

INTL 151: Cross Cultural Training I
Prof. Analiese Richard
Fall 2009

Classes: 6:00-8:50 p.m. Tuesdays, George Wilson Hall, 1st floor
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Office Hours: Tuesdays and Thursdays 3:00-4:30 or by appointment.
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Course Description:

Cross Cultural Training I deals with the theory and practice of living and studying in cultures other than your own. It is intended for students who are about to study abroad. It is designed to help you understand the general character of the cross-cultural experience, to explore learning and coping strategies to maximize that experience, and to gain a better understanding of your own culture so that you can understand others as well. These are culture-general skills, not culture-specific ones. In other words, the same skills will serve you well for every trip you make abroad over the course of your lives, not just to one country one time. Culture-specific information, or what the norms of the specific place you are going to are—you will learn this semester doing your individual research projects.

Course Objectives:

This course should help you develop and refine skills in cross-cultural observation, to learn to recognize and understand verbal and non-verbal forms of communication, to learn about culturally appropriate ways to ask and answer questions, and to analyze cultural behaviors and differences. There is a lot of evidence that tells us that people who take this course seriously (whether they are experienced travelers or have never left their home state) extract more value from their studies abroad. They also tend to make friends more easily and generally have a better time than people who don't. In addition, they don't offend as many people in their host cultures (a good thing, as a rule).

Required Texts:

Survival Kit for Overseas Living, by Robert Kohls
Figuring Foreigners Out, by Craig Storti
Kolb's Learning Styles Inventory
All other readings will be available on the course Blackboard site.

You are strongly encouraged to read a newspaper or magazine that has significant international coverage. The New York Times, L.A. Times, Wall Street Journal, The Economist, and World Press Review are good places to start. It is also a great idea to read a newspaper from the country you will be studying in. Many of these can be accessed online.

Course Requirements:

Weekly Participation (taken very seriously): **40%**

Research Paper on your country:	20%
Cultural Knowledge Packet on your country:	20%
Martian Paper:	10%
Cultural Self-awareness Exercise:	5%
International Student Interview:	5%

(I reserve the right to make changes to these assignments and their weights based on your pedagogical needs.)

Attendance: On-time and complete attendance is required at every class meeting. Your attendance and participation in every class is essential. Due to the collective nature of many course activities, late arrivals hurt everyone, not just the person arriving late. Those who do not attend each class meeting for its entirety will **fail the course**. Under **dire** circumstances, you may petition the instructor in advance of the class meeting you will miss. If your petition is approved, the instructor will only penalize you ten percent of your course grade for your absence (rather than a failing grade). This is due to university regulations regarding contact hours. If you have any questions, please ask me immediately (during or directly after our first class); otherwise, I will assume that this policy is clear.

Cross Cultural Training I is a 2-unit course that only meets for half the semester. This means that, unlike many other 2-unit courses with which you may be familiar that meet all semester, this class has the workload of a 4-unit course during the short time that it meets. It is extremely important that you anticipate this! You can expect this class to take just as much time during the 8 weeks that it meets as your other 4-unit courses during that time.

You must complete the course with a “C” or better grade (required by the university if you want to study abroad). Your final mathematically calculated grade must be at least 73.00%. The course must be taken for a letter grade, not P/NC. Also, be aware that late papers will not be accepted for credit, so if you do miss a class, make sure I get the writing assignments IN ADVANCE, or the penalty for one missed class could be higher.

Safety Book: Satisfactory completion of online Cross-Cultural Training Workbook found on Blackboard is required for you to pass the course.

Research Paper: You will be writing a research paper of a minimum of seven pages on your country's history and political economy. This paper should be written with a view toward helping students who do not have any sort of orientation program **better adjust to life and study there, at precisely the location and program where you will be.** Keep in mind that New York City is not Stockton, and Paris isn't Pau! If you are going to more than one country, then concentrate on the first one you will be living in.

The paper must be researched and cited using the modified Chicago style guide available on Blackboard. It should be double-spaced, 12 point font, and 1” margins. Your prose doesn't have to be pretty and flowery (it's usually a mistake for college students to try that) but it should be grammatically sound (MS Word grammar checks!). Late work will not be accepted.

Submitting Papers Online

All papers for this course, including the research paper, the Martian paper, and reading notes, will be submitted online through Blackboard. You do not need to submit a printed copy of your paper.

To submit your paper through Blackboard:

Before you begin, please make sure to name your file:

YourLastName YourFirstInitial S08 AssignmentName Country

Assignment names for papers:

RP1 for Research Paper 1

RP2 for Research Paper 2,

MAR for the Martian Paper,

AuthorLastNameChapterNumber for reading notes, for example DeVita3)

On Blackboard:

Click on the "Turn in Paper" button in the menu.

Go under the assignment that you would like to turn in and click on "View/Complete".

Fill in all the boxes with the appropriate info.

Upload the file by clicking on the appropriate button. Then click "Submit".

Confirm that this is the file you want to submit and click "Yes submit".

That's it. You get a "digital receipt" that tells you that you were successful.

