

## Instructor Information

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## Course Information

CGST308Z Dealing with Difference: Intercultural and Multicultural Education  
Online, Summer 2022

## Course Description and Purpose

How do students learn about cultural difference in school and college? Multicultural education, intercultural education, international education, global learning, internationalizing the curriculum – all are terms related to bringing cultural competence into teaching and learning. These different approaches are often in conflict with each other, while ostensibly teaching the same knowledge, skills, and attitudes. In this course, we will trace the histories of multicultural and international education to the present day. We will explore the purposes, theories, practices, and pedagogies associated with these two fields, as well as their intersections, convergences, and divergences. Finally, we will view these fields through a critical lens to reveal their successes and shortcomings, and formulate our own recommendations for the future direction of each – or both.

## Learning Objectives

Compare and contrast the histories of intercultural and multicultural education.  
Describe the advantages and shortcomings of the important frameworks in the fields.  
Identify and describe where the fields intersect and diverge.  
Propose a way forward for learning about cultural difference in school and college.

## Textbooks and Materials

There will be no textbook for the course; the readings include scholarly articles and book chapters. The readings will all be available on Moodle.

## Classroom Behavior and Expectations

### Participation

Participation in the course sessions is essential. You will be spending time in breakout rooms doing group work as well as in the full class discussion. I believe in active learning and student-centered pedagogy, so you will be participating fully each session.

### Expectations

We will take some time the first day of class to set ground rules together so that we will all feel comfortable discussing difficult topics in the Zoom environment. I expect all students to keep these rules in mind as we go about our discussions, and will make a point to remind us of the rules should we start to stray from them.

### Grading

Grades are done on a simple, 100-point scale, with assignments counting for the percentages listed below. Late work will be marked down 10% without prior arrangement.

### Assignments

#### *Class discussions (20% of grade)*

Most class periods, students will lead each class in groups in discussing the day's readings. Each group will prepare a short presentation or activity to be followed by discussion.

#### *Written assignments (20% of grade)*

- Proposal: A 2-3-page proposal for the final paper will be due after the first week.
- Response papers: Each week, students will write a short (2-3 pages) response paper dealing with one or more of the readings.
- Revision of proposal: A revision, based on feedback, of the final paper proposal will be due at mid-term as well.

#### *Group project (20% of grade)*

The midterm will be a group presentation doing a deeper dive into a topic in multicultural or international education, either from class or from outside sources. Students will summarize the topic, discuss its negative and positive aspects, and recommend future actions. Students will research the topic more exhaustively than what we have discussed in class.

#### *Final paper (20% of grade)*

The final will be an 8-10-page paper detailing a project, approach, or initiative the student would propose to promote learning about cultural difference, using the learning outcomes from articles presented in class or developed by the student.

### Time Commitment

While the exact time commitment for the class will vary individually and over the course of the summer, I recommend that you budget approximately three out-of-class hours for every class hour to complete the reading, assignments, homework, and project. I have designed the class so that it should be feasible to satisfactorily complete the

requirements with approximately twelve hours per week of time commitment. If you are spending more time than this on a regular basis I encourage you to check in with me.

### Accommodation Statement

Wesleyan University is committed to ensuring that all qualified students with disabilities are afforded an equal opportunity to participate in, and benefit from, its programs and services. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible.

If you have a disability, or think that you might have a disability, please contact [Accessibility Services](#) in order to arrange an appointment to discuss your needs and the process for requesting accommodations. Accessibility Services is located in North College, rooms 021/022, or can be reached by email ([accessibility@wesleyan.edu](mailto:accessibility@wesleyan.edu)) or phone (860-685-5581).

### Religious/Spiritual Observance Resources

If you anticipate that your religious/spiritual observance may conflict with academic obligations such as attending class, taking examinations, or submitting assignments, you can work directly with your professor to make reasonable arrangements. Should you require additional support or guidance, please feel free to reach out to Rabbi David Teva, Director of the Office of Religious and Spiritual Life at [dleipzig@wesleyan.edu](mailto:dleipzig@wesleyan.edu) or any of the chaplains in the Office of Religious and Spiritual Life at <https://www.wesleyan.edu/orsl/index.html>.

For a list of a religious holidays celebrated by members of the Wesleyan community, go to Wesleyan's Multifaith calendar which can be found at: <https://www.wesleyan.edu/orsl/multifaith-calendar.html>.

