

## FLC 361 Intercultural Citizenship - Syllabus

Intercultural Citizenship, FLC 361, Spring 2024

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**Instructor** Dr. Amanda Quesenberry

**E-mail** aquesen@ilstu.edu

**Course Meeting  
Days and Time** T/TR 3:30-4:45 pm

**Office Hours** By appointment

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### Catalog Description:

As our world and local communities have become more diverse and interconnected it is vital for all humans to make an effort to respect one another and live in harmony. This course combines the relational (focus on others), (trans)national and critical perspectives of intercultural competence with the civic action in the community component of citizenship education. This course focuses on practical dimensions of intercultural communication in everyday life in social interactions in multicultural environments, and the skills and attributes needed to become an intercultural mediator. It aims at developing an individual's intellectual appreciation for cultural differences and sensitivity regarding intercultural interactions.

### Credit Hour Policy Statement:

This class meets the federal credit hour policy through a combination of lecture + laboratory (or lecture + practicum) for a total of 45-75 hours of supervised learning activities for each credit.

### Course Learning Objectives:

1. Reflect on perspectives and understandings of intercultural learning.
2. Develop conceptual knowledge of culture, global citizenship, and intercultural understanding.
3. Examine barriers to effective intercultural communication.
4. Construct insights into engaging in intercultural dialogue.
5. Examine diverse perspectives on sociopolitical issues and trends related to globalization and intercultural interactions.
6. Learn how to manage personal and social transformation through intercultural dialogue.

### Methods of Instructions:

#### Class experiences are based on the following beliefs about learning:

- Learning is reflective and active. As such, we will actively explore our thoughts and reflections related to course materials through dialogue and discovery.
- Learning occurs as we make connections to our own experiences and as we explore tensions with our current beliefs. Thus, in this class we will consider connections among course materials and our own lives – past, present, and future. As tensions arise with our past and/or current values, we will reflect on our experiences and construct new ways of thinking, perceptions, and beliefs.
- Learning occurs when we feel ownership of our learning. Providing choices in what we learn and how we connect course materials to our daily lives increases retention of information and application in daily life.

- Learning occurs in spaces with multiple dimensions of knowing. In an effort to expand our world view, we will allow space for individuals to explore and consider ways of learning/understanding/knowing that may be different from our own.
- Learning is a process of inquiry. As lifelong learners, each of us should search out the questions that matter in our lives and to develop strategies for exploring those questions and sharing our understandings with others.

**Textbooks and Required Reading:**

Gerzon, M (2010) American Citizen: Global Citizen. London: Rider.

Other readings will be provided by the instructor in Blackboard (BB)