All online submissions are due at midnight on the night before your class meeting. That means that if your class meets on Tuesday at 6:00 p.m., your papers and reading notes are due at midnight on Monday. If your class meets on Wednesday, your papers and reading notes are due at midnight Tuesday night. Thursday class assignments are due Wednesday at midnight.

Criteria for Grading Papers: All papers (including the research papers) will be evaluated on the following criteria:

- a) whether the paper fulfills the substance requirement for that particular assignment;
- b) the quality of the substantive content. This is a course about culture, different values, different roles, different behaviors and expectations, different daily lives, and your papers should reflect that;
- c) whether the paper is written in clear, grammatically correct English, and uses a formal tone. Make sure you spellcheck and check for grammatical accuracy and the confusing sentences that you. Nothing lowers a grade faster than bad writing.

Criteria for Grading Participation: Participation includes attendance, active involvement in in-class activities and discussions, and completing weekly readings, reading notes, and *Figuring Foreigners Out* exercises.

Students' participation grades will be assessed based on the following criteria:

- a) the student attends the entirety of each and every class;
- b) the student verbally contributes to general class discussions and activities;
- c) the student is an active participant in small group discussions and activities;
- d) the student contributes thoughtful comments that are relevant to the topics being addressed;
- e) the student's participation indicates that they have read and thought about the assigned readings;
- f) any use of electronic devices during class time is specially related to current class activities;
- g) satisfactory completion of weekly reading notes and *Figuring Foreigners Out* exercises.

Reading Notes:

You are required to write weekly reading notes. These are 1/2-1 page single-spaced responses to readings. For the **Kohls** chapters, you should answer the reading questions for each chapter (please

see attached list of questions). For **all other readings**, your reading notes should include 1) a brief synopsis of the main points of the readings and 2) a brief personal reflection on what you have learned from the reading.

The notes will be evaluated on a) whether it is clear that you read the material, b) whether it is clear that you understood the material, c) whether it is clear that you thoughtfully applied the material to your own situation, and d) whether the paper is written in clear, grammatically-correct English.

Office Hours and E-mail:

I hold regular office hours at the above noted times. You are encouraged to come to me with questions, to ask for further explanations, to get help, etc. I like to see you. You may also email me. I typically respond to emails promptly (within 24 hours), though you should not expect answers to emails after 5pm or on weekends (you might get lucky, but don't count on it). Emails should always be addressed to your professors in formal, respectful language (correct grammar, standard punctuation, etc.).

Disabilities Statement:

Students with documented disabilities who may need modification or accommodation or who have any emergency medical information an instructor should know must inform me as early as possible, no later than the second week of class.

Honor Code:

The Pacific policy on academic honesty is detailed in [Tiger Lore](#). We have the policy of automatically failing you in the course for violations of the Honor Code, so you are advised to read it.

Cheating and plagiarism are, of course, academically dishonest. We have a zero-tolerance policy toward academic dishonesty. Please be advised that the university gives professors discretion to punish academic dishonesty as we see fit. This means that we will automatically fail you in the course if we have evidence that you have cheated—we will do so on Dec. 12 if we have to. We will *also* report you to the Director of Judicial Affairs in the Office of Student Life for whatever punishment they choose to mete out. See [Tiger Lore](#) for details about the university's proceedings and punishments.

Please see a good style manual for what constitutes plagiarism and how to avoid it. Obviously, turning in someone else's work with your name on it is theft and will be treated accordingly. You are encouraged to discuss your ideas with each other, but do your own work; turning in identical or nearly identical assignments is a violation of the Honor Code.

It is plagiarism when:

1. You use more than four words in a row that are taken directly from another text of any sort without citing it as a direct quote. As a rule, direct quotes themselves should only be used sparingly; papers *full* of properly cited quotes are entirely honest, but bad writing.
2. You very closely paraphrase the work of others. Paraphrasing is NOT the same as using your own words.

3. You fail to properly cite the source of any *idea* you've gotten from another text. You must cite any *idea*, not just direct quotes, from other sources.
4. The same applies to things taken from websites.

The easiest way to avoid all potential problems is to read the material, think about it, then close all of your books and write. Keep track of where ideas are from by jotting notes to yourself (“I want to talk about Smith’s idea that...”). Then go back and cite everything properly: *great idea you’ve just talked about (Smith 2002: 45)*. With longer papers, you need to cite as you go, but the rule about closing the books while you write still holds. To do this properly, you have to think about time management. Read a couple of days before you have to write (so you have time to think). Write notes to yourself about what you think is important (or, if you are inclined, a real outline) and where you got the ideas. Then sit down and write. Often cheating takes place because someone doesn’t organize their time properly, feels up against a deadline, and makes a bad decision. We understand how this can happen, but we do not consider it an excuse. **If you have any questions about what to do or not do, just ask.**

