COURSE DESCRIPTION
EDCI-281 is designed as a General Education course for dealing with the big question of global cultural competency and proficiency, “Where do I sit along the global cultural competency continuum?” “How do I begin to work toward global cultural proficiency?” Global leaders who are not culturally proficient or at least culturally competent cannot be fully effective. The Institute for Educational Leadership (IEL) contends that culturally competent leaders around the globe “work to understand their own biases as well as patterns of discrimination.” IEL also contends that “much of what culturally competent leaders must know and be able to do is learned in relationships with families and communities.” Local, State, and Federal governments are looking to universities to develop culturally competent and proficient new leaders.
In addition, IEL reminds us that culturally competent and proficient leadership “develops over time and needs to be supported from preparation through practice,” including the practice of “creating collaborative frameworks and structures.” The following course goals are intended to move students along the global cultural competence continuum toward cultural proficiency.

COURSE GOALS

(1) Learners will understand and use introductory techniques of two qualitative research methods (i.e., autoethnography and oral history).

(2) Learners will use autoethnography (via UW-Madison’s Autoethnography Website for Undergraduates) to begin the work of understanding their own identities, biases, as well as where they sit in relation to systemic patterns of global discrimination, and goals for global competition vs. global collaboration.

(3) Learners will initiate a relationship with an international student, staff, or faculty member (Global Research Partner—or GRP), conduct, and share an oral history with their guidance toward gaining cultural competence/proficiency with a new community.
Learners will apply what they learned about themselves and the international families/communities to propose ideas for how we might create more collaborative frameworks and structures on our campus.

The course approach to Global Research, Education, and You embraces UMD’s new **Innovative ’I’ Series.** The **Innovative ’I’ Series** was applied to reframe and reorganize course goals to reflect the ‘I’ Series’ topical attention to “**Issues, Inspiration, Intellect, Investigation, Implementation, and Imagination.**”

**Issues:** The course exposes students to compelling issues and inquiries regarding cultural competence/proficiency and the preparation of global leaders.

**Inspiration:** Guest lecturers from UMD discussing global cultural research and experiences are intended to induce inspiration and the bold spirit of global exploration with neither a mandate for assimilation nor conquest. Another the promising practices of inspiration will be the story behind Will Durant’s 1949 Declaration of Interdependence (which became part of the U.S. congressional record in 1949).

**Investigation:** Students will be introduced to oral history research (including the internationally acclaimed work of UMD’s own Dr. Barbara Finkelstein), as well as autoethnography (via UW-Madison’s Autoethnography Website for Undergraduates) Oral History and Autoethnography are growing genres of qualitative research in the medical sciences, social sciences, and humanities.

**Intellect:** Students will begin to contemplate the impact of global interdependence by building relationships with international families/communities from our campus-- people they may walk near every day for four years and never learn to feel the sense that their leadership and their lives are bound together. Such activities are intended to focus upon changing the knowledge about international out-groups, rather than focusing on changing the emotions, which has less risk of students disengaging.

**Implementation:** The implementation of the oral history will involve student groups: X groups of 5-6 students during a two-week period. Each group member will spend at least 10-minutes interacting with the Global Research Partners each week (note: some lab time will be allocated for interviews-no more that 1 question per group member for the GRP per visit). The 10-minutes can be served as part of a group interviewing/observing with a GRP or served as an individual interviewer/observer of a GRP. **At least one of the visits for each group member must be face-to-face.** Visits should be used for interviewing and observing to build cultural competence/proficiency (a total of 50-minutes per group per week for two weeks). During the fourth and final oral history meeting with GRPs, group members should inquire about potential social activities and initiate discussions of concrete alternatives and next steps to open more opportunities for developing globally competent/proficient leadership on campus (i.e., collaborative outreach efforts, service learning, etc.). Please log in your GRP time with a group-generated timesheet and have it signed by the GRP after each meeting.
**Imagination:** GRP groups will use the findings and experiences of their qualitative research projects not only to advance their knowledge, but to begin imagining steps toward a more collaborative international campus through innovative activities such as, (1) critiquing and revising Durant’s Declaration of Interdependence to prepare for submission of a revised, more inclusive version to local Congressman, Steny Hoyer—with hopes that Congressman Hoyer will submit the revised version to the Congressional Record as an amendment to the original 1949 version; (2) submitting the major findings from their GRPs project in the form of a report to campus offices that house international initiatives; and (3) developing an annual Intersection Day, bringing together GRPs at the end of the Spring semester for a symbolic march of unity from McKeldin Library to the staging area and peace garden across the street from Mitchell. This event could center the GRPs’ Projects and highlight the potential for future joint community service projects, while promoting peace and interdependence. The Provost, the Deans, and other key administrators may be invited as keynote speakers of this event.