**Course Schedule:**

	<b>Day 1 Topics/Readings</b>	<b>Day 2 Topics/Readings</b>	<b>Assignments All assignments Due Sunday at 10 pm</b>
<b>Week 1 January 15-21</b>	<b>Topic:</b> Introductions & Course Overview <b>Readings:</b> Syllabus/Course Calendar	<b>Topic:</b> Open Spaces for Dialogue & Enquiry (OSDE) Methodology <b>Readings:</b> <a href="#">OSDE Info Packet</a>	<ul style="list-style-type: none"> <li>• <b>Response Journal-Discussion Forum</b></li> </ul>
<b>Week 2 January 22-28</b>	<b>Topic:</b> What is intercultural citizenship and why does it matter? <b>Readings:</b> Castiglioni & Bennett (2018): <a href="#">Building Capacity for Intercultural Citizenship</a>	<b>Topic:</b> Identifying our cultural identity <b>Readings:</b> <ul style="list-style-type: none"> <li>• Nieto &amp; Bode (2018). Culture, Identity, &amp; Learning (BB)</li> <li>• <a href="#">Intercultural Citizenship Test</a> <a href="#">Discuss Cultural X-Ray Presentation</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response Journal-Discussion Forum</b></li> </ul>
<b>Week 3 January 29-February 4</b>	<b>Topic:</b> Reflections on Intercultural Citizenship Test & <b>Cultural X-Ray Presentations</b> <b>Readings:</b> Ashwill (2021). Global citizenship is about more than intercultural skills (BB)	<b>Topic:</b> Reflections on Intercultural Citizenship Test & <b>Cultural X-Ray Presentations</b> <b>Readings:</b> No additional Readings <ul style="list-style-type: none"> <li>• <a href="#">Discuss Analysis of self as global citizen assignment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response Journal-Discussion Forum</b></li> </ul>
<b>Week 4 February 5-11</b>	<b>Topic:</b> Can a Citizen of the USA be a Citizen of the World? <b>Readings:</b> Gerzon, 2010; Introduction <ul style="list-style-type: none"> <li>• Dobbins et al., (2022). Advancing global citizenship in America (BB)</li> </ul>	<b>Topic:</b> Can a Citizen of the USA be a Citizen of the World? <b>Readings:</b> Gerzon, 2010; Introduction <ul style="list-style-type: none"> <li>• Gelinas (2017). Why ‘Made in America’ is so hard to do (BB).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response Journal-Discussion Forum</b></li> </ul>
<b>Week 5 February 12-18</b>	<b>Topic:</b> Opening Our Eyes: Finding Our World View <b>Readings:</b> Gerzon, 2010; Chapter 1	<b>Topic:</b> Opening Our Eyes: Finding Our World View <b>Readings:</b> Gerzon, 2010; Chapter 1	<ul style="list-style-type: none"> <li>• <b>Response Journal-Discussion Forum</b></li> </ul>
<b>Week 6 February 19-25</b>	<b>Topic:</b> Global Citizenship <b>Readings:</b> Green (2012). <a href="#">Global Citizenship: What are we Talking About and Why Does it Matter?</a>	<b>Topic:</b> Global Issues and Challenges to Global Citizenship <b>Readings:</b> De Oliveira Andreotti, (2006). Soft versus critical global citizenship education (BB)	<ul style="list-style-type: none"> <li>• <b>Response Journal-Discussion Forum</b></li> </ul>
<b>Week 7 February 26-March 3</b>	<b>Topic:</b> Opening Our Minds- The Skill of Learning & Unlearning <b>Readings:</b> Gerzon, 2010; Chapter 2 <ul style="list-style-type: none"> <li>• <a href="#">The Danger of a Single Story</a>- will watch in class</li> </ul>	<b>Topic:</b> Mapping Global Citizenship <b>Readings:</b> Stein (2015). <a href="#">Mapping Global Citizenship</a> <ul style="list-style-type: none"> <li>• <a href="#">Discuss Out of the Box Assignment</a></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Response Journal-Discussion Forum</b></li> <li>• <b>Analysis of self as global citizen assignment</b></li> </ul>
<b>Week 8 March 4-10</b>	<b>Midterm Break</b>		
<b>Week 9 March 11-17</b>	<b>NO CLASS MEETING- USE TIME TO DO OUT OF THE BOX ASSIGNMENT</b>	<b>NO CLASS MEETING- USE TIME TO DO OUT OF THE BOX ASSIGNMENT</b>	<ul style="list-style-type: none"> <li>• <b>Response Journal-Discussion Forum</b></li> <li>• <b>Out of the Box assignment</b></li> </ul>

