

IDENTITY, DIVERSITY AND CROSS CULTURAL UNDERSTANDING

**Grado en Comportamiento y Ciencias Sociales BBSS SEP-
2023 IDCCU-BS.1C.4.M.A**

Area Others

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Degree course: FOURTH

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Category: COMPULSORY

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Professor: **ARIADNE MARIA FERRO BAJUELO**

E-mail: aferro@faculty.ie.edu

Agent of Reflection in Higher Education | Inclusion and Intercultural Facilitator | Ikigai-Focused ADHD Coach and Educator | Lover of Learning

Dr. Ariadne María Ferro Bajuelo is an adjunct professor at IE University. She has experience teaching courses at the University of Florida, University of Central Florida, NYU Madrid, Universidad de Alcalá -Alcalingua, and Syracuse University Madrid. Her previous research examines languages in contact, in particular, Spanglish as it is spoken by Cuban U.S. Americans in South Florida. She is an intercultural and inclusion facilitator, an Intercultural Development Inventory (IDI) Qualified Administrator, and has facilitated trainings on topics such as identifying and addressing microaggressions, cross-cultural intelligence, inclusion, and critical thinking. Dr. Ferro also participated in the design and delivery of Coursera's *Diversity with Inclusion in Organizations MOOC*.

She received her M.A. from the University of Florida, her Ph.D. from Universidad de Alcalá, and her M.Ed. in Intercultural Education from the UNED. She is also a certified ADHD coach and a board-certified ADHD educator who coaches clients through her consultancy, The Zunzún. When she's not in the classroom, Dr. Ferro enjoys spending time with her kids, watching British detective shows, reading and learning, eating Cuban food, and planning her next visit back to South Florida to visit her family.

aferro@faculty.ie.edu

PREREQUISITES

There are no prerequisites for this course.

SUBJECT DESCRIPTION

“We don't see things as they are, we see them as we are” - Anaïs Nin

What do we mean when we talk about diversity? How are our identities shaped by our experiences, perspectives, and dominant cultures and systems? How do we navigate our complex identities in a university context, and how do we extrapolate this learning beyond this context? In this course, we will examine these questions by exploring topics such as social identities, meaning-making, and interculturality. This is a discussion-based course where students will be expected to read, engage in self-reflection, drive discussions and topic facilitation, and think critically about the topics covered in the course.

LEARNING OBJECTIVES

The goal of this course is to engage students with a range of topics related to diversity, challenging our pre-existing conceptions of self and how we are inevitably changed by our educational and lived experiences. The format and dynamic of the classroom are designed to involve students not only as learners but also as teachers.

Upon completing this course, you will have:

1. Deepened your understanding of the concept of diversity and its many facets.
2. Reflected on your own identities and how they have been impacted by your cultural and lived experiences as well as by dominant cultures and structures.
3. Developed an increased awareness and sensitivity to the lived experiences of others.
4. Learned skills to identify and navigate diversity and difference in educational and workplace environments.

TEACHING METHODOLOGY

Learning Activity	Weighting	Estimated time a student should dedicate to prepare for and participate in
Lectures	13.33 %	10.0 hours
Discussions	20.0 %	15.0 hours
Exercises in class, Asynchronous sessions, Field Work	20.0 %	15.0 hours
Group work	13.33 %	10.0 hours
Individual studying	33.33 %	25.0 hours
TOTAL	100.0 %	75.0 hours

PROGRAM

The following program is tentative. Although we will cover all the listed topics, the selected readings, activities, and pace of the class depends on group performance. All readings will be listed in the corresponding section and will be available on Campus Online.