### Title IX Resources

If past trauma inhibits your ability to fully participate in class, please contact Debbie Colucci, Deputy Title IX Coordinator, at [dcolucci@wesleyan.edu](mailto:dcolucci@wesleyan.edu), or your class dean. Additionally, and if you are comfortable, you can work directly with your professor to make reasonable arrangements. If you would like to talk with a confidential resource about all of your options for care and support under Title IX, you can contact Johanna DeBari (SHAPE Office Director) at [jdebari@wesleyan.edu](mailto:jdebari@wesleyan.edu).

### Classroom Behavior

Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, culture, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, ability, and nationality. Classrosters are provided to the instructor with the student's

legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on [the student code](#).

## Discrimination and Harassment

Wesleyan University is committed to maintaining a positive learning, working, and living environment and does not tolerate identity-based [discriminatory harassment](#) and/or [sexual misconduct](#) against students, faculty, staff, trustees, volunteers, and employees of any university contractors/agents. For purposes of this Wesleyan policy, identity refers to one's race, color, religion, national or ethnic origin, age, disability, veteran status, sexual orientation, gender, gender identity, and gender expression. The Office for Equity and Inclusion serves students, faculty, administrators and develops policies and procedures regarding issues of diversity and equal opportunity/affirmative action. Individuals who believe they have been discriminated against should contact [the Office for Equity and Inclusion](#) at 860-685-4771.

## Honor Code

All students of Wesleyan University are responsible for knowing and adhering to [the Honor Code](#) of this institution. Violations of this policy may include: cheating, plagiarism, aid of academic dishonesty, fabrication, lying, bribery, and threatening behavior. All incidents of academic misconduct shall be reported to the Honor Code Council – Office of Student Affairs. Students who are found to be in violation of the academic integrity policy will be subject to both academic sanctions from the faculty member and non-academic sanctions (including but not limited to university probation, suspension, or expulsion). The [Office of Student Affairs](#) has more information.

## Schedule

Monday, June 27

Definitions and histories of intercultural/international and multicultural education

- de Wit, H., & Merckx, G. (2012). The history of internationalization of higher education. In D. K. Deardorff, H. de Wit, J. D. Heyl, & T. Adams (Eds.), *The SAGE handbook of international higher education* (pp. 43–60). SAGE Publications.
- Young, L. W. (1991). The minority cultural center on a predominantly white campus. In H. E. Cheatham, *Cultural pluralism on campus* (pp. 41–53). American College Personnel Association.
- Banks, J. A. (2013). The Construction and Historical Development of Multicultural Education, 1962-2012. *Theory into Practice*, 52(sup1), 73–82.  
<https://doi.org/10.1080/00405841.2013.795444>

Tuesday, June 28

Purposes and outcomes of intercultural/international and multicultural education

- Kupo, V. L. (2011). Remembering our past to shape our future. In D. L. Stewart (Ed.), *Multicultural student services on campus: Building bridges, re-visioning community* (1st ed, pp. 13–28). Stylus Pub.
- AAC&U VALUE Rubrics

Wednesday, June 29

Tensions/collaborations between intercultural/international and multicultural education

- Olson, C., Evans, R., & Shoenberg, R. F. (2007). *At home in the world: Bridging the gap between internationalization and multicultural education* (Global Learning for All: The Fourth in a Series of Working Papers on Internationalizing Higher Education in the United States, p. 60). American Council on Education.
- Olson, C., & Peacock, J. (2012). Globalism and interculturalism: Where global and local meet. In D. K. Deardorff, H. de Wit, J. D. Heyl, & T. Adams (Eds.), *The SAGE handbook of international higher education*. SAGE Publications.
- Tara Harvey article

Thursday, June 30

⇒ Response paper due

Intergroup contact theory

- Selection(s): Allport, G. W. (1979). *The nature of prejudice* (Unabridged, 25th anniversary ed.). Perseus Books.
- Pettigrew, T. F., & Tropp, L. R. (2006). A meta-analytic test of intergroup contact theory. *Journal of Personality and Social Psychology*, 90(5), 751–783.  
<https://doi.org/10.1037/0022-3514.90.5.751>
- Possibly: Roets, A., & Van Hiel, A. (2011). Allport's Prejudiced Personality Today: Need for Closure as the Motivated Cognitive Basis of Prejudice. *Current Directions in Psychological Science*, 20(6), 349–354. <https://doi.org/10.1177/0963721411424894>

Tuesday, July 5

⇒ Paper proposal due

Stage development theories

- Bennett, M. J. (1993). Towards ethnorelativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (Second, pp. 21–71). Intercultural Press.
- Banks, J. A. (2004). Multicultural education: Historical development, dimensions, and practice. In J. A. Banks & C. A. M. Banks (Eds.), *Handbook of research on multicultural education* (2nd ed, pp. 3–29). Jossey-Bass.

