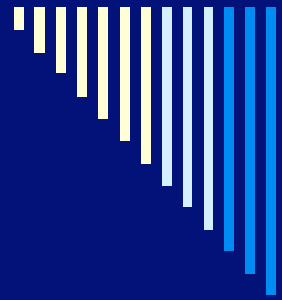


Internationalization: Some Macro-View Considerations



Internationalization is a new direction

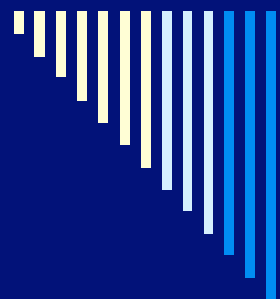
No one behind, no one ahead.
The path the ancients cleared
has closed.

And the other path, everyone's
path,

Easy and wide, goes nowhere.

I am alone and find my way

Octavio Paz



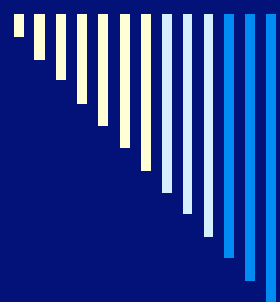
Some Dialectics to Start Us

- Noble and Pragmatic
- Domestic and International
- Differentiated and Integrated



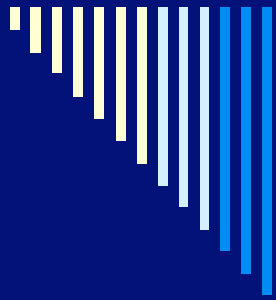
What is the rationale for internationalization?

The rationale for the internationalization of undergraduate education must of necessity take us back to the meaning we give to liberal education and liberation of the mind. Whatever our definition might be it is clear that acquiring global awareness and an understanding of the diversity of cultures and societies on our planet has to be considered an integral part of education (Harari 1992, p. 53).



The *Internationalized* Curriculum

A curriculum which gives international and intercultural knowledge and abilities, aimed at preparing students for performing (professionally, socially, emotionally) in an international and multicultural context (Nilsson, 2000, p,22).



Intercultural and International

Intercultural education, as opposed to *international* education, is a more inclusive formulation, in that interculturality includes both international and domestic students. All students, regardless of their location, need to develop the capability to contribute in the intercultural construction, exchange and use of knowledge.

Crichton et al (2004)



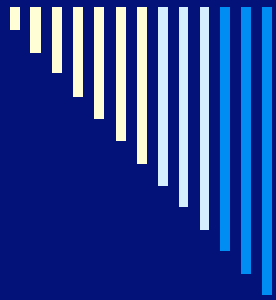
Intercultural Competence

The ability to understand, interpret, and communicate effectively and appropriately in a variety of cultural contexts.

It requires:

- *A mindset*
 - Cultural self-awareness
 - Culture-general knowledge
 - Culture-specific knowledge
 - Interaction analysis
- *A skillset*
 - Relationship building skills
 - Behavioral skill: listening, problem-solving
 - Empathy
 - Information gathering skills
- *A heartset*
 - Curiosity
 - Cognitive flexibility
 - Motivation
 - Openmindedness

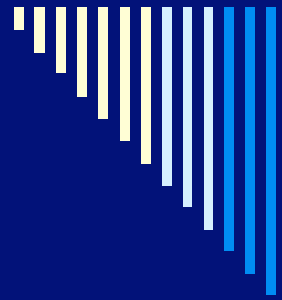
(Bennett, J., 2004)



Intercultural Competencies

1. Humility
2. Tolerance for ambiguity
3. Open *mind*ed/*heart*ed-ness
4. Flexibility of mental frames
5. Unconditional respect and positive regard for others
6. Adaptability
7. Empathy and sensitivity
8. Creativity

□ Ting-Toomey 1999

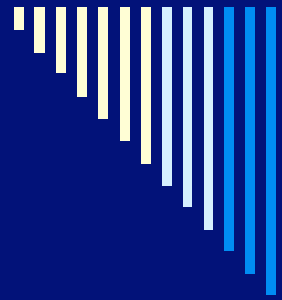


Contact Hypothesis

Groups from different cultures must be appropriately prepared to interact.

If they are not, then a reinforcement of stereotypes and prejudice is likely to occur.

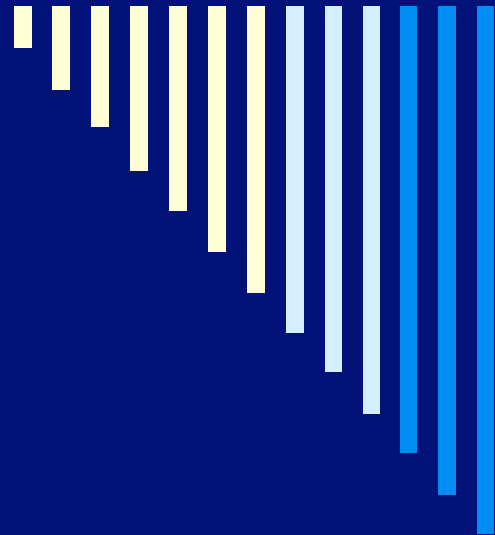
Allport, G. W.
Pettigrew, T. F., & Tropp, L. R.



Cultural Distance

- “The degree of psychological adjustment that is needed to bridge the dissimilarities between the culture of origin and the culture of entry.”
 - Ting-Toomey 1999

Film Clips / Dana's class



Show clip

Full spectrum - one end assuming that groups together will make meaning; other end suggests that teacher consciously builds process that engages the different perspectives toward, for example, Canadian Laws re. human rights and “assault and battery” - what are the roots of these traditions?



Discuss and Report

- Are there any cultures you are working with in the classroom or in text (case or topic of study) that stand out as particularly culturally distant?
 - Have you found effective ways to address this gap?
- Can you think of any times when Contact Hypothesis has been in play in your (teaching, department) or institution?