semester. A list of approved e-books will be provided by the instructor. **All hours served must be approved by the instructor and happen in the Fond du lac school district.** All communication with the

ALTERNATIVE FIELD PLACEMENT PRESENTATION (11%)

Students will create a voice-over PowerPoint presentation on the e-book they chose from the list provided by the instructor as part of their alternative field placement.

FINAL EXAM (22%)

Team Intercultural Learning Activity FINAL PROJECT This is an exciting group activity designed for you to get hands-on experience in the practice of intercultural education. Drawing on the work of Berardo and Deardorff (2012), your team will develop a teaching and learning activity of some kind **(such as a training/professional development sequence; a curriculum; or a course module)** to build the intercultural competence of a designated set of learners (such as adults, teens, workers, youth, teachers, professionals, etc.). Teams will be self-selected with 1-2 people based on shared interests and professional orientations. Topics and types of learning activities should be approved in advance by the Professor. Final projects can take a range of forms with a written component anywhere from 5-10 pages, a powerpoint of 5-15 slides, **or** a multimedia product of some kind (website/video, etc.). Teams will be rewarded for exhibiting innovation and creativity as a means of promoting substantive intercultural learning. **Your course can be up to an hour, however you will give us a 10 min overview.**

. OTHER RELEVANT INFORMATION:

Attendance Policy

Marian University has at the heart of its core values that it is a community committed to learning. Class attendance is essential to the learning process of the entire community. Absence from class by a student not only limits that student's learning, but it also limits the learning of the entire class which is deprived of that student's input. Any absence, for any reason, prevents the student and the class from getting the full benefit of the course. Students should be aware that class attendance may also be required for financial aid purposes and could impact existing or future financial aid. Students are, therefore, expected to attend all classes of the courses in which they are registered and to be on time. **Know that after three absences, your grade will be affected. Instructors may include class attendance as a measure of academic performance for grading purposes in the course syllabus.** Such criteria are supported by Marian University. It is the responsibility of the student to contact the instructor to discuss any missed class work due to absences. When a student is absent from class, it is up to the instructor to determine what make-up work, project or test may be allowed.

Academic Honesty Statement: The rules and procedures dealing with academic honesty set forth in the Marian University Academic Bulletin will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If a student prepares a paper for this class, it is expected that the paper will be the student's work and that any use of the work of another in a student's paper be properly quoted and cited. **This now includes any work created by Artificial Intelligence essay creators (ie. ChatGTP, Good ai, etc.) All written work is run through plagiarism and AI detection software.**

Accessibility Resources

Marian University is committed to providing equal access to all students. If you feel you may need accommodations based on the impact of a disability or temporary impairment, you may contact me privately and/or contact Lisa Olig, Director for Accessibility Resources, at 920-923-8951.

Students with temporary impairments/injuries

Students with temporary impairments due to injury, surgery, or recovery from surgery, may request short-term accommodations from Lisa Olig, Coordinator for Disability Services and Academic Support at 920-923-8951.

Covid-19 Information

Marian University continues to monitor the evolving COVID-19 situation and align our academic planning with guidance from the local and state health officials. Our primary goal is to protect the health and safety of our students, faculty, staff, and the Marian University community, while delivering quality education.

In the event you are unable to participate in the course due to illness or experiencing symptoms consistent with COVID-19, notify the course instructor as soon as possible so that accommodations can be made. Please note that documentation from a medical professional is not required unless absence is greater than 7 days.

VI.

REQUIRED TEXTS

Articles as Assigned.