<b>Week 10</b> <b>March 18-24</b>	<b>Topic:</b> Opening Our Hearts- The Skill of Connecting <b>Readings:</b> Gerzon, 2010; Chapter 3	<b>Topic:</b> Connecting Through the Intercultural Competence Framework <b>Readings:</b> Deardoff (2016). <a href="#">Intercultural Competence Framework</a>	<ul style="list-style-type: none"> <li>• <a href="#">Response Journal-Discussion Forum</a></li> </ul>
<b>Week 11</b> <b>March 25-31</b>	<b>Topic:</b> Opening Our Hands- The Skill of Geo-Partnering <b>Readings:</b> Gerzon, 2010; Chapter 4	<b>Topic:</b> Opening Our Hands- The Skill of Geo-Partnering <b>Readings:</b> Gerzon, 2010; Chapter 4	<ul style="list-style-type: none"> <li>• <a href="#">Response Journal-Discussion Forum</a></li> </ul>
<b>Week 12</b> <b>April 1-7</b>	<b>Topic:</b> Intercultural Understanding - Knowledge <b>Readings:</b> Perry & Southwell (2011). Developing intercultural understanding and skills: models and approaches (BB)	<b>Topic:</b> Intercultural Understanding - Knowledge <b>Readings:</b> Byram (2006). Developing a concept of intercultural citizenship (BB)	<ul style="list-style-type: none"> <li>• <a href="#">Response Journal-Discussion Forum</a></li> </ul>
<b>Week 13</b> <b>April 8-14</b>	<b>Topic:</b> Intercultural Understanding - Language <b>Readings:</b> Porto et al. (2017). Intercultural Citizenship in the Foreign-Language Classroom (BB)	<b>Topic:</b> Intercultural Understanding - Perspectives <b>Readings:</b> McCandles et al. (2022). Assessing intercultural understanding: the facts about strangers (BB)	<ul style="list-style-type: none"> <li>• <a href="#">Response Journal-Discussion Forum</a></li> </ul>
<b>Week 14</b> <b>April 15-21</b>	<b>Topic:</b> Intercultural Understanding – in Action <b>Readings:</b> Gerzon, 2010; Conclusion <ul style="list-style-type: none"> <li>• Bowman (2021). Global citizenship through a global lens (BB)</li> </ul>	<b>Topic:</b> Intercultural Understanding – in Action <b>Readings:</b> Gerzon, 2010; Conclusion	<ul style="list-style-type: none"> <li>• <a href="#">Response Journal-Discussion Forum</a></li> </ul>
<b>Week 15</b> <b>April 22-28</b>	<b>Topic:</b> Inquiry Presentations <b>Readings:</b> TBA	<b>Topic:</b> Inquiry Presentations <b>Readings:</b> TBA	<ul style="list-style-type: none"> <li>• <a href="#">Response Journal-Discussion Forum</a></li> <li>• <a href="#">Inquiry project- written reflections/products</a></li> </ul>

\*This is a tentative schedule and is subject to change. When changes are made, you will be notified by the course instructor.

### Assignments:

- 1. Response Journal/Discussion Forum (10 points X 15 weeks=150 points):** The purpose of the journal is to document your reflections on your readings of the literature and the professional articles and chapters which we discuss in class. Record your understandings, questions, and connections to these readings. Write about your response and perspectives on the readings, not summaries of the readings. The journal is a vehicle to reflect on important and difficult ideas and issues raised by our reading. You will maintain your journal in a google doc shared with the instructor.
- 2. Analysis of self as a global citizen (50 points)**  
The purpose of this assignment is to explore your own cultural identities, global citizenship, and intercultural understanding. This assignment includes the following components that will be completed and shared over several different class sessions both in writing, in class discussions, and presentations:
  - A visual depiction and written reflection on your current cultural identities, focusing on multiple factors that influence identity including ethnicity, nationality, gender, social class, religion, etc.
  - A map of yourself as a global citizen that indicates the range of ways in which you are engaged in global experiences or perspectives
  - *Write a personal narrative* that involves a global cross-cultural encounter that you experienced. Tell the story about the context in which you came to experience this, who was involved, and how you thought about that moment.
  - Final map of self as a global citizen with a written reflection
- 3. Out of the Box (25 points)**  
Visit a place where you have never been and that includes peoples from a range of cultures. This engagement will encourage you to experience something completely new. Choose a site where you will see, hear, and feel different cultures, language, or perspectives. These sites may include places that you can experience different religions, languages or cultures. While visiting the site, 1) draw a map of the site, describing the scene, events, actors, and interactions, and 2) write field

notes. Write a reflection that presents your observations, feelings and thoughts during the visit. Be prepared to share elements from your experience in class.

