Introduction to this syllabus (for NAFSA participants)
In addition to the readings and topics outlined here, the students all participant in one or two quick intercultural activities each session. In addition, two class periods were devoted a substantial portion of the time to simulations (in this case, Ecotonos and BaFa BaFa). These activities are not noted on the syllabus. I integrate activities that I believe will most likely be able to be used by the students with the audiences and challenges they are most interested in. These become a central part of the learning as they integrate their experiences as a participant and as a facilitator into their papers, group projects, and on-line discussions.

Readings. It has been a challenge to integrate internationally focused intercultural readings with U.S. domestic multicultural readings, but it does work! Less successful have been my attempts to integrate readings published outside of the U.S. and I welcome any suggestions you may have.

Sincerely,
Barbara Kappler Mikk, Ph.D.
bkappler@umn.edu
The purpose of this course is to examine the field of intercultural education and training according to the theories that inform this field, as well as the practical applications of doing this work. This course is applicable to persons teaching in domestic, multicultural settings as well as international education programs. The course moves from theory to practice and from the personal to the applied. The first part of the course lays out the theoretical foundations of intercultural education and training. These organizing concepts help us conduct learner needs analyses, make informed and ethical training decisions, determine training content; and identify and sequence learning activities. We will apply these ideas through experiential learning activities. The course culminates with a group project, allowing you to integrate theory and practice.

The types of questions we will be exploring in this course include:

- What are the connections among the concepts intercultural education, training, teaching, and facilitating?
- What do intercultural trainers do? What are the most common types of intercultural training?
- What is culture? What are different ways in which it can be defined?
- What is the impact of culture on human perception, cognition, and behavior? On interpersonal and intergroup communication and interaction? On identity formation?
- What are the various elements of culture?
- What is culture learning? What does it mean to be an effective culture learner?
- What is intercultural competence and how can it be developed and facilitated?
- What are the ethical issues associated with teaching intercultural skills?
- What are the key components of intercultural training design? What are major design principles?
- What methods are utilized in intercultural training?
- How can topics and learning activities be selected, organized, and sequenced?
- How can we teach more effectively to the diverse backgrounds of our participants?
- What are the various facets of diversity which, if we are aware of them, can help us be more effective teachers?
- What do we need to know about our learners that will help us be more effective intercultural educators and trainers?
How do we design effective short-term training events? Long-term training events?

_Culture_ is a central concept and we will explore what it means to be engaged in intercultural education and training within these general dimensions:
(1) **culture-general teaching**: Teaching about culture as a concept and its importance to human communication and interaction, as well as teaching about the universal aspects of intercultural experiences (for example, cultural adjustment, culture learning, intercultural development),
(2) **culture-specific teaching**: Teaching about a particular culture or cultures of relevance to our learners,
(3) **teaching to cultural diversity**: Teaching in a manner intended to be effective with learners representing diverse learning styles, cultural identities, and levels of intercultural competence,
(4) **teaching for intercultural competence**: Providing opportunities for learners to acquire and improve their intercultural competence,
(5) **teaching culture learning skills**: Assisting learners to become more autonomous and effective culture learners, to identify and utilize a wide range of strategies and resources for being effective in multicultural situations.

**Course Objectives**
The principal goals of this course are the development of each individual’s knowledge of the theories and tools available in the field and the development of each individual’s skills as an intercultural educator and trainer. The following learning objectives are focused on reaching the above goals.

**Cognitive (Knowledge):**
- Apply theoretical concepts to your own intercultural experiences
- Explain and give examples of theoretical concepts in on-line discussions
- Design a curriculum unit by assessing learner needs and evaluating and selecting intercultural training activities for a particular audience

**Affective (Emotions):**
- Experience the range of emotions involved in intercultural interactions (via experiential learning activities)
- Empathize with the challenges participants face in the development of their own intercultural competence

**Behavioral (Skill):**
- Analyze the risks and ethical issues involved in intercultural training and be able to balance these risks with appropriately sequenced training
- Develop debriefing and facilitation protocol to assist participants in their own intercultural competency development
Course Readings

A. Required Texts

Available at the U of MN Bookstore:


Available at Coffman Union Copies on Campus:

4. Course Packet of Required Readings (this will be a packet of readings that are 3-hole punched. You are encouraged to get a 3 ring binder that will be able to incorporate this packet plus up to 50 pages in handouts that will be distributed in class.)

