

Cultures Interview Script

1. What does the phrase, “**cultures other than your own,**” mean to you? What kinds of *cultures does UND* seem to have in mind when that gets listed as a gen ed goal?
2. People sometimes say that understanding other cultures **helps us better understand our own.** Can you think of an example of a time when you experienced that?
3. Do you think that there are **cultural universals**, things that we all share? If so, what might some of those things be?
4. In your own **professional future**, or that of another person in your same field, how important do you think this goal could be? Explain. How would you use it? Where would you see it?
5. Are there **negative things that could occur** as a result of a lack of familiarity with other cultures? Do you recall any times recently when you or someone you know has run into *difficulty because they were NOT familiar* with a culture other than their own?
6. We talk sometimes about pluralism or multi-culturalism, sometimes using examples of a melting pot or a salad bowl as analogies for what the United States is like. **What’s good about being a diverse** society? What *problems* might that create? How would you expect a country with a very homogeneous population to be *different* from one with a diverse population?
7. People talk a lot about globalization today. What do you think are the **implications of a globalized world**? What might be *good* about it? What *concerns* would you have?
8. [NOTE: Present students with population data from attached sheet showing projected growth of various ethnic groups and minorities as a percentage of the U.S. population.] Think forward a few years. What are the **implications of the information** you see presented here? Why might it be *important*? What *changes* are likely to follow?
9. Is there a **course here at UND** that’s been particularly helpful in terms of developing a familiarity with cultures? Tell me about that. What made it so useful? Are there other experiences that have helped you?
10. Has anything you’ve learned in your classes or through your UND experiences **changed how you think about your own culture**?

**Rubric for Social-Cultural Diversity
within UND's Essential Studies Program**

Criteria	Lowest						Highest
<p><i>Diversity, culture and related concepts:</i> Student demonstrates an understanding of concepts related to diversity.</p> <p>Possible examples could include</p> <ul style="list-style-type: none"> * defining/distinguishing/analyzing concepts; * identifying challenges and barriers to diversity; * identifying benefits of diversity. 	1	2	3	4	5	N/A	
<p><i>Application:</i> Student is able to apply knowledge about social-cultural diversity to domestic and global issues.</p> <p>Possible examples could include</p> <ul style="list-style-type: none"> * using terminology appropriately; * addressing problems around diversity issues; * analyzing situations from a perspective that includes understanding of diverse experiences and viewpoints. 	1	2	3	4	5	N/A	
<p><i>Self-awareness:</i> Student recognizes that diverse group memberships shape identity, including his/her own identity and the identities of others.</p> <p>Possible examples could include</p> <ul style="list-style-type: none"> * demonstrating how identities reflect race, ethnicity, religion, class, sexuality, physical ability, age, nationality, power relationships, and other aspects of society and culture; * identifying self-biases related to diversity; * identifying how living in a diverse world has been personally beneficial. 	1	2	3	4	5	N/A	

**Cultures Assessment Project Scoring
Spring 2007**

<i>Student</i>	<i>Crit 1</i>	<i>Crit 2</i>	<i>Crit 3</i>	<i>Crit 4</i>	<i>Crit 5</i>	<i>Total</i>
A	3	4	3	4	3	17
B	5	4	4	4	4	21
C	3	3	2	2	3	13
D	4	4	4	3	4	19
E	2	1	2	1	1	7
F	5	5	5	5	5	25
G	2	3	3	3	2	13
H	4	4	4	5	4	21
I	4	3	3	4	2	16
J	4	4	4	5	4	21
K	3	2	2	2	1	10
L	3	2	2	2	1	10
M	2	3	3	4	3	15
N	4	2	3	2	3	14
O	4	4	4	4	5	21
P	4	4	5	4	5	22
Q	4	4	4	4	4	20
R	3	4	5	4	5	21
S	4	3	3	4	5	19
T	3	3	3	4	4	17
U	4	4.5	4	4	5	21.5
V	3	3	2	2	2	12
W	3.5	3	3	3	3	15.5
X	2.5	3.5	4	3.5	4	17.5
Y	2	3	4	3	4	16
Z	2	3	3	4	5	17
AA	4	3	3	4	3	17
BB		4	3	5	2	17
CC	3	4	4	3	3	17
DD	3	3	3	4	4	17
EE	4	3	4	5	4	20
FF	3	2	3	3	2	13
GG	4	4	3	3	2	16
HH	5	5	5	5	4	24
II	3	3	3	3	3	15
JJ	2	2	3	2	3	12
KK	5	5	5	5	5	25

