CLNI90: Intercultural Understanding Syllabus

CLASS: Tuesdays from 4:00pm-5:45pm in Social Sciences 1, Room 161
RETREAT: Saturday, October 12th, from 9am-4pm in the Namaste Lounge

INSTRUCTOR: Sarah Woodside, sarahcw@ucsc.edu, 831.459.3797
INSTRUCTOR: Mirabai Hutton, mwhutton@ucsc.edu, 831.459.1388

A. OVERVIEW

Primarily geared students affiliated with the International Living Center (ILC), this course provides an opportunity to enhance the intercultural experience, increase cultural competency, promote further understanding, and examine the various trends facing a uniquely diverse community. Enrollment is by permission of instructors.

B. COURSE GOALS AND LEARNING OBJECTIVES

The purpose of this course is to expand participants’ knowledge of intercultural communication and issues facing an increasingly global society. The course aims to allow students affiliated with the ILC the opportunity to learn about each other’s cultures and to improve their cultural adaptation and intercultural communication skills.

In the course, we will:
1. Discuss the basic concepts of intercultural communication
2. Examine difference between US culture and other cultural behavior and values
3. Explore different ideas about relationships and other customs
4. Learn communication techniques that are useful cross-culturally
5. Deepen awareness of experience in order to increase intercultural competency

C. EXPECTATIONS

All individuals participating in this course have a responsibility to create and maintain an environment conducive to learning. A learning-friendly environment is one that is free from distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group.

Participants therefore will:
1. Arrive on time and remain for the duration of the class
2. Refrain from conducting private conversations in class
3. Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not such persons are present
4. Show respect of others in the course through listening effectively and responding thoughtfully and sensitively
5. Contribute to learning from one another in the course by being prepared for class and engaging in and contributing to the learning in the course
6. Commit to having access to a computer with Internet access to electronically submit online assignments. For a list of UCSC computer labs, please see http://its.ucsc.edu/computer-labs/.

D. CLASS READINGS

Weekly readings will be assigned. They will vary in length and may include written articles as well as videos and other mediums. All assigned reading needs to be read prior to class.
E. COURSE ASSIGNMENTS

This 2-credit course will be graded based on the following criteria:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Attendance &amp; Active Participation</td>
<td>30%</td>
</tr>
<tr>
<td>Two Reflection Papers on Cultural Events</td>
<td>10%</td>
</tr>
<tr>
<td>Location Exercise</td>
<td>5%</td>
</tr>
<tr>
<td>Two Journal Reflections &amp; Two Peer Responses</td>
<td>20%</td>
</tr>
<tr>
<td>Final Project</td>
<td>35%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

1. Class Attendance and Active Participation – 30% of final grade

It is essential that students attend all class meetings; actively participate in all class activities; and complete all weekly readings. If a student misses class without a valid reason, they will be deducted 10% of the class grade for each class missed. If they miss the retreat, 20% of the class grade will be deducted.

2. Two Reflection Papers on Cultural Events – 10% of final grade (5% per paper)

Students will be required to attend two “cultural events” and write a reflection paper explaining what they have learned and how it relates to the course material. For the purposes of this assignment, a “Cultural Event” is defined as an event that represents a culture that you are not a part of or is outside of your own national, personal or cultural identity. The reflection papers should be one-page, double-spaced, in 12-point font with one-inch margins, spell checked and include the date, time, and topic of the event.

Events will be provided by instructor throughout the quarter, and initially include:
- Thursday, October 10: National Coming Out Day Event
- Saturday, October 19: Practical Activism Conference
- Friday, October 25: Halloween Haunted House
- TBA: Dia de los Muertos event
- Week of November 11: International Education Week
- Thursday, November 14: International College Night
- Film Screening: TBA (instructors will announce in class)
- Speaker Series: TBA (instructors will announce in class)
- Selected International Living Center events: TBA (instructors will announce in class)

3. A Location Exercise – 5% of final grade

Students will submit a 1 to 2 page paper in response to a prompt that challenges students to identify where they are located within the spectrum of privilege and oppression within their home countries, using race, gender, class, sexuality and citizenship (and other identities) as social markers.

All students are also required to post a short 5-sentence paragraph response to the course website about their experience of the location exercise. Students are encouraged to take risks and be creative with this assignment. Details for the paper prompt details will be distributed in class Tuesday, October 15th.
4. Two Journal Reflections and Two Peer Response – 20% of final grade (5% each)

Students are expected to complete two journal reflections and two peer responses. When asked, students will either submit a journal reflection to be shared with classmates (journal reflections are due on Saturday) or respond to journal reflections written by other students (peer reflections are due on Tuesdays). Assignments will be based on group membership. For example: during week one, Group 1 will submit a journal reflection and Group 2 will submit a peer response; the next week the groups will switch, with Group 2 submitting a journal and Group 1 submitting a peer response.

Journal Reflections and Peer Responses must be 250 to 350 words in length, and must be posted on eCommons on designated dates and times. Students are required to use correct punctuation and grammar in their responses and should not use "text" language. Reflections that don’t meet the minimum word requirement will receive an automatic deduction of 2 points. Reflections with excessive spelling and grammar errors will result in a deduction of at least 1 point. Reflections turned in after the due date will receive a “0”.

Journal Reflections will be posted on class website on E-Commons. There will be a forum that includes a section for journal reflections and a section for peer responses. Students completing a journal reflection will post their reflection in the appropriate folder by 11:59 on Saturday. Students completing a peer response will read the journal reflections and select one to respond to, and their post their response in the appropriate folder by 4pm on Tuesday. Students are unable to post to the website after the assignment due date has passed.