**4. Media Minute (20 points)**

Each student will sign up for one day on which to share a non-print artifact related to our global focus for that class session – e.g. Youtube video, TED talk, blog, vlog, music, podcast, etc. Within one week of presenting, turn in a short written reflection indicating what you selected and why and how the class responded.

**5. Inquiry Project (100 Points)**

Choose a question or issue of concern to you in relation to global citizenship and intercultural understanding. Once you have chosen a question, decide on how you will conduct your inquiry to explore that question or issue. You can research through professional readings, discussions, interviews, observations, and/or work with others. You can choose to do your inquiry project alone or with others. The only limitations are that your project should relate to intercultural understanding and be on a question that matters to you. A 1-2 page project proposal will be due at mid-semester and should describe your project in as much detail as possible, including your rationale for undertaking the project, your theoretical framework, your methods of researching your question or issue, etc. The inquiry projects will be presented to class members during the last two class sessions.

Examples of topics/options include:

- an in-depth critical analysis of a set of books from a country or cultural group
- an issue (e.g. translation, censorship, stereotypes, cultural authenticity)
- a theme relevant to our focus on interculturalism
- responses of children, adolescents, or adults to an issue/topic related to globalization/intercultural understandings
- interviews that focus on global issues, experiences and/or intercultural citizenship

**Grading Criteria:**

<b>Course Grading Scale</b>		
A = 94% - 100%		A- = 90% - 93%
B+ = 87% - 89%	B = 84% - 86%	B- = 80% - 83%
C+ = 77% - 79%	C = 74% - 76%	C- = 70% - 73%
D+ = 65% - 69%		D = 60% - 64%
F = 59% and below		

**Withdrawal and Attendance policies:**

Harlaxton College expects regular class attendance by all students. Students are considered sufficiently mature to appreciate the necessity of regular and punctual attendance, to accept this personal responsibility and to accept the consequences of failure to attend. When absences occur due to emergency or medical reasons, students are expected to notify their instructors of the absence prior to class or to seek the assistance of the College nurse or a member of the Student Experience Team for help in notifying instructors.

Instructors have the authority to grant excused absences for medical, psychological, or personal reasons upon review of appropriate documentation and professional recommendation supporting such a request. In the event of long-term illness, reasonable accommodations will be made to allow a student to complete a course. In these cases, the Dean will need to approve the long term nature of the accommodation.

The Dean of Harlaxton College has the authority to grant excused absences for medical, psychological, or personal reasons.

Each instructor is expected to maintain an attendance policy in keeping with the nature of the Harlaxton program and may consider it in evaluating performance in their courses.

**Policy Governing Unexcused Absences:**

Harlaxton College operates an attendance policy that is binding on all faculty and students. The number of unexcused absences that are allowed before incurring a penalty is related to the number of times a class meets each week. For courses which meet three times a week, students are allowed a maximum of three unexcused absences during the semester without attracting penalty points. For courses meeting twice a week two such absences are permitted, and for courses meeting once a week a single absence is allowed. Additional unexcused absences will attract a grade penalty: a third-letter grade (A- to B+).

**Policy Governing Excused Absences.**

- Excused absences are not given to facilitate student travel independent of college-sponsored travel.
- Students may be permitted to miss class because of participation in academic field trips.
- Instructors must co-ordinate and confirm academic fieldtrips with the Dean, prior to the commencement of the Semester to ensure their inclusion in the Semester timetable.
- Where authorization for an academic fieldtrip is requested after the commencement of the semester, the request must be submitted to the Dean.

The following information is required:

- Purpose and brief description of the official Harlaxton event or academic fieldtrip.
- Dates, location, and times (as applicable).
- Alphabetical list of students involved [Last Name/First Name] along with their student identification number.

If approval is granted:

- Instructors affected will be notified at least one week prior to the class period during which absence is anticipated, or as soon as possible.
- Missed class time due to student participation is to be considered an excused absence.
- The grade of a student may not be lowered in any class due to excused absences.
- It is the student's responsibility - to take the initiative by consulting with their instructors before the absence occurs, and - to do what is required by the instructor to make up all missed assignments and/or examinations.
- Instructors are required to assist students in these occasional situations of excused absences.

