# Course Description

This two-credit intercultural course is open to anyone interested in deepening intercultural knowledge and skills. The course is a requirement for completing the Peace Corps Prep Certificate, fulfilling part of the Intercultural Competency learning objective. Participants in this course will develop their intercultural knowledge, skills, and attitudes through four dimensions including self-awareness, awareness of others, emotional resilience, and bridging cultural differences.

**Wednesday 7:30 - 9:20 am**, Lilly Hall of Life Sciences 3-102

Peace Corps Prep: ICC-23201-YDAE 49100-009 or ICC-23209-EDCI 49000-005

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# Instructors

Dr. Kris Acheson-Clair, Associate Director of Intercultural Pedagogy and Scholarship

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Dr. Mark Russell, Professor and Head Agricultural Sciences Education and Communication

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Guest Facilitators will include:

Returned Peace Corps Volunteers and PC Prep Certificate Sector Coordinators

Intercultural Learning and Programs Specialists, CILMAR

PC Prep Certificate students and alumni

Other Purdue faculty, staff, and community members

# Course Format

The course will meet two hours weekly. Attendance at some special events throughout the semester may be required at times in lieu of class. Class meetings will include experiential activities, discussion, excursions, projects and written assignments, and visits by guest facilitators such as returned Peace Corps Volunteers, Purdue PC Prep Program sector coordinators, and intercultural experts.

**Learning Goal:**

The goal of the course is to build capacity to shift perspective and behavior around relevant cultural differences and to prepare students for effective service in international development.

**Learning Outcomes**

By the end of the course, students will have the capacity to:

1. Identify and understand how cultural groups and power relations have shaped their own characteristic ways of feeling, perceiving, thinking, and behaving (self-awareness)
2. Recognize and understand patterns of behavior and values of people from different cultural contexts (other-awareness)
3. Suspend judgment and manage thoughts and emotions in ambiguous and challenging situations (emotional resilience)
4. Communicate and interact effectively and appropriately in different cultural contexts (bridging)
5. As a result of this experience, students demonstrate preparedness to:

* foster mutual positive attitudes and the exchange of cultural knowledge in diverse communities, and
* Immerse themselves successfully in a community culturally different from their own.

# Course Materials

* Various chapters and articles selected from (provided digitally in Blackboard under academic copyright allowances):
  + Bennett, J. (Ed.). (2015). *The SAGE encyclopedia of intercultural competence*. Thousand Oaks, CA: Sage.
  + Coverdell, P. D. (Ed.). (2003). *Building bridges: A Peace Corps classroom guide to cross-cultural understanding*. Washington, D.C.: Worldwise Schools.
  + Coverdell, P. D. (Ed.). (2004). *Uncommon journeys: Peace Corps adventures across cultures*. Washington, D.C.: Worldwise Schools.
  + Deardorff, D. K. (Ed.). (2009). *The SAGE handbook of intercultural competence.* Thousand Oaks, CA: Sage.
  + Martin, J. N., & Nakayama, T. K. (2010). *Intercultural communication in contexts.* Boston: McGraw-Hill.
  + Sorrells, K. & Sakimoto, S. (Eds.). (2016). *Globalizing Intercultural Communication: A Reader*. Thousand Oaks, CA: Sage.
  + Shealy, C. (Ed.). (2016). *Making sense of beliefs and values: Theory, research and practice*. New York: Springer.
  + Various scholarly journals (e.g., *International Journal of Intercultural Relations, Intercultural Education, Frontiers: Interdisciplinary Journal of Study Abroad*)
* Intercultural assessments, including:
  + Beliefs, Events, and Values Inventory ([www.thebevi.com](http://www.thebevi.com))

**The Purdue Honors Pledge**

“As a boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together ‐we are Purdue.”