Available on our Moodle Course Website:

5. Additional required readings available on Moodle. As the nature of the course will be adapted to your particular needs and interests, changes will be made to the course readings. You will be notified via course announcements and email when changes are made.

Possible additional materials to be purchased in class:

6. Intercultural Development Inventory (IDI) is $10.00.

B. Optional Readings

Additional optional readings and resources will be posted on Moodle or distributed in class.
Instructional Methods
In this course a variety of teaching methods will be utilized including lectures, class discussions, role plays, simulations, and small group work. Some of the course discussions will take place on our course website on Moodle (more information about this in the section on Assignments). Working groups will be formed based on participants’ experiences, interests, and ideally, times available for meetings. These groups will be responsible for designing and preparing a class presentation on a culture teaching unit, as well as writing a group project paper.

General Course Requirements
The first general requirement of the course is to complete the assigned readings for the week and be prepared to comment on them. This will greatly enhance our class discussions.

The second requirement is to attend class. If you cannot attend for some reason, please let me and your working group know. Class attendance is particularly important in this course because of the small group work.

Special requirement if you miss class for any reason (illness, travel due to work, personal and family commitments): You will need to submit a one to two page summary on the readings and/or topics assigned for that week. This one page paper needs to be brought to the next week’s course.

The third requirement is to participate in class discussions and in your small groups. Your contributions are important and through your verbal participation, we can all learn more from each other and about the topics being analyzed.

The fourth requirement is to practice the “intercultural ethic” in this class. This means challenging ourselves to fully listen to others’ points of views and to appreciate a variety of communication and learning styles. In the group projects, you are encouraged to discuss the process of working in multicultural teams as well as focusing on tasks and relationships.

The fifth requirement is to participate in on-line forums on our course website. These forums allow us to delve further into topics of interest that come up during class-time, as well as provide a chance to continue discussions that class-time does not allow.

Reflective Journal – Recommended, Not Required. Not To Be Turned In To Instructor.
Developing your facilitation skills in the field of intercultural training can be a deeply personal journey. This course provides an opportunity for you to learn specific content that may challenge, support and/or confuse, frustrate, and excite you. In order to create a space to explore your reactions, you are encouraged to keep a journal in this course. You could use the journal to reflect upon any question that arises for you in the class such as, “why am I interested in this field?” or you may respond to the general questions listed below.

- What did I learn about myself today in the course?
- What are my strengths and weaknesses on the topics covered today?
- What are my reactions to the theory—how have I personally experienced this theory?
- Did I have any “hot buttons” (something that really bothered me) today?
- How do my experiences in the course reflect my own intercultural journey?
- How might I use a specific activity or theory covered in class in my own work?
Required Course Assignments

Assignment #1: Personal Reflection Essay
100 points
Due Date: February 17

For this assignment, first select a culture learning experience that you consider to have been significant for you personally and then analyze your experience using the conceptual frameworks provided by the Developmental Model of Intercultural Sensitivity, intercultural competence, Kolb’s Learning Style Theory, and the Intensity Factors.

You should briefly describe the experience (1-2 pages) and then the remainder of the paper should be an analysis that answers these questions:

1. What do you think was happening in terms of Bennett's Developmental Model of Intercultural Sensitivity (DMIS)? Make sure to at least include where you would place yourself on the model during the time of the experience.
2. In addition to DMIS, what insights can you gain about this experience from Storti and St. Onge’s approaches to intercultural competence?
3. Which intensity factors (Paige, 1993) were most significant? Briefly explain. It’s best to focus on a few of the factors that were most significant, rather than to cover all the factors; go for depth not breadth here.
4. Describe any aspects of your learning preference and learning style that are particularly relevant to this learning experience.