**COURSE READINGS**

**Course Textbook Required**

*The Intercultural Campus by Dr. Greg Tanaka*

The textbook will be available at the University of Maryland Bookstore, and other readings will be available on ELMS.

**Course Rubric(s)**

Course Rubrics will be available on ELMS

**Group Roles (e.g., 5-6 roles for 5-6 Person Groups)**

Group Roles will be available on ELMS and groups will designate roles in class

**COURSE REQUIREMENTS**

**Classroom/Lab Participation 60% Total of Grade**

1. **Participation and Discussion (20%)**

   Much of the exploration of key concepts in this class will occur during class, in small group work and whole class discussions. Therefore, regular attendance and in-class participation are essential. You will be expected to thoughtfully engage in discussions and to share your understandings of and questions about the readings. In order to do this, you must read all of the assigned texts for the week, before you come to class. Some of the readings and the issues they raise are provocative. It is my expectation that, although disagreements may arise, each student and their perspectives are treated with respect. Each small group will be responsible for being lecturers for (12:30-1:00pm) once during the semester. Include at least 2 points that were salient from the reading, at least 2 questions you had about the reading, as least 2 points connected to previous readings/discussions/experiences of your group, at least 2 points about how the reading may advance cultural
competence/proficiency or not, and at least 2 points about how the reading challenged your taken-for-granted knowledge (approx. 5 minutes for every 2 points/questions and 5 minutes for audience questions)

2. **Global Partners (GPs) Qualitative Research (20%)**
   Students will work in **small research teams of no more than five** to conduct Oral History research on a campus-based international group (i.e., representing African, Asian, European, Indigenous, South American, Central American, Puerto Rican, Cuban, Jewish, Muslim, Israeli, Palestinian, African American, Australian, New Zealand, Indian, Pakistani, etc. heritage). These international groups will part of an existing group on campus that is different from their own. The goal will be to connect with the group to explore a central problem in (a) Education of marginalized groups in their country, (b) Any exclusion/preference and inequitable opportunities to learn faced by their group related to Pre-K-12 and university education in the U.S., and (c) to find promises practices to confront this exclusion/preference and inequitable opportunities to learn. Students will learn to engage international groups through qualitative techniques used in social science research that have been found to decrease researcher-bias against the researched including but not limited to: issues of entry, role, reciprocity, research design, triangulation, member-checking, autoethnography, reflexivity, positionality, and oral history methods.

3. **Final Presentation Intersection Day Event (20%)**
   Each student group (with individual PowerPoint responsibilities and shared time) will present their final research paper to the class along with a representative of their Global Partners. This can be done as in traditional conference presentations or some other mutually agree-upon format. The purpose of this presentation is for students to practice organizing and communicating their ideas clearly and succinctly and to get feedback from their peers that will help them in both writing their final paper and moving into the next stages of research. **Presentation will be approximately 15-20 minutes.**

**Take-Home Midterm Exam 15% of Grade**
Autoethnography (Discussed in Class) and Revised autoethnography—if necessary

**Final Paper 25% of Grade**
Your final paper will be a complete and comprehensive version, including all required sections – introduction, literature review, explanation of methodology, oral history, results of your oral history, and a conclusion. Again, it is expected that parenthetical and bibliographic citations are done in accordance with APA
style. All written papers should be in 12pt font and double-spaced, with 1-inch margins. * The paper should be 6-8 pages long.

