

“Creating encounters with difference that make a difference”

Larry A. Braskamp



For more information contact:
Chuck Calahan
calahanc@purdue.edu



KNOWLEDGE OF CULTURAL WORLDVIEW FRAMEWORKS ASSIGNMENT

KNOWLEDGE OF CULTURAL WORLDVIEW FRAMEWORKS

When you have knowledge of cultural worldview frameworks, you can understand the elements important to members of another culture. These elements can relate to the culture’s history, values, politics, communication styles, economy, beliefs, and practices.

In this assignment you are required to look up the answers to the following topics on the country or countries you will be visiting. In addition to writing the answers as a Word document or other file to these topics, please provide images from the Internet, links or websites to add clarity to your learning. For example, the first topic is the name of the head of state, perhaps the president, king, queen, etc. Please look up an image of this person and insert it into your Word document or other file.

The following list of topics comes from pages 129 -130 in [Preparing to Study Abroad: Learning to Cross Cultures](#) by Steven T. Duke. This fun and easy to read book is highly recommended reading.

Rubric	High (2)	Med (1)	Low (0)
Responses	Completely answered all topics	Completely answered most topics	Incompletely answered all or most topics
Images, photos or links	Provided for most topics	Somewhat provided	Rarely provided



“Strength lies in differences,
not in similarities”

Stephen R. Covey

For the country or countries you will visit, what are the:

Political Systems

Name the head of state (president, king, queen, etc.) and the prominent members of his or her family (include images or photos)

Names of other key government leaders (prime minister, foreign minister, minister of internal affairs, etc. (include images or photos)

Format and function of the national government and national legislature

Names of major political parties

Name of the mayor or leader of the city where you will stay (include image or photo)

Are national elections held, how frequently, and when was the last election

Religions and faith Traditions

Names of leaders of major religions or faith systems (include images or photos)

Key beliefs or traditions (include images or photos)

What each religion or faith tradition teaches regarding life, death, and interaction with others

Economy

Names of major companies that operate in the country or countries you will visit and what they produce (include links to websites)

Major exports or imports common predictions for how well the economy will perform in the next few years

Sports and Exercise

Name of the sports leagues and teams located in the city or region you will visit (include images, photos, and websites)

Colors, emblems, and logos of those sports teams (include images)

Common forms of exercise among the general population (include photos)

Languages and Ethnic groups

Names of the major ethnic groups

Rough proportion of the population that speaks a dominant language

What are the dominant language and the non-dominant languages of the country or countries you will visit? (include a link to a video of persons speaking these languages)

Languages used to conduct official business and why

Languages taught most commonly in schools and why

Holidays

Name of major holidays and when they take place (include images or photos)

How do people generally celebrate these holidays? (include images or photos)

What are the meanings of these holidays?

Common foods, music, art associated with those holidays (include images and photos)

Music and Art







Names of major artists and musicians (include images or photos)

Names of famous artists whose works appear in museums or art galleries (include images of photos)

INTERCULTURAL KNOWLEDGE AND EFFECTIVENESS RUBRIC

Definition

A set of behaviors, attitudes, and policies that come together to enable systems, agencies, or professionals to work effectively in cross-cultural situations.

		Proficient 3	Emerging 2	Developing 1
Knowledge <i>Cultural self-awareness</i>		Articulates insights into own cultural rules and biases (e.g. seeking complexity; aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description.)	Recognizes new perspectives about own cultural rules and biases (e.g. not looking for sameness; comfortable with the complexities that new perspectives offer.)	Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others.)
Knowledge <i>Knowledge of cultural worldview frameworks</i>		Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs and practices.
Skills <i>Empathy</i>		Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.	Recognizes intellectual and emotional dimensions of more than one worldview and sometimes uses worldview in interactions.	Identifies components of own or cultural perspectives but not in relation to others.
Skills <i>Verbal and nonverbal communication</i>		Articulates a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/indirect and explicit/implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences.	Recognizes and partially articulates differences in verbal communication and shared understanding of differences.	
Attitudes <i>Curiosity</i>		Asks complex questions about other cultures, seeks out and articulates answers to these questions that reflect multiple cultural perspectives.	Asks deeper questions and seeks out answers.	
Attitudes <i>Openness</i>		Initiates and develops interactions with culturally different others. Suspends judgment in valuing her/his interactions with culturally different others.	Begins to initiate and develop interactions with culturally different others. Begins to suspend judgment in valuing her/his interactions with culturally different others.	Expresses openness to most, if not all, interactions with culturally different others. Has difficulty suspending any judgment in her/his interactions with culturally different others, and is aware of own judgment and expresses a willingness to change.

Developing 1

Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, or beliefs and practices.

• Adapted from AAC&U Core Value Rubrics