Journal Reflection Guidelines (5% per reflection)

Journal reflections are 250-350 words long and are due by 11:59pm on the Saturday immediately after class. The journal topic will be set by the instructors and will encourage students to reflect on key learning points from the week’s theme. Topics will require that students be able to critically analyze readings and in-class exercises from the current and previous weeks. Students should cite at least one of the class readings in their journal reflection.

Grading: Journal reflections will be graded on how well students have answered the assigned topic, how well they have grasped the main points of the readings, and how thoughtfully they engage in these points. Do not summaries the readings in journal reflection.

Peer Response Guidelines (5% per reflection)

Peer Reflections are 250-350 words long and are due by 4pm on Tuesdays. Students should read and respond to at least one of journal reflections submitted by their classmates. They should cite at least one of the class readings in your response.

Grading: Peer responses will be graded on how well students responded to the journal reflections, how well they have grasped the main points of the readings, and how thoughtfully they engage in these points. Do not summaries the readings in journal reflection.
5. Final Project – 35% of final grade

Students work in assigned groups to respond to a current case study that addresses critical topics that arise in our world. The assigned group will research the issue within the case study and will present multiple resolutions, using the tools, models, and information presented in the class.

The components of this project include the following:

- 6- to 10-minute group presentation
- Visual representation (poster, power-point, video, dance, song, etc.)
- 2- to 3-page Individual paper

The presentations should include information and more facts on the topic, including how the topic may affect all stakeholders, how individuals might identify and support the issues and resources available for further education. The project must also incorporate themes and skills presented during the class.

Students will also be asked to write a 2- to 3-page individual paper reflecting on both the topic and on the process of working within a group.

Grading: Group presentations will be graded on the topics of clarity, thoroughness, participation and preparedness. Group members will also have the opportunity to evaluate each others’ participation.

F. FINAL GRADE

Your final grade will be calculated using the course breakdown listed above and using the chart below

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total % points</th>
<th>GPA scale</th>
<th>Pass No/Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94 and above</td>
<td>4</td>
<td>Pass</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.7</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>84-86</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-83</td>
<td>2.7</td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>75-79</td>
<td>2.3</td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>70-74</td>
<td>2</td>
<td>No Pass</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

( Regarding the Pass/No Pass Option: Students are independently responsible for enrolling in the course under the Pass/No Pass option by the required deadline set by the registrar’s office. Students must have an overall score of 70% or above to receive a “Pass” for the course. Students with grades lower than 70% will receive a “No Pass.”)

Academic Dishonesty: Consistent with the University’s Academic Integrity Policy, academic dishonesty is not acceptable. Infractions will be reported to the UCSC Academic Integrity Program for investigation, which could result in disciplinary action. For additional information regarding academic dishonesty, please see the following source:

http://www.ucsc.edu/academics/academic_integrity/undergraduate_students/#process

*Please Note: If you qualify for classroom accommodations because of a disability, please submit your Accommodation Authorization from the Disability Resource Center (DRC) to instructor during office hours within the first two weeks of the quarter. Contact DRC at 831-459-2089 or by email at drc@ucsc.edu.
G. Course Overviews and Readings

Week 1: Introductions & Course Overview <Tuesday, September 30th, 2014>


Week 2: Intercultural Communication <Tuesday, October 7th, 2014>


Assignment Due: Journal Reflections and Peer Reflections
- Group 1 complete a Journal Reflection by 11:59pm on Saturday October 5th.
- Group 2 completes a Peer Reflection by 4:00pm on Tuesday, October 8th.

Week 2: Retreat: Self Introductions & Values <Saturday, October 11th, 2014>

Assignment Due: Bring a “Cultural Artifact”

Week 3: Culture Shock <Tuesday, October 15th, 2014>

Core Reading: "Adjustments and Culture Shock: Rhinesmith’s Ten Stages of Adjustment." *StudentsAbroad.com*. The Center for Global Education. 2001 Web. 11 Mar. 2014.

Week 4: Building Relationships across Cultures <Tuesday, October 21st, 2014>


Assignment Due: Journal Reflections and Peer Reflections
- Group 1 complete a Journal Reflection by 11:59pm on Saturday October 19th.
- Group 2 completes a Peer Reflection by 4:00pm on Tuesday, October 22nd.

Week 5: Intercultural Conflict Styles <Tuesday, October 28th, 2014>


Assignment Due: First Cultural Event Reflection Paper
Week 6: Oppression, Stereotypes and Assumptions  
<Tuesday, November 4th, 2014>

Note: This week there are two readings, so please plan ahead!


Week 7: Oppression, Stereotypes and Assumptions, Part 2  
<Tuesday, November 11th, 2014>

Note: This week there are two readings, so please plan ahead!

Core Readings:


Assignment Due: Journal Reflections and Peer Reflections
Group 2 complete a Journal Reflection by 11:59pm on Saturday November 9th.
Group 1 completes a Peer Reflection by 4:00pm on Tuesday, November 12th.

Week 8: Privilege and Culture  
<Tuesday, November 18th, 2014>


Assignment Due: Location Exercise

Week 9: Popular Culture  
<Tuesday, November 25th, 2014>


Assignment Due: Journal Reflections and Peer Reflections
Group 1 complete a Journal Reflection by 11:59pm on Saturday November 23rd.
Group 2 completes a Peer Reflection by 4:00pm on Tuesday, November 26th.

Week 10: Re-Entry, Evaluations, and Closure  
<Tuesday, December 2nd, 2014>


Assignment Due: Second Cultural Event Reflection Paper

Finals Week: Final Presentations  
<Wednesday, December 10th, 2014>

Assignment Due: Final Project