<table>
<thead>
<tr>
<th>GRADING</th>
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<tbody>
<tr>
<td>Classroom/Lab Participation 60%</td>
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<tr>
<td>Mid-Term Autoethnography 15%</td>
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<tr>
<td>Final Paper/Presentation 25%</td>
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Final course grades will correspond to the following point totals.

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<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Points Range</th>
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<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>465 – 500</td>
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<tr>
<td>A-</td>
<td>90 – 92%</td>
<td>450 – 464</td>
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<tr>
<td>B+</td>
<td>87 – 89%</td>
<td>435 – 449</td>
</tr>
<tr>
<td>B</td>
<td>83 – 86%</td>
<td>415 – 434</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82%</td>
<td>400 – 414</td>
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<tr>
<td>C</td>
<td>77 – 79%</td>
<td>385 – 399</td>
</tr>
<tr>
<td>C-</td>
<td>70 – 72%</td>
<td>350 – 364</td>
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<tr>
<td>D</td>
<td>60 – 69%</td>
<td>300 – 349</td>
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<tr>
<td>F</td>
<td>Below 60%</td>
<td>Below 300</td>
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X. Grade Dispute—©Dr. Lisa D. Horton: If you disagree with your grade on an assignment:
1. Set a time to meet with the professor to make your case with evidence for a grade change
2. If that meeting doesn’t lead to grade resolution, you will have the option of having the assignment graded by another EDCI professor familiar with the assignment/course content. The original assignment grade will be added to the second graded assignment and divided by the number 2 to determine the average. The average of the two graded assignments will be your grade for the assignment (whether higher than the grade on the original paper of lower than the grade on the original paper)
3. If you still object after step 2 with how the assignment was graded, you may contact the EDCI Department Chair to add his/her grade input. Then, the three grades would be averaged to determine the final grade.

**NOTE:** If you require any special accommodations, please let the instructor know as soon as possible.

<table>
<thead>
<tr>
<th>COURSE OUTLINE</th>
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<tbody>
<tr>
<td><strong>January 26th – Course Introduction</strong></td>
</tr>
<tr>
<td>Validation, Commitment, and Confidentiality (PowerPoint)</td>
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<tr>
<td>Group Formation, and Group Roles (PowerPoint) Your anonymous expectations-wants/don’t expects-don’t wants</td>
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<tr>
<th>January 28th- Issues-Cultural Competence Continuum</th>
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<tbody>
<tr>
<td>Cross, T., Bazron, B., Dennis, K., &amp; Isaacs, M. (1989). <em>Towards a Culturally Competent System of Care, Volume 1.</em> Washington, DC: CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center</td>
</tr>
</tbody>
</table>
Feb 2- Lab Day #1—Dyad Exercise

Feb 4- Issues: The Intercultural Campus
Tanaka, G. The Intercultural Campus, Chapter 1
In-class Group Activity on Tanaka

Feb 9—Implementation—Lab #2 Bafa’ Bafa’ BaFa BaFA is a Simulation Board Game on Culture (Guest co-facilitator, Erica McKinney)

Feb 11- Cultural Issues on Campuses
1) Tanaka, G. The Intercultural Campus, Chapter 2
In-class Group Activity on Tanaka

Feb. 16- Lab #3 Bafa’ Bafa’ Continued

Feb-18 Issues: Culture & Immigration
Group 1 Leads PowerPoint Discussion and puts it on ELMS

Feb 23- Lab #4 Bafa’ Bafa’ Closure

http://findarticles.com/p/articles/mi_m0341/is_4_55/ai_62521567/?tag=content;coll1
Group 2 Leads PowerPoint Discussion and puts it on ELMS

March 2-Lab #5 Implicit Association Tests
Mar. 4 - Investigation: What is Autoethnography? (PowerPoint and Handouts) How is it connected to cultural competence/proficiency?

