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Study abroad experiences have been recognized as providing students with valuable opportunities to work with individuals and groups different from themselves, to incorporate diverse viewpoints into their work and to engage in meaningful experiences outside their culture. This article focuses on one of the mathematics courses in Belmont University's study abroad program that was designed to synthesize course content and authentic learning experiences in order to address the diverse set of student learning outcomes. While improved student engagement in cultural understanding and the promotion of intellectual diversity took on a central role in the course design and assessment, a secondary goal was an improved student perception of mathematics and its application. We examine the course in action by looking at three example assignments, followed by their connections to program experiences, and how these things coordinate to meet the student learning outcomes. (Received September 14, 2020)