

Course Syllabus

Spring 2020

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Room 05013
Office Hours: Tues. 11 a.m.-1 p.m.

Course Description:

The purpose of this course is to examine the field of intercultural education and training, with a specific focus on 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. Guest speakers who work as intercultural trainers and teacher educators will provide insight into their approaches to this type of work.

A major component of this course is to deeply and critically analyze the way that intercultural and 'diversity' work is conceptualized and carried out. Students will be asked to critique dominant approaches and carefully consider how we "do diversity" and whether or not current practice is achieving stated or expected outcomes. Reflection on personal identities and intersections with intercultural work will also be explored. 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 are the different ways that 'culture' is defined?*
- *What is the difference, if any, between management and leadership?*
- *What does being a good leader mean in education?*
- *Describe the key actions and behaviours of the person that you've experienced as your best leader?*
- *How can I develop my/your personality to be an intercultural mentor?*

Readings:

- *Assessing intercultural sensitivity: an empirical analysis of the Hammer and Bennett Intercultural Development Inventory (R. Michael Paige, Melody Jacobs-Cassutob, Yelena A. Yershovaa, Joan DeJaeghere)*

Questions:

What is the main topic of this article?
What does the author(s) want you to know?
Who are the intended audiences?
What evidence does the author(s) provide for their assertions?
What types of language do they use to communicate about the specific populations they are discussing?
Do they define 'culture,' 'diversity,' and/or other key topics?
What research methods are utilized?
What are some of the assumptions underlying the information?
What are some of the gaps you see in this article?
What have you learned, if anything, about the population(s) being discussed?

Evaluation:

Reflection (2-3 pages) into the homework vaults (include reading and class activities).

SoIML Intercultural Mentoring and Leadership (Spring 2020)
SoIPE International Perspectives on Education (Spring 2020)
SO503 Education in Diverse Society (Spring 2020)

Attendance Policy:

Students are encouraged to come to class spring but are left with the responsibility of managing their own attendance. You should visit at least four sessions.

Course Outline:

18. 02. 2020	Introduction
03. 03. 2020	My culture Identity I
17. 03. 2020	Culture Identity presentation II
31. 03. 2020	Education in diverse / international context
14. 04. 2020	International Research
28. 04. 2020	Final reflection