

Assessment guidelines for examiners – TFO1013 Identity, Ethics and Intercultural Competence

Course content

The course consists of three main theoretical parts: The first is informed by the fields of global citizenship studies and political philosophy, and deals with topics like human rights, democratic values and social justice, including focus on racism and societal systems of oppression.

The second part has its basis in interreligious and intercultural studies, with an orientation towards Jewish Studies, drawing on resources for interreligious and intercultural engagement found within Jewish thought and tradition(s), and focuses on religious narratives, philosophical discussion and communities of disagreement. Due to illness among teaching staff, students have received less lectures on this theoretical part during fall 2023/spring 2024.

The third part is more practically oriented and aimed to train students in relevant educational and dialogical skills. Due to unforeseen developments during the academic year, it has been challenging to plan for, and execute the practical training. Instead, students have engaged in more extensive reflections connecting the two previous theoretical parts to intercultural competence. This is reflected in how the exam has been articulated, in which I want to give the students opportunity to showcase their reflections.

In all three parts, identity formation, ethical reflection and intercultural competence are central aspects of the course, facilitating understandings of intercultural literacy at the intersections between religion, identity, and ethics. Students engage in theoretical and practical discussions through comprehensive elective readings, critical analysis, and interpretation, and obtain general understandings of central, global concerns on social justice and anti-racist practices.

Learning outcome

Knowledge

Knowledge of relevant theoretical positions within contemporary citizenship studies, religious- and political ethics, and their societal relevance. An understanding of systems and histories of racism, including emphasis on anti-racist practices. An understanding of central aspects of interreligious and intercultural relations and encounters. Knowledge of various resources for interreligious and intercultural engagement found within Jewish thought and tradition(s). An awareness of the social roles of religious narratives and storytelling

Skills

The ability to identify and analyse intersections between identity, culture, and ethics. Specialised training within intercultural and interreligious dialogue. The ability to convey and teach intercultural insights through a dialogical approach.

Mandatory assignments

Reflection paper (1000 words)

Choose a case (e.g. from news media, experience during Shvilim travels, local context), present the case briefly. Choose a theoretical approach from one of the three sections in the syllabus and present briefly. Reflect on the connections between case and theory (approx. 500 words).

Written feedback from me. Two attempts. Grading: Complete/Incomplete

Outline Problem Statement/Research question

As part of the process of writing your final exam (term paper) you need to formulate a problem statement/research question. You can choose to formulate a problem statement based on the themes you wrote about in your reflection papers, or change thematic direction.

Oral feedback from me and peer feedback from fellow students in class.

Draft Term Paper

Problem statement/research question

The draft should be minimum 1000 words (more text is also fine). Please follow the outline of the term paper. You should aim to fill in at least some text for each point in the outline.

Case presentation (narrative style). Theory presentation (literary review of selected syllabus texts from your chosen topic. Discussion (using the theoretical perspectives to discuss the case). Reflection (impact of your discussion for intercultural competence - think new perspectives, contemporary relevance, global context). Conclusion/reflecting on the problem statement/research question

One attempt. Written feedback from me + individual supervision on zoom approx. three weeks before final exam date

Exam

Term paper assignment

Present a case from media, lived experience or current affairs. Discuss the case with theoretical perspectives from contemporary citizenship studies and/or interreligious and intercultural narratives. Reflect on the impact from this discussion on the development of intercultural competence.

General principals for assessment of final term paper exam

At the beginning of term, students were made aware that the mandatory assignments would be texts to help them write and complete their final term paper. Each assignment has related directly to the term paper in some way. The term paper requires that students present and discuss a case of their own choice. The content and type of case is open. The term paper allows students to focus on one of the two theoretical sections that make the course, but is not limited as such. Hence, students are encouraged to use the syllabus and discuss with more than one theoretical source. The term paper must include a reflection that links its theoretical/case discussion to the topic of intercultural competence. Given that students have practiced and received feedback on writing a reflection paper, this will carry equal weight as the other requirements of the term paper assignment.

When assessing the exam, it is expected that the papers include 1) a presentation of case, 2) a theoretical presentation/literary review, 3) a discussion of case with selected theory(ies), and 4) a reflection on intercultural competence. These four parts of the exam are weighed equally important (each counting 25% of the total grade).

Correct referencing throughout is essential. Minor misunderstandings do not necessarily result in a lower grade but should be taken into consideration when assessing the quality as a whole.

Concrete principal for assessment of final term paper

What is expected of a good term paper exam in this course is that the issue(s) raised in the problem statement/research question can be discussed with the selected case and theory(ies), presentation of case, presentation and application of theory in order to analyse the case, discussion of case using presented theories, and reflection on the impact of discussion with intercultural competence.

Very good exams in this course are able to present or ask critical questions/problematised either case or theories in independent/ interesting ways, as well as offer reflections (last part of exam) that include multiple perspectives.

Averagely good exams in this course contain all the parts mentioned for good assignments, but are not as precise regarding theory, and/or present a weak analysis. Some degree of reflection.

Not very good assignments in this course lack one or more essential element(s) (case, theory, discussion) as well as showing little to no reflection.