INTERCULTURAL AWARENESS

Institutional Learning Outcome
A TRU graduate should be able to recognize and respect the value of diverse cultures and worldviews.

Description
TRU graduates have the knowledge, skills, and attitudes to engage respectfully and with humility across cultural contexts. They intentionally and reflectively increase their awareness of sociocultural diversities, including their own. They apply their intercultural understanding in ways that demonstrate a valuing of diversity, a recognition of privilege and power, and a commitment to social justice and inclusion.

Course Acronym and Number	
Criteria	For a course to qualify as meeting this ILO it must include <u>all</u> of the following: ☐ the intent of the ILO is captured in the calendar description; ☐ a minimum of three (3)* of the ILO foci are reflected in the course learning outcomes; and, ☐ total 3 academic credits.
Instructions for applying for ILO designation	Using the tool provided, check the boxes that correspond with the focus of the course learning outcomes for your course. The review of the course submissions will consider: a) the completed tool and the course proposal; and, b) will examine for evidence of a substantive match between the ILO and course foci. *If fewer than three foci are checked for an ILO, you must provide a rationale.

Foci of ILO	Course Learning Outcome
Awareness: Students demonstrate an awareness of sociocultural diversity and various ways of knowing and being in the world.	
Engagement: Students engage respectfully and productively with people of diverse cultural backgrounds (for example: students practice appropriate protocols when learning from knowledge keepers; students respectfully collaborate with culturally diverse team members to accomplish group goals).	
Knowledge and Application: Students apply culture-specific or culture-general frameworks (for example: students describe the cultural components and/or practices of a specific social group; students compare the broad cultural components and/or practices of social groups).	

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Foci of ILO	Course Learning Outcome
Reflection: Students demonstrate awareness of how their own cultural orientations influence their preferences, perspectives, biases, and ways of being and doing.	
Conflict Resolution: Students practice conflict resolution in culturally diverse contexts (for example: students perform anti-discrimination response strategies; students identify strategies for addressing potential culture conflicts in their field or profession).	
Communication and Application: Students develop and apply intercultural communication skills (for example: students develop skills in culturally diverse communication styles, customs, and patterns; languages; oral traditions; non-verbal communication practices, and so on).	
Ethics: Students critically engage with the ethical dimensions of intercultural practices (for example: students debate the difference between cultural appreciation and cultural appropriation; students analyze ethical tensions between human rights and cultural accommodation frameworks and responsibilities).	
Power Dynamics: Students analyze and reflect on the role of culture in maintaining social systems, power, and privilege in societies (for example: students examine the historical and ongoing impacts of global colonialism or cultural imperialism).	

Rationale

Glossary of Terms

Bias is a preference for or against a group, person, or thing and is generally considered to be an unfair judgment. There is conscious and unconscious bias, and both can be a barrier to social inclusion. Conscious bias is when one might knowingly give preference to an individual and feel justified on the basis of specific criteria, such as having mutual interests or being related by family. Unconscious bias is a little trickier and arguably the most common. When people are not aware of their bias, they will convince themselves that their choice and preference are fair and justified.
McLoud-Schingen, K. (2015). Prejudice, bias, discrimination. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 691-693). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n227

Colonialism is "the process by which a nation invades, establishes a colony, and enriches itself through political, economic, and social control of other nations" (M&G 303). Colonialism commonly refers to invasion, settlement, and exploitation of diverse peoples and places by European nations (Macionis & Gerber, 2007; Atkinson et al, 2019).

Cultural Empathy Relational empathy promotes a synthesis of perspectives. Instead of giving up a position on issues, forging compromises in individual views, or finding common ground in disparate positions, the goal is to move from the

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separate positions of individual communicators to a synthesizing position that incorporates relevant aspects of each position. John Stewart calls this process a fusion of horizons, implying that individual perspectives expand to include the viewpoints of the other. Thus, in addition to helping each person develop a deeper understanding of the other, relational empathy also seeks the genesis of a unique understanding that reflects a merging of each individual's construction of the other and of the situation.

Broome, B. (2015). Empathy. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 287-290). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n101

Cultural Imperialism: Imperialism involves one nation dominating, ruling, and/or exploiting a distant territory. Cultural Imperialism refers to the unequal imposition of a dominant society's culture (including norms, values, beliefs, and material culture) over a less powerful (often subjugated) society's culture.

Culture "refers to the values, beliefs, behavior, and material objects that together form a people's way of life" (Macionis & Gerber, 2007: 56). Some components of culture include symbols, language, norms, values and beliefs, material culture and technology.

Culture-specific frameworks Culture-specific approaches encourage deep understanding of one cultural context through detailed cultural knowledge.

Bathurst, L. (2015). Culture specific/culture general. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 211-212). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n75

Culture-general frameworks Culture-general approaches organize culture-specific data in ways that facilitate cross-cultural comparison and generalizability of knowledge.

Bathurst, L. (2015). Culture specific/culture general. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 211-212). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n75

Inclusion refers to how diversity is leveraged to create a fair, equitable, healthy, and high-performing organization or community where all individuals are respected and feel engaged and motivated, and where their contributions toward meeting organizational and societal goals are valued.

O'Mara, J. (2015). Diversity and inclusion, definitions of. In J. Bennett (Ed.), *The SAGE encyclopedia of intercultural competence* (pp. 268-269). Thousand Oaks,, CA: SAGE Publications, Inc. doi: 10.4135/9781483346267.n93

Intercultural Understanding "*refers to the profound sociocultural difference understood by individuals or by groups that reflect*

> *(1.) social positions and statuses (including, but not limited to ethnicity, race, religion, age, gender identity and expression, physical or mental disability, sexual orientation, socio-economic class, immigration as well as academic, employment or professional status);*
> *(2.) the cultural histories, creative practices and faith perspectives of various social groups; and*
> *(3.) the dynamic power relations that shape the interactions between dominant and non-dominant cultures, including the undercurrents of difference found within these interrelations.*"

*An understanding of the social **positions**, **practices** and **power relations** of sociocultural difference among individuals or groups within a society.*

Source: Habacon, A. (2015). What does "intercultural understanding" actually mean? *Intercultural Understanding at UBC.* Available: https://blogs.ubc.ca/interculturalu/2015/07/15/what-does-intercultural-understanding-actually-mean/

Norms are generally accepted ways of doing things; they comprise "the rules and expectations by which a society guides the behavior of it's members" 648).

Sociocultural is a term implying attention to, and focus upon, both social and cultural factors.

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