Length: 250 words per page, approximately 8-9 pages in total, including the description of your experience.

Requirements: Use APA style when referencing any course materials, as well as the readings. Write an essay that responds to the questions above – do not simply answer the questions. Include an introduction and conclusion in your paper.

Assignment #2: Posting Comments to Moodle
20 Points (5 points per on-line discussion – 4 discussions required)
Due Date: Forums will be announced throughout the semester

Our Moodle Website will provide an opportunity for reflection time about activities and discussions that take place in class to continue on-line. In addition, there may be occasions when there is limited in-class discussion on course readings. The Forums on Moodle will allow us to continue our conversations outside of the constraints of the classroom. You are asked to participate in a minimum of 4 Forums.

Length: Minimum of 2 paragraphs of text for each graded posting.
Assignment #3: Intercultural Content: Topic of Your Choice
50 points
Due: Monday, February 28

Effective intercultural training requires an understanding of a number of theoretical concepts and methodologies. Each of you will prepare a document to be posted on Moodle on one of the following topics (or another topic of your choice):

a. High/low context
b. A specific communication style, such as circular, indirect
c. Vertical and horizontal individualism and collectivism
d. Power distance
e. Uncertainty avoidance
f. Multicultural identity
g. U-Curve of Adjustment
h. Describe-Interpret-Evaluate
i. Specific aspect of nonverbal communication
j. Contact Theory
k. Learning Theory (other than Kolb)
l. Face Negotiation
m. A specific activity (that is not included in any of the required course texts)
n. Something of your own choosing

Your assignment is to put all of the following information into one document:
1. Name of the topic
2. Your name
3. Two paragraph summary defining the topic (assuming your readers are beginners on the topic)
4. A bibliographic reference of the creator of the topic (or a key reference if the creator is not traceable)
5. One to three additional sources on the topic
6. One to two paragraph explanation of any current controversies on the topic, if applicable
7. Any criticisms or questions you have of the concept

Note on how and why we are doing this type of assignment: Once you have turned in your assignment, it will be graded. You will then have a chance to make any changes to the document. Then, these documents will be living documents on our website and as such will provide us with an opportunity to add our own perspectives criticisms and questions of the topic and methods and activities that demonstrate the topic. When the course ends, you will all have a set of materials that you can use in your own work.

You are ultimately responsible for finding resources to help you with this assignment. We will spend class-time discussing resources.

Length: Two to three pages, 250 words per page
Assignment #4: Audience Analysis & Training Design
150 points
Due date: April 7

For this assignment, identify a particular group of learners and briefly describe them. The group should be real. Then select either option A or option B:

Option A:
Pick an activity we have done in class and/or any one of the generic learning activities (e.g., role plays, critical incidents) presented in Fowler and Mumford (1995). Answer the following questions:

(1) What learning domain (affective, behavioral, cognitive) is most effectively addressed by this activity and why?
(2) What specific learning outcomes will be accomplished?
(3) Which one of Kolb's learning styles would be best met by this activity and why?
(4) What type of movement on Bennett's continuum might be facilitated by this activity and why?
(5) What are the major and minor risks for the learner (as defined by Paige, 1993)?
(6) What are advantages and disadvantages of using this type of activity?
(7) What preparation would you personally need to do to facilitate the learning activity?

Option B:
This option is open-ended. Describe your plan to develop intercultural competencies for participants in this group. Be specific about the plan and how it will be implemented.

Lent: 250 words per page, 8-10 pages
Assignment #5: Working Group Projects - Curriculum Unit

180 points; The grade earned by the group will be assigned to each individual in the group.

Group Presentations April 28 and May 5; Written Version of Paper due May 12.

Each working group will first present its curriculum unit to the class. The groups will then incorporate the feedback received from their presentation into their curriculum unit and turn the written version in on May 12.

To set the stage for the curriculum work, the working groups will select a real target audience (e.g., 11th grade French language students; health care professionals in a three-day intercultural workshop, students in a diverse K-12 classroom).