**Honor Code:** All students at the University of Evansville agree to the University honor code: *I will neither give nor receive unauthorized aid, nor will I tolerate an environment that condones the use of unauthorized aid.*

**Disability Policy:** It is the policy and practice of the University of Evansville to make reasonable accommodations for students with properly documented disabilities. Students should contact Disability Services within the Office of Counseling Services by calling 812-488-2663 to seek services or accommodations for disabilities. Written notification to faculty from Disability Services is required for academic accommodations.

The University of Evansville Disability Services office will share the request for academic accommodations with the Academic Support team at Harlaxton College. Staff members at Harlaxton will meet individually with students to discuss needs and provide additional information related to examinations or other assessments.

Students from partner institutions should provide the appropriate letter of accommodation from their institution to the Academic Support team at Harlaxton College.

**Nondiscrimination Policy:** The University of Evansville expects all members of its community to treat each other with respect and civility. Harassing behaviors directed towards any member of our community will not be tolerated. As part of its commitment to non-discrimination, the University specifically prohibits harassment based on any other characteristics set forth in its nondiscrimination statement as follows: including race, color, gender, gender identity and expression, sexual orientation, creed or religion, national origin, age, disability, veteran status and all federally protected groups/classes. Any form of harassment undermines the mission of the University and negatively impacts the University community as a whole.

## Prohibited Conduct and Confidentiality

The University of Evansville is committed to fostering an atmosphere free from harassment and discrimination. This commitment includes identifying problems that may lead to sexual harassment and misconduct, as well as other forms of harassment and discrimination, by creating an atmosphere in which the entire University community is sensitive to preventing prohibited conduct. Additionally, the University is committed to providing support and resources to individuals who have experienced prohibited conduct. This commitment includes effectively responding when a student, visitor, guest or program participant is the victim of prohibited conduct.

All campus employees, students, and guests are required to abide by the Title IX and Other Sexual Harassment and Misconduct Policy, the Harassment and Discrimination Policy, and the Consensual Sexual or Romantic Relationships Between Employees and Students Policy. Violation of these policies could result in disciplinary action, up to and including expulsion for students and termination for employees.

Faculty members at the University of Evansville are considered "Responsible Employees" under the applicable federal guidelines and the University's policies. This means that I am unable to offer you confidentiality if you report any incidence of prohibited conduct to me as defined by Title IX statute. If I am made aware of a violation, I am required to report any known information to the Office of Institutional Equity.

You may choose to report the violation yourself the following ways:

Email: · Annie Sills, Assistant Director of Institutional Equity and Title IX Coordinator: [cs175@evansville.edu](mailto:cs175@evansville.edu) ·

Keith Gehlhausen, Executive Director of HR and Institutional Equity: [kg77@evansville.edu](mailto:kg77@evansville.edu) ·

Title IX: [titleix@evansville.edu](mailto:titleix@evansville.edu)

Phone: 812-288-5261

Online: <https://www.evansville.edu/safety/report.cfm>

You may also choose to speak with a Confidential Resource. Confidential Resources are required to maintain confidentiality and cannot report violations to the Office of Institutional Equity:

### University of Evansville

- Counseling Services: [counselingservices@evansville.edu](mailto:counselingservices@evansville.edu), 812-488-2633
- Health Center Professionals: [healthcenter@evansville.edu](mailto:healthcenter@evansville.edu), 812-488-2033
- University Chaplain: [chaplain@evansville.edu](mailto:chaplain@evansville.edu), 812-488-5262

### Harlaxton College

- College Nurse: Lesley Selby, RGN, +44 01476 403027, [lseyby@harlaxton.ac.uk](mailto:lseyby@harlaxton.ac.uk)
- Counselling Services: [counselling@harlaxton.ac.uk](mailto:counselling@harlaxton.ac.uk)

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