IELI 2470 & IELI 2475 – Cross-Cultural Perspectives and Cross-Cultural Explorations

Catalog Description: This course brings together students from a variety of ethnic backgrounds for the purpose of cultural exploration. Students examine the influence of culture on beliefs, behaviors, and values.

Course Goals:
- Students learn about various definitions of culture and how cultures influence behavior, beliefs, and values.
- Students increase their awareness of cross-cultural similarities and differences in areas such as communication, life-styles, business practices and institutional settings.
- Students gain an understanding of the stages and symptoms of culture shock.
- Students gain an understanding of fundamental value systems that inform and determine all cultural practices.
- Students explore the value systems of the culture of the United States and the cultures of the international students enrolled in class.

Expected Learner Outcomes:
- Students can provide a written definition of culture.
- Students can analyze the multiple influences that have contributed to their own cultural makeup.
- Students can identify the different stages and symptoms of culture shock and coping strategies for this condition.
- Students can compare and contrast cultural differences in areas such as educational systems, gender roles, business practices, or the areas of the students’ interests.
- Given a cultural interaction, students can identify the underlying values of the participants. Film will provide episodes for students to analyze.
- Students will be able to understand ethnocentrism and to recognize stereotypical characterizations.

Typical Classroom Activities:
Tests:
- Multiple Choice, Short Answer, Essay

Papers:
- Two short papers (1-2 pages) requiring students to react to the content of the unit studied and/or to give an opinion based upon discussion and readings.

Interview:
- Students will conduct one interview relating to cultural adjustment and summarize the findings.

Cultural Capsules and Role Plays:
- Students will write and discuss these, which will be based on cultural practices.

Cross-Cultural Interactions:
- Students will work in pairs for discussions, papers, interviews, and the assignments related to the films. (Students will select the films they wish to watch outside of class and then summarize the cultural points observed. The viewing of two films will be required.)
Written Plan for Curricular Review
Review of the Curriculum and Process of Decision-Making

Input Procedures:
- A questionnaire* will be sent out following each term by the Director for faculty to offer suggestions about classes, curriculum, textbook choice (after following textbook change procedure), etc. The Director will collect the suggestions and send them to the faculty before the next curriculum meeting. At the meeting the faculty will prioritize issues to be discussed.
- Faculty can formally, through e-mail to the Director or Director, request that a topic be discussed at the next faculty meeting about curriculum.

Curriculum Meetings:
- Before the annual Fall Retreat that is held the third week of August, the Director and the Director will plan for a time slot during the one-day retreat to discuss curriculum.
- The faculty meetings for curriculum discussions will be held during the first faculty meeting in October, December, February, and April.
- All faculty serve on the Curriculum Committee and may bring issues to the table for discussions.
- Minutes will be taken during the Curriculum meetings by a faculty member.

Discussion Procedures:
- The Director acts as facilitator and schedules curriculum meetings and presides over them.
- All faculty discuss curricular issues. Part time faculty are invited to suggest issues for discussion and participate in the discussions.

Substantive Changes in Curriculum Procedures:
- Sub-Committees of the faculty may be formed to propose substantive changes to the curriculum, for example, course objectives, new courses, new time period configurations, etc. These sub-committees will then report their findings at a subsequent curriculum meeting. These sub-committees will be appointed by the Director or by volunteering.
- All courses must follow university procedures for approval.

*Questionnaire

Please answer for the courses you taught last semester.
1. Were the goals of the course met? (If these were not met, list what was not accomplished and why.)
2. Was the textbook appropriate or do you have suggestions for change?
3. Do you have recommendations for change regarding course goals or objectives for the course you taught?
4. Other suggestions regarding curriculum.