# Academic Integrity

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

# Course Calendar Fall Semester 2018

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| **Week** | **Topic** | **Reading and Assignment:** |
| **8/22** | Introductions & Review Syllabus  Voices from our Past &  Bugs for Breakfast/PC/ BEVITM | Assignment: Complete BEVITM |
| **8/29** | Four stages of Intercultural Dev.  Cycle of Socialization  Identity Circles  BEVITM group debriefing  Cultural Self-Awareness | Readings:   * Your individual BEVITM results * *Uncommon Journeys -* “A Straw Fence the Height of a Man” and “Three Lessons” |
| **9/5** | Awareness of Self:  Gary Burniske, RPCV | Reading 2: *Peace Corps cross cultural workbook – “Culture Matters”* Pages 30-40 |
| **9/12** | I didn’t know that I had a culture.  Awareness of Self:  Cultural Identity / Values | Reading 3: *Our Voices* - “Dis/orienting Identities”  Assignment: Reflection on Readings |
| **9/19** | Awareness of Self:  Stereotypes / Generalizations  Crossing Borders film excerpts – <https://crossingborders.education/films/crossing-borders/clips/> | Readings:   * <http://feellikeyoubelong.com/whats-up-blog/2015/8/24/stereotypes-vs-generalizations> * <http://www.everydaysociologyblog.com/2012/05/understanding-generalizations-and-stereotypes.html>   Assignment: Reflection of Self-Awareness  Harvard Implicit Bias – <https://implicit.harvard.edu/implicit/takeatest.html> |
| ***9/26*** | Awareness of Others:  Cultural Values | Reading 4: *Uncommon Journeys* – “The Meaning of Time” and “Sharing in Africa” |
| **10/3** | Awareness of Others:  Communication Styles - (ICSTM) | Assignment:   * Complete ICS inventory * Peer Interview Report |
| **10/10** | Emotional Resilience –  NO CLASS | Assignment: Attend a session of “Different Lenses: Civility and Emotional Resilience in Polarized Times” (either 10/11 7-8:30pm or 11/14 1:30-2:45pm) |
| **10/17** | Emotional Resilience  Jill Newton, RPCV | Reading/Preparation: Dig around on the internet (use any/all sources) for definitions, conceptualizations, and/or components of “emotional resilience.” Prepare a 1-2 page (single-spaced) document with the information you found and bring it to class. Assignment: Reflection on Readings |
| **10/24** | Emotional Resilience | Reading: *Uncommon Journeys* – “Running” and “Music in the Fields”  Assignment: RPCV Interview Report |
| **10/31** | Bridging and adapting behavior | Reading: Finding One's Feet in Unfamiliar Cultural Terrain |
| **11/7** | International student panel: Advice on adapting to another culture | Assignment: Reflection on Readings |
| **11/14** | Bridging emotions and adapting behavior | Reading: Acculturation: Living successfully in two cultures  Assignment: Reflection Bridging Cultures |
| **11/21** | Thanksgiving Break – NO CLASS |  |
| **11/28** | No class – (make appointments) | Office hours for questions about final project |
| **12/5** | Final PC Opening Project and Presentation | Assignment: Final PC Project Report |

**Assignments Descriptions** – see Blackboard folders

**Grading Scale**

A+ 97-100 points; A 93-96; A- 90-92; B+ 87-89; B 83-86; B- 80-82; C+ 77-79; C 73-76; C- 70-72; D+ 67-69; D 63-66; D- 60-62; F <600

**Schedule and Grading of Assignments**

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| --- | --- | --- |
| Assignment | Dates Due | Points |
| 1. Complete and submit BEVITM | **August 27** | **10** |
| 1. Reflection on Readings | **September 12** | **5** |
| 1. Reflection of Self-Awareness | **September 19** | **10** |
| 1. Peer Interview Report | **October 3** | **15** |
| 1. Reflection on Readings | **October 17** | **5** |
| 1. RPCV Interview Report | **October 24** | **15** |
| 1. Reflection on Readings | **November 7** | **5** |
| 1. Reflection Bridging Cultures | **November 14** | **10** |
| 9. Final PC Opening Project Presentation (10) and Report (15) | **December 5** | **25** |
|  | **TOTAL POINTS POSSIBLE:** | **100** |

**The Disability Resource Center (DRC)** is a resource for students and instructors. Students may present a “Letter of Accommodation” to the instructor at any point in the semester. Should you have questions about accommodations, please contact the DRC at: 494-1247. You may also visit the DRC at [drc@purdue.edu](mailto:drc@purdue.edu).

# Family Educational Rights and Privacy Act & Americans with Disabilities Act

Students are respectfully reminded that instructors are unable to discuss specific grade information by e-mail to protect students’ educational records in compliance with FERPA regulations. In accordance with the ADA, all qualified students enrolled in this practicum are entitled to “reasonable accommodations.” Any students with disabilities which could affect classroom performance should schedule an appointment to speak privately with the instructor before the end of the second week of classes.

# Civility Statement

Purdue University is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue’s nondiscrimination policy can be found at: <http://www.purdue.edu/purdue/ea_eou_statement.html>

# Emergency Situations

In the event of a campus or medical emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. In such an event, monitor your @purdue.edu email address and Purdue University’s homepage for further information.