Mar. 9 - Lab #6
Autoethnography https://mywebspace.wisc.edu/rlhunter/web/autoethnographyinfyw/what%20is.htm From UW-Madison Autoethnography for first-year writing

Mar. 11 - Investigation:
Qualitative Research Design
Qualitative Research Intro to fieldwork-Posing the Question
Entry, Role, & Reciprocity (PowerPoint)
Sampling and Triangulation (PowerPoint)
Group 3 Leads PowerPoint Discussion and puts it on ELMS

Mid-Term Due-March 11

Spring Break – No Class (March 15th - March 19th)

Mar. 23 - Investigation:
Lab #7 - Autoethnography Continued

Mar. 25 - Intellect and Imagination:
Group 4 Leads PowerPoint Discussion and puts it on ELMS

Mar 30 - Lab #8 Oral History

Apr 1 - Intellect
Tanaka, G. The Intercultural Campus, Chapter 3
Group 5 Leads PowerPoint Discussion and puts it on ELMS

Apr 6 - Lab #9 Oral History Continued
Apr 8- Tanaka, G. The Intercultural Campus, Chapter 4
Group 6 Leads PowerPoint Discussion and puts it on ELMS

Apr 13- Lab#10 Oral History Continued

Apr 15-Intellect and Imagination
Declaration of Interdependence (Read, Revise in-class, outside of class, share with your Global Partners and get their input on revision)
Group 7 Leads PowerPoint Discussion and puts it on ELMS

Apr 20-- Lab#11 Oral History Continued

Apr 22-Inspiration and Imagination: Guest Lecturer (TBA)

Apr 27-- Lab#12 Oral History Continued

Apr 29-Inspiration and Imagination-Guest Lecturer (TBA)
Intersection Day Planning

AERA Annual Meeting
2010 Annual Meeting
Friday, April 30 – Tuesday, May 4
Denver, Colorado

May 4—No Class-AERA
DUE: Course Evaluations (Online)
May 6—Reports from Global Partners regarding their participation in Intersection Day and Their Revisions of the Declaration of Interdependence –FINAL PLANS FOR INTERSECTION DAY

Possible Implementation:
Submit revision to Congressman Steny Hoyer’s Office

Course Evaluations (Online)

May 11-Lab #13—Last Day of Class—Final Presentations for Intersection Day Event including Global Partner Representatives

Thursday May 13th – Final Paper Due

Code of Academic Integrity
The University of Maryland, College Park has a nationally recognized Code of Academic Integrity, administered by the Student Honor Council. This Code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. For more information on the Code of Academic Integrity or the Student Honor Council, please visit http://www.studenthonorcouncil.umd.edu/whatis.html.

SPRING TERM 2010

Classes Start 1/25/10 (Monday)
Spring Break 3/15/10 (Monday) through 3/19/10 (Friday)
Last Class 5/11/10 (Tuesday)
Study Day 5/12/10 (Wednesday)
Final Exams Start 5/13/10 (Thursday)
Final Exams End 5/19/10 (Wednesday)
Senior Day 5/20/10 (Thursday)
Main Spring Commencement Ceremony 5/20/10 (Thursday evening)
College Commencement Ceremonies 5/21/10 (Friday)

LECTURES AND ASSIGNMENTS WILL BE BASED UPON THE FOLLOWING READINGS


Cross, T., Bazron, B., Dennis, K., & Isaacs, M. (1989). *Towards a Culturally Competent System of Care, Volume 1*. Washington, DC: CASSP Technical Assistance Center, Center for Child Health and Mental Health Policy, Georgetown University Child Development Center


Additional References:


Potential Inspirational Guest Lecturers/Advisory Group Members:
Jean Dreyer--Finland
Dr. Beatriz Quintos, Latin America
Sangmin Kim--Korea
Rashi Jain and GA-Associate--India
Abdulrahman Ahmed and Dr. Lawrence Clark—Somalia and Ethiopia
Sara Makris--Greece
P.G. County Teachers (Friends of Eppie Carroll)--Phillipines
Dr. Connie North--South Africa