VII. ADDITIONAL COURSE RESOURCES

1. [*Edutopia Black History Month Ideas*](#)
2. [*Gay, Lesbian, and Straight Education Network \(GLSEN\)*](#)
3. [*Kids Philosophy Slam*](#)
4. [*Leadership for Educational Equity*](#)
5. [*Journal of Praxis in Multicultural Education*](#)
6. [*Multicultural Pavilion*](#)
7. [*National Association for Multicultural Education*](#)
8. [*Rethinking Schools*](#)
9. [*Southern Poverty Law Center*](#)
10. [*Teaching Tolerance*](#)
11. [*Teacher Tube*](#)
12. [*The Journal of Multiculturalism in Education*](#)
13. [*The King Center*](#)
14. [*U.S. Holocaust Memorial Museum*](#)
15. [*Zinn Education Project*](#)

VIII. Proposed CALENDAR

Readings will change according to the needs of the class, major assignments will stay the same,

WEEK	Begins on Monday -	Reading Assignments	ASSIGNMENTS DUE
Week 1	Week of January 16	- Intercultural Studies for Educators - What is considered Academic Writing? - Singleton Chapter 1	- Review Syllabus - Discussion Forum - Syllabus Scavenger Hunt. - Introduction to Courageous Conversations - Last day to drop Jan 29
Week 2	Week of January 23	- Chapter 1: Education in a Changing Society -Review the Implicit Bias website before taking the Project Implicit Association test - Take a Project Implicit Association Test or two	- Discussion Forum - Implicit Bias Reflection Paper for your
Week 3	Week of January 30	- Chapter 2: Multicultural and Global Education - "For Poor, Leap to College Often Ends in Hard Fall" article - Watch On Diversity: Access Ain't Inclusion - Watch Multicultural Education: Overview - Watch What is Global Education -Global Education	- Discussion Forum - Tammy's Story Discussion

Week 4	Week of February 6	Chapter 3: Culture and the Culture-Learning Process	Discussion Forum <i>Cultural autobiography Due</i>
Week 5	Week of February 13 Valentines Day	Chapter 4: Classrooms and Schools as Cultural Crossroads Cross-Cultural Communication The Globally Competent Learning Continuum	Discussion Forum Personal SMART Goal Cross Cultural Communication Video/Response
Week 6	Week of February 20	- Read Chapter 5: Intercultural Development - Read What is White Privilege Really? -Watch "The Color of Fear: Just be American" -Watch "The Color of Fear: What it Means to be American"	Discussion Forum
Week 7	Week of February 27	- Read Chapter 6: Creating Classrooms that Address Race and Ethnicity. - Read Act 31 Recommended Resources for Students and Curriculum Development - Watch "The Canary Effect" documentary	Discussion Forum <i>Critical Incident Analysis 1st due</i>
Week 8	Week of March 6	NO CLASS	Spring Break Mid Term Grades Due

Week 9	Week of March 13	Chapter 7: The Classroom as a Global Community	Discussion Forum
Week 10	Week of March 20	- Read Chapter 9: Religious Pluralism in Secular Classrooms - Read/Watch History of Religion interactive map - Read History of Religion in America article - Watch "The December Dilemma: Navigating Religious Holidays in Public Schools" webinar	Discussion Forum
Week 11	Week of March 27	- Read Chapter 10: Developing Gender Inclusive Classrooms - Complete the "How do your Views on Gender Issues Compare to Others" online quiz - Read "Daughter Fails 'Gender Bias' Worksheet; Makes Dad Proud" article - Read/Explore "The Two-Spirit People of Indigenous North Americans" website - Explore Safe Schools Coalition website	Discussion Forum
Week 12	Week of April 3 No class Thursday through Monday	- Read Chapter 11: Creating Developmentally Appropriate Classrooms - Read State of Americas Children in Wisconsin 2020	Discussion Forum Reflection Paper

		- Read This We Believe/ Successful Middle School - Read Rethinking Homework	
Week 13	Week of April 11	- Watch 5 Steps to Advocate	Discussion Forum –
Week 14	Week of April 17	- Read Chapter 12: Creating Inclusive Classrooms - Watch How We Do School in Finland - Watch First Day of Kindergarten - Watch What Is Inclusion	Discussion Forum Reflection Paper Alternative Field Placement Presentations
Week 15	Week of April 25	Final presentations	Discussion Forum <i>Critical Incident Analysis (2) Due</i>
Week 16 (Final)	May 5		Final Exam