Wednesday, July 6

Learning theories

- Passarelli, A. M., & Kolb, D. A. (2012). Using experiential learning theory to promote student learning and development in programs of education abroad. In M. Vande Berg, R. M. Paige, & K. H. Lou (Eds.), *Student learning abroad: What our students are learning, what they're not, and what we can do about it* (pp. 137–161). Stylus Publishing, LLC.

Thursday, July 7

⇒ Response paper due

Cultural sensitivity/implicit bias/diversity training

- Readings TBD

Monday, July 11

⇒ Group presentations

⇒ Revised paper proposals due

Tuesday, July 12

Research on the effectiveness of these pedagogies

- Okoye-Johnson, O. (2011). Does Multicultural Education Improve Students' Racial Attitudes? Implications for Closing the Achievement Gap. *Journal of Black Studies*, 42(8), 1252–1274.
- Hammer, M. (2012). The Intercultural Development Inventory: A new frontier in assessment and development of intercultural competence. In M. Vande Berg, R. M. Paige, & K. H. Lou (Eds.), *Student learning abroad: What our students are learning, what they're not, and what we can do about it* (pp. 115–136). Stylus Publishing, LLC.

Wednesday, July 13

Commercialization of intercultural and multicultural education

- Zemach-Bersin, T. (2009). Selling the world: Study abroad marketing and the privatization of global citizenship. In R. Lewin (Ed.), *The handbook of practice and research in study abroad: Higher education and the quest for global citizenship* (pp. 303–320). Routledge ; Association of American Colleges and Universities.

Thursday, July 14

⇒ Response paper due

Culturally responsive advising and teaching

- Readings TBD

Monday, July 18

Critical race theory

- Ladson-Billings reading
- Shahjahan, R. A., & Edwards, K. T. (2021). Whiteness as futurity and globalization of higher education. *Higher Education*. <https://doi.org/10.1007/s10734-021-00702-x>

Tuesday, July 19

Critical views of intercultural/international and multicultural education

- Illich, I. (1968). To hell with good intentions. *Conference on Inter-American Student*

*Projects. Cuernavaca, Mexico. Retrieved from [Http://Www.Swaraj.Org/Illich\\_hell.Htm](Http://Www.Swaraj.Org/Illich_hell.Htm).  
<http://www.wmich.edu/sites/default/files/attachments/u5/2013/To%20Hell%20with%20Good%20Intentions.pdf>*

Wednesday, July 20

Critical views of intercultural/international and multicultural education

- Gorski, P. (2016). Rethinking the Role of “Culture” in Educational Equity: From Cultural Competence to Equity Literacy. *Multicultural Perspectives*, 18(4), 221–226.  
<https://doi.org/10.1080/15210960.2016.1228344>
- Stein, S. (2019). Critical internationalization studies at an impasse: Making space for complexity, uncertainty, and complicity in a time of global challenges. *Studies in Higher Education*, 0(0), 1–14. <https://doi.org/10.1080/03075079.2019.1704722>

Thursday, July 21

⇒ Response paper due

Decolonizing intercultural and multicultural education

- Shahjahan, R. A., Estera, A. L., Surla, K. L., & Edwards, K. T. (2021). “Decolonizing” Curriculum and Pedagogy: A Comparative Review Across Disciplines and Global Higher Education Contexts. *Review of Educational Research*, 003465432110424. <https://doi.org/10.3102/00346543211042423>

Monday, July 25

Future directions in intercultural/international and multicultural education

- Selection(s): Sorrells, K. (2021). *Intercultural Communication: Globalization and Social Justice*. SAGE Publications, Incorporated.

Tuesday, July 26

Wednesday, July 27: Final paper due