SESSION 1 (LIVE IN-PERSON)

Course Introduction

Topics: Introduction to the course: objectives, contents, schedule, and evaluation

Activities: Icebreakers and introductions. Developing ground rules. Inclusion pledge. Introduction to identity wheel

Other / Complementary Documentation: Readings in homework folder before Session 2

SESSION 2 (LIVE IN-PERSON)

- Reading quiz 1
- What is culture?
- How is interculturality measured?
 - Intercultural Development Continuum (IDC) /
 - Developmental Model of Intercultural Sensitivity (DMIS) /
 - Intercultural Praxis Model (IPM)

Activities: Meet your discussion / debate group

Other / Complementary Documentation: Readings in homework folder before Session 3

SESSION 3 (LIVE IN-PERSON)

- Reading quiz 2
- How does culture impact identity
- Perception and meaning-making

Activities: First in-class discussion with discussion / debate group

Create select dates and topics for student-led class facilitation

Other / Complementary Documentation: Readings in homework folder before Session 4

SESSION 4 (LIVE IN-PERSON)

- Reading quiz 3
- Identity and Diversity
- Applying the Intercultural Praxis Model

Activities: In-class discussion with discussion / debate group

Assignment before Session 5:

- Readings in homework folder
- Self-reflection, peer assessment, and submission of revised self-reflection

SESSION 5 (LIVE IN-PERSON)

- Reading quiz 4
- Diversity, inclusion, and exclusion
- Applying the Intercultural Praxis Model

Activities: In-class discussion with discussion / debate group

Other / Complementary Documentation: Readings in homework folder before Session 6

SESSION 6 (ASYNCHRONOUS)

- Identity, Stereotypes, and Microaggressions
- Topics: Representation and Microaggressions
- Video: Professor Alexander Todorov's 2005 experiment
- Video: Microaggression mosquito bite

Activities: Stereotypes, Microaggressions, and Representation. Role of IPM. View Week 2 of Coursera course: Diversity with Inclusion in Organizations starting with the Microaggression section. Discussion

Assignment before Session 7:

- Readings in homework folder
- Self-reflection, peer assessment, and submission of revised self-reflection

Book Chapters: Pgs. 137-154 of Inclusive Conversations: Fostering Equity, Empathy, and Belonging across Differences (See Bibliography)

Video: About Face: How First Impressions Fool Us (Outsmarting implicit bias)

Video: Microaggression (Youtube)

Article: Asian Americans On TV: Study Finds Continued Underrepresentation Despite New Wave Of AAPI-Led Shows (Deadline, September 12, 2017)

Video: Diversity with Inclusion in Organizations (IE Coursera)

SESSION 7 (LIVE IN-PERSON)

- Reading quiz 5
- Intersectional Identities
- Privilege and Oppression

Video:

Activities: In-class discussion with discussion / debate group

Other / Complementary Documentation: Readings in homework folder before Session 8

SESSION 8 (LIVE IN-PERSON)

Midterm exam

Other / Complementary Documentation: Readings in homework folder before Session 9

SESSION 9 (LIVE IN-PERSON)

- Reading quiz 6
- Bridging Differences and Intercultural Praxis
- Elements of cross-cultural facilitation

Activities: Facilitation practice with discussion / debate group

Assignment before Session 10:

- Readings in homework folder
- Self-reflection, peer assessment, and submission of revised self-reflection

SESSION 10 (LIVE IN-PERSON)

- Reading quiz 7

- Bridging Differences and Intercultural Praxis
- Continue with elements of cross-cultural facilitation

Activities: Facilitation practice with discussion / debate group

Other / Complementary Documentation: Readings in homework folder before Session 11

SESSION 11 (LIVE IN-PERSON)

- Reading quiz 8
- Bridging Differences and Intercultural Praxis
- Topics: Race and Racism

Activities: Student-led facilitation. Discussion. Role of IPM

Other / Complementary Documentation: Readings in homework folder before Session 12

SESSION 12 (LIVE IN-PERSON)

- Reading quiz 9
- Bridging Differences and Intercultural Praxis
- Topics: Gender and Sexuality

Activities: Student-led facilitation. Discussion. Role of IPM

Assignment before Session 13:

- Readings in homework folder
- Self-reflection, peer assessment, and submission of revised self-reflection

SESSION 13 (LIVE IN-PERSON)

- Reading quiz 10
- Bridging Differences and Intercultural Praxis
- Topics: Ability, Ableism, and Neurodiversity

Activities: Student-led facilitation. Discussion. Role of IPM

Other / Complementary Documentation: Readings in homework folder before session 14

SESSION 14 (LIVE IN-PERSON)

- Reading quiz 11
- Bridging Differences and Intercultural Praxis
- Topics: Class and Classism

Activities: Student-led facilitation. Discussion. Role of IPM

SESSION 15 (LIVE IN-PERSON)

Where Do We Go from Here?