In the paper and for the presentation, the following should be discussed:

(1) **the audience analysis:** Present the salient characteristics that comprise the diversity of the group of learners, grade level or occupation, prior intercultural experience, learning styles, and levels of intercultural sensitivity;

(2) **the context:** Describe the setting or scenario you are envisioning regarding this lesson plan (e.g., You are the teacher preparing your 11th graders in French class for a two-week visit to France next summer, which will include a one week homestay);

(3) **the unit’s learning objectives:** Present the affective, behavioral, and cognitive culture learning objectives for the unit and for each activity;

(4) **the unit’s learning activities:** List and briefly describe the activities to be incorporated in the unit;

(5) **the sequencing rationale and plan:** Present your plan of why you sequenced things the way you did;

(6) **the selected learning activity:** Present a detailed discussion of one specific learning activity from the overall unit.

On the evening of the presentation the group should have the following handouts ready for distribution to the class members:

1. the sequencing grid,
2. the sequencing rationale and plan in abbreviated form
3. information regarding the selected learning activity.

Length: Varies by group. Past projects have ranged from 25 to 30+ pages. Samples will be provided from past student groups.
Course Grading Policies

(1) **Written assignments:** Your written assignments will be graded according to how well they answer the specific questions posed on this syllabus and how well they are written. Assignments are also graded according to how well they meet the standards of professional quality writing. In this regard, I evaluate papers in terms of: **the depth and substance of your thinking** (e.g., the degree to which your writing demonstrates a sound understanding of the readings and insightful analysis of the issues); **editorial quality** (proper spelling, punctuation, sentence structure, and grammar; clear presentation of ideas); **organizational quality** (sound organizational structure, effective use of headings, thematic paragraphs); and **proper referencing** using APA format for quotations, footnotes, and bibliographies.

(2) **English as a second language:** My policy regarding the written work of students for whom English is a second language is as follows: If I determine that there are fundamental problems with respect to writing quality on the first and second assignment, I will return the paper for revision with the requirement that it be resubmitted within one week.

(3) **University grading policy:** Grading will conform to established University of Minnesota procedures listed each term in the course schedule.

(4) **Late papers:** A late paper will be graded down a grade for each week that it is late (from A- to B+, for example). A week is defined as Friday through the following Thursday’s class.

(5) **Incompletes:** My policy is that except in a case of an emergency, there will be no incompletes granted in this course.

(6) **Computing final grades:** For each assignment you will get a number and a letter grade using this system of percentages:

- 70-72 C-, 73-76 C, 77-79 C+
- 80-82 B-, 83-86 B, 87-89 B+
- 90-93 A-, 94-100 A

The final grade is computed using the weights given to each assignment, based on the total points.

A few important words on plagiarism and scholastic dishonesty:

Students are responsible for knowing the University of Minnesota Board of Regents' policy on student conduct and scholastic dishonesty, found at [http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html](http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html)

Scholastic dishonesty is defined in the policy and will be reported to the Office of Student Judicial Affairs ([http://www.sja.umn.edu/](http://www.sja.umn.edu/)) and will result in a grade of "F" or "N" for the entire course.

Plagiarism is an important element of this policy. It is defined as the presentation of another's writing or ideas as your own. Serious, intentional plagiarism will result in a grade of "F" or "N" for the entire course. For more information on this policy and for a helpful discussion of preventing plagiarism, please consult University policies and procedures regarding academic integrity at [http://writing.umn.edu/tww/plagiarism/index.htm#definition](http://writing.umn.edu/tww/plagiarism/index.htm#definition).