LL	3	3	5	5	5	21
MM	2	3	3	2	4	14
NN	1	1	1	1	2	6
OO	2	2	3	2	3	12
PP	2	3	2	3	2	12
QQ	5	5	5	4	5	24
RR	2	3	3	4	3	15
SS	3	3	3	3	4	16
TT	4	3	3	4	4	18
UU	4	3	3	4	1	15
VV	3	3	4	4	3	17
WW	3	2	3	2	4	14
XX	3	3	3	3	3	15
TOTALS	163	161	168	172.5	169	
MEANS	3.26	3.22	3.36	3.45	3.38	

**Demographic Data
for 2007 Culture Assessment Participants**

Age Range of Participants: 21-31

- 8 participants age 21
- 25 participants age 22
- 13 participants age 23
- 1 participant age 24
- 1 participant age 26
- 1 participant age 30
- 1 participant age 31

Gender:

- 27 male participants
- 23 female participants

Size of hometown:

- 9 from a community smaller than 2000 people
- 8 from a community of 2000-10,000
- 12 from a community of 10,000-30,000
- 13 from a community of 30,000-60,000
- 1 from a city of 60,000-200,000
- 6 from large metropolitan areas

Home state:

- 23 from North Dakota
- 12 from Minnesota
- 3 from South Dakota
- 2 from Wisconsin
- 1 each from Virginia, West Virginia, Utah, Nebraska, Colorado, Montana
- 3 international

Race/ethnicity:

- 46 self-identify as European American (white/Caucasian)
- 1 self-identifies as Hispanic/Latino American
- 3 self-identify as international students (one each from Canada, Europe, Africa)

Classes identified as useful in developing a cultural familiarity (2007)
(X = additional mention of same course)

- ANTH:** Cultural Anthropology
Anthropology
Cultural Dynamics
- BPA:** Business classes (international markets, strategic management, advertising)
MGMT Management
ISBE Business Communication X
- CJ:** Criminal Justice
- COMM:** Interpersonal Communication XX
Media and Diversity
- CSD:** Sign Language X
- ENGL:** English Literature, World Literature X
- GEOG:** Regional Geography
Geography of Canada
Geography
Human Geography
- HIST:** History of North Dakota
History of the Middle East
History 101
- IS:** Indian Studies
- LANG:** Intro to Spanish
Spanish
Language classes X
China classes (history, business, etc.)
- MUSC:** Music 100
- N&D:** World Food Patterns
- PHIL & REL:** World Religions X
Religion
Introduction to Religion X
Jesus and Gospel in History
Old Testament/New Testament
Sex, Gender, and Religion
Religion 250 East/West
Hinduism
Buddhism
Philosophy 101
- POLS:** International Political Science (like Comparative Politics, International Politics,
International Human Rights)
- PSYC:** Adolescent Psychology
Psychology
- RLS:** Inclusion in Recreation
- SOC:** Sociology
Social Change
Social Deviance
Sociology of Gender and Sex Roles
- SWK:** Social Work
- UNCERTAIN:** Protests and Propaganda
World Regional Culture

NON-COURSE SPECIFIC: Exposure to Chemistry department grad students
Exposure to Engineering and Physics grad students – socializing with them
Teaching and Learning class with reservation school visit