Topics: Course review and wrap-up. Tying the course together.

Activities: Discussion. Review of scenario evaluations.

EVALUATION CRITERIA

The evaluation for the course is based on class participation, mid-term exam, written work, and a joint, student-led class facilitation.

criteria	percentage	Learning Objectives	Comments
Final Paper	15 %		
Group Student-Led Class Facilitation	10 %		
Individual Assignments & Continuous Evaluation	20 %		
Midterm Exam	20 %		
Reflections and Peer Assessments	15 %		
Individual Engagement	20 %		

Each student has four (4) chances to pass any given course distributed over two (2) consecutive academic years. Each academic year consists of two calls: one (1) ordinary call (during the semester when the course is taking place); and one (1) extraordinary call (or “re-sit”) in June/July.

Students who do not comply with the 70% attendance requirement in each subject during the semester will automatically fail both calls (ordinary and extraordinary) for that Academic Year and have to re-take the course (i.e., re-enroll) during the next Academic Year.

The Extraordinary Call Evaluation criteria will be subject to the following rules:

- Students failing the course in the ordinary call (during the semester) will have to re-sit evaluation for the course in June / July (except those students who do not comply with the attendance rule, and therefore will not have that opportunity, since they will fail both calls and must directly re-enroll in the course during the next Academic Year).
- It is not permitted to change the format nor the date of the extraordinary call exams or deadlines under any circumstance.
- All extraordinary call evaluation dates will be announced in advance and must be taken into consideration before planning the summer (e.g. internships, trips, holidays, etc.)
- The June/July re-sit will consist of a comprehensive evaluation of the course.
- Your final grade for the course will depend on the performance in this exam or evaluation only. I.e., continuous evaluation over the semester (e.g. participation, quizzes, projects and/or other grade components over the semester) will not be taken into consideration on the extraordinary call.
- Students will have to achieve the minimum passing grade of 5 and the maximum grade will be capped at 8.0 (out of 10.0) – i.e., “notable” in the extraordinary call.

Re-takers: Students who failed the subject on a previous Academic Year and are now re-enrolled as re-takers in a course will need to check the syllabus of the assigned professor, as well as contact the professor individually, regarding the specific evaluation criteria for them as re-takers in the course during that semester (ordinary call of that Academic Year). The maximum grade that may be obtained as a retaker during the ordinary call (i.e., the 3rd call) is 10.0 (out of 10.0).

After exams and other assessments are graded by the professor (on either the ordinary or extraordinary call), students will have a possibility to attend a review session (whether it be a final exam, a final project, or the final overall grade in a given course). Please be available to attend the session in order to clarify any concerns you might have regarding your grade. Your professor will inform you about the time and place of the review session.

Students failing more than 18 ECTS credits after the June/July re-sits will be asked to leave the Program. Please, make sure to prepare yourself well for the exams in order to pass your failed subjects.

In case you decide to skip the opportunity to re-sit for an exam or evaluation during the June/July extraordinary call, you will need to enroll in that course again for the next Academic Year as a re-taker, and pay the corresponding tuition fees. As you know, students have a total of four (4) allowed calls to pass a given subject or course, in order to remain in the program

Individual Assignments & Continuous Evaluation (20%) - Students will have several in-class and asynchronous assignments in which they will work as individuals to apply the concepts and theories that they are learning to different contexts. You will receive additional information about the assignments and expectations during the sessions in which I introduce them. If you do not attend this session, it is your responsibility to gather this information from your peers. Examples of individual assessments include:

- Readings in between class sessions
- Reading quizzes
- Scenario evaluations

Reflections and Peer Assessments (15%) - Four times throughout the semester, students will write a 500 - 750-word reflection following a prompt I will provide. Each student will be assigned a peer reviewer who will read the reflection and provide feedback, according to a rubric. The student will turn in the final reflection, their peer reviewer's rubric, and a note of what aspect of the peer reviewer's assessment provoked the most reflection. This grade will be based on both the quality of the final reflection as well as the quality of the review provided to other students.