Students are urged to be careful that they properly attribute and cite others' work in their own writing. For guidelines for correctly citing sources, go to [http://tutorial.lib.umn.edu/](http://tutorial.lib.umn.edu/) and click on "Citing Sources." If you have any questions, please ask.
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<thead>
<tr>
<th>Week One</th>
<th>Introduction to the course</th>
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<td>Introduction of instructor and students</td>
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<tr>
<td></td>
<td>Begin Kolb Inventory</td>
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<td>Definitions</td>
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<tr>
<th>Week Two</th>
<th>What is Intercultural Education and Training (including Risk Factors)?</th>
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<td>Why Intercultural Communication?</td>
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<td>Intercultural Experiences (including Intensity Factors)</td>
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<td>Continue Kolb Inventory</td>
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**Readings/Tasks**

4. **Course Packet:** Maximizing Study Abroad Instructional Guide: Section on Intensity Factors (pp. 109-113 of the Guide).
5. **Handouts on Moodle:** Review the Critical Incidents for Intensity Factors and be prepared to share your perspective on which Intensity Factors were most salient for each incident.
6. **Review the presentation at this url:** [https://umconnect.umn.edu/p64797571/](https://umconnect.umn.edu/p64797571/) You don’t have to listen to it all – just review enough to see what type of content is represented in this example of intercultural training. This presentation is part of a predeparture orientation for faculty from Southeast Europe, Central Asia and the Caucasus. There are on-site coordinators who help facilitate the activities in the presentation. The faculty listen to the whole presentation and then do assignments before coming to the U.S. I typically meet with them in Kansas City for an in-country orientation and we discuss insights gained from the presentation and assignments.
Week Three  
(February 3)  
**History of Intercultural Training**  
**Intercultural Competence in Multiple Contexts**  
**Discussion of Group Project**

**Readings/Tasks**


*Note we focused on how the history focuses on U.S. initiatives. We discussed European and Japanese histories and future syllabus will include broader scope, including Intercultural Dialogue from the European Commission.*

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Week Four  
(February 10)  
**The Developmental Model of Intercultural Sensitivity**  
**Instrumentation and Assessment**  
**Check in on Assignment #1 and #3**


**Optional Readings:**


### Week Five
**Experiential Education**
(February 17)
**Possible Simulation Activity**
**Assignment #1 Due**

#### Readings

### Week Six
**Cultural Identity**
(February 24)
**Being and Becoming and Intercultural Trainer**
**Assignment #3 due on Monday February 28**

#### Readings
Week Seven
(March 3)
**Designing and Sequencing Intercultural Training**
**Assessing Learning Needs for Intercultural Programs**
**Establishing Training Objectives**
Assignment #3 was due on Monday February 28

**Readings**
6. Review Maximizing Study Abroad and consider its overall design (predeparture, in-country, re-entry sections).

Week Eight
(March 10)
**Culture Learning Activities: Critical Incidents, Case Studies**
**Culture Assimilators**

**Readings**
Week Nine  
(March 17)  
SPRING BREAK: No Class  

Week Ten  
(March 24)  
Culture Learning Activities: Role Plays and Simulations  

Readings  

Week Eleven  
(March 31)  
Culture Learning Activities: Role Plays and Simulations  
Putting Theory Into Practice: Facilitating Simulations  

Readings  
| Week Twelve | Guest Speaker: Thorunn Bjarnadottir, Personal Leadership  
|            | Debriefing and the Art of Facilitation  
|            | Logistics of Training  
|            | Assignment #4 Due  

Readings


4. Additional Facilitation Reading May Be Assigned

| Week Thirteen | Guest Speaker ~ To Be Determined Based on Your Interests  
|              | (April 14)  

Readings

1. Readings to be determined

| Week Fourteen | Intercultural Education and Training: Staying Current  
|              | Time for Working Groups  
|              | (April 21)  

Readings

1. Readings to be determined
Week Fifteen
(April 28)

Group Presentations

Handouts due from each presenting group.
Those not presenting provide written feedback to presenters to that they may incorporate additional ideas into the final paper.

Week Sixteen
(May 5)

Group Presentations

Handouts due from each presenting group.
Those not presenting provide written feedback to presenters to that they may incorporate additional ideas into the final paper.

Thursday, May 12

Group Project Written Paper due to Barbara Kappler at 190 Humphrey Center no later than 4:00pm. Please provide one or more addresses for where the group paper should be returned. If you are confident that all of your documents will be easily read on-line, you may submit your final paper electronically (this will also allow me to give feedback to all group members without needing to mail a paper back to you).