Individual Engagement (20%) - Class participation and engagement will be evaluated based on the quality (not quantity) of your participation in pre-session readings, class discussion, and other activities that take place during sessions. The most important component of your participation is the content of what you are saying. A high-quality comment reveals depth of insight, rigorous use of case evidence, consistency of argument, and realism. Listening is an equally important component of class participation. Please be mindful of how much you are speaking versus listening and ensure that this class is an environment in which all of us are encouraged to do both. Students who are disruptive or disrespectful will be asked to leave the classroom and will be counted as absent for that day. No exceptions.

- **Use of electronics is prohibited in class** unless otherwise indicated by an accommodations notice or unless I've indicated that a device is needed for classwork / in-class research. Unauthorized use of devices will result in an absence for that day. No exceptions.
- **10% of this grade will be self-reported** by the student following a rubric I will provide.
- Part of this grade will include participation in discussion and debate groups

Do your best to stay focused. I allow the use of fidgets (ask me if you're not sure what's appropriate to use in class), and if you need to stand up to stay focused, let me know, and we'll discuss where you can sit so that you won't distract the class. Do not get off track with social media. We have a limited amount of time together, and it's best to make the most of class time by not being redundant.

Midterm exam (20%)

Group Student-Led Class Facilitation (10%) – One of the objectives of this course is to learn how to navigate and facilitate difficult conversations around identity and diversity. To meet this objective, I will randomly place students in small groups to co-facilitate an activity that helps drive discussion for each of the course topics within the context of organizational applicability. The activities should be around 30 mins and must be approved by me prior to the session in which you will deliver the activity. After co-facilitating the session, each student will be asked to reflect on the experience as part of the final paper. Creativity is encouraged. A rubric will be available in the appropriate Campus Online folder.

Final Paper (15%) – The final paper for the course consists of course reflections, incorporating lessons from the student-led facilitation process, highlighting your personal areas of growth as well as areas for further development. The paper should be 6-10 pages (not including the bibliography), typed, and double-spaced using a standard 12-point font such as Times New Roman, Ariel, or Calibri. Students must follow APA 7. You will submit your final paper via Turnitin on Campus Online. A rubric will be available in the appropriate Campus Online folder.

BIBLIOGRAPHY

Recommended

- Mary-Frances Winters. (2020). *Inclusive conversations : fostering equity, empathy, and belonging across differences*. Berrett-Koehler Publishers. ISBN 9781523088829 (Digital)

BEHAVIOR RULES

Please, check the University's Code of Conduct [here](#). The Program Director may provide further indications.

Our class will co-create ground rules for engagement as well as consequences for not abiding by them.

Technology in the Classroom – The course does not require the regular use of laptops or other personal-use digital devices, and I will be sharing the class presentation with you on Blackboard. Inappropriate use of digital devices will result in an absence for the day. **No mobile phone use allowed.**

Assignments – I know that things can happen unexpectedly, and it is impossible to prepare in advance for everything that life throws at you. For this reason, I will grant each student a 24-hour grace period on ONE assignment (except the student facilitation and the final paper) during the semester. For all other late assignments, your grade will drop 5% each day that it is late. Submissions after one week will not be accepted.

Attendance – Attendance at all scheduled classes is mandatory and essential for success in the course. Missing more than 30% of class sessions will result in an automatic fail of the course. If you miss class for any reason, you are responsible for getting notes from classmates. If you have questions about any assignments please send me an email.

Engagement should be positive and contribute to an inclusive class environment. If your presence does not reflect this, I will mark you absent and invite you to leave.

Office Hours – I do not have set office hours. If you would like to speak with me, email me (aferro@faculty.ie.edu) or you can request an appointment for an online chat. I like getting to know my students, so consider this an open invitation to chat about anything or nothing in particular; it is also an important part of how I can be a better facilitator! Furthermore, these meetings are a particularly useful time to discuss your work and my feedback on it.

If you do not understand how you are being evaluated, it is your right and responsibility to come to talk to me about it. I will answer emails received during the workweek within 24 hours, but if you write me after 5 pm on Friday (with the exception of a true emergency), I will respond on Monday morning.

ATTENDANCE POLICY

Please, check the University's Attendance Policy [here](#). The Program Director may provide further indications.

ETHICAL POLICY

Please, check the University's Ethics Code [here](#). The Program Director may provide further indications.