Dates & Topics	<u>Reading & Assignments Due</u>
<p>Week 1: Tuesday October 6</p> <p>Introduction</p>	<p>No assignments due</p>
<p>Week 2: Tuesday October 13</p> <p>What is Culture?</p>	<p>Due online: Reading Notes Bring to class: Interview with an International Student exercise Kolb Learning Styles Inventory <i>Figuring Foreigners Out</i></p> <p>Reading: Kohls, chapters 2-6 DeVita, chapter 6 (Blackboard) Storti, pp. 1-19 (read and do all exercises prior to class, no reading notes)</p>
<p>Week 3: Tuesday October 20</p> <p>Culture Learning</p>	<p>Due online: Reading Notes Bring to class: Cultural Self-Awareness Exercise <i>Figuring Foreigners Out</i></p> <p>Reading: Kohls, chapters 7-9 DeVita, chapter 4 (Blackboard) Storti, pp. 19-52 (read and do all exercises prior to class, no reading notes)</p>
<p>Week 4: Tuesday October 27</p> <p>US American Culture</p>	<p>Due online: Research Paper #1 Reading Notes Bring to Class: <i>Figuring Foreigners Out</i></p> <p>Reading: Kohls, chapters 10-15 DeVita, chapter 14 (Blackboard) Althen, chapter 1 (Blackboard) Storti, pp. 53-85 (read and do all exercises prior to class, no reading notes)</p>
<p>Week 5: Tuesday November 3</p> <p>Intercultural Communication</p>	<p>Due online: Martian Paper Reading Notes Bring to Class: <i>Figuring Foreigners Out</i></p> <p>Reading: Kohls, chapters 16-17 Althen, chapter 2 (Blackboard) Storti, pp. 87-126 (read and do all exercises prior to class, no reading notes)</p>
<p>Week 6: Tuesday November 9</p> <p>Adjusting to a New Culture</p>	<p>Due online: Reading Notes Bring to Class: Safety Workbook <i>Figuring Foreigners Out</i></p> <p>Reading: Kohls, chapters 18-20 Bennett, J.'s Transition Shock (Blackboard) Adler, The Transitional Experience (Blackboard) Storti, pp. 127-151 (read and do all exercises prior to class, no reading notes)</p>

<p>Week 7: Tuesday November 16</p> <p>Cross-Cultural Simulation</p>	<p>Due online: Cultural Knowledge Packet Bring to Class: <i>Figuring Foreigners Out</i> Reading: Storti, pp. 153-161 (read and do all exercises prior to class, no reading notes)</p>
<p>Week 8: Tuesday December 1</p> <p>Pre-Departure Orientation / Preparing to Return Home (yes, really)</p>	<p>Due online: Research Paper #1 rewrites Reading Notes Reading: Kohls, chapters 23, Postscripts 1 and 2 Barna's Stumbling Blocks in Intercultural Communication (Blackboard)</p>

Readings Questions for Kohls Survival Kit for Overseas Living

Ch. 2

1. What is useful and good about stereotypes?
2. What is unhelpful and bad about stereotypes?
3. What are the origins of the stereotypes people in other countries hold about your nationality?
4. What stereotypes of your nationality do you think you're likely to encounter in your host country?

Ch. 3

1. Give one example from p. 10 of a stereotype that might be considered positive by Americans that might be seen as negative by someone from Britain or India (choose one). Explain why.
2. What stereotypes do you hold of people from your host country?
3. What is the best way to respond to someone stereotyping you abroad?
4. What are the possible results of helping to break the negative stereotypes of your nationality while you're abroad?

Ch. 4

1. What central theme runs through all of the numbered statements found on pages 14-15?
2. Choose 4 of the statements numbered 2-10, and convert each into an objective statement, as the author does for statement #1.
3. What is the positive benefit derived from ethnocentrism?
4. Why is it destructive?

Ch. 5

1. What does it mean to be civilized?
2. What does it mean to be primitive?
3. How does ethnocentrism appear in the terms used to describe countries?
4. How does the author suggest we go about comparing countries, as an alternative to using ethnocentric terms?

Ch. 6

1. What is the definition Kohls puts forward as the best (for the purposes of his book)?
2. What are the 10 basic group needs that every culture must meet?
3. Are all of those needs met in the same way everywhere?
4. Why is it important to approach different values and behaviors non-judgmentally? To search for that which is inherently logical rather than automatically either condemning or accepting them?
5. Using the example of cleanliness given in the book, explain what it means to say that every culture is ethnocentric.
6. What causes "culture shock"?

Ch. 7

1. What are the five key questions that Kluckhohn, Kluckhohn, and Strodtbeck suggested would let one get to the root of a culture's value system, and what "orientation" does each provide insight into?

Use the chart on the bottom of page 32 to answer questions 2-4:

2. What are typical American orientations? (List all five.)
3. What are your own orientations? (List all five.)
4. What are the dominant orientations of the culture you will be entering next semester? (List all five.)

5. Granting that these generalizations are quite rough, ignoring a lot of variation that occurs within and among cultures, for what are they useful?

Ch. 8

1. Give an example of a proverb, then explain what value it teaching?
2. Why is it useful for you to think of proverbs as vehicles for teaching cultural values, given that you are about to spend a semester learning another culture?

Ch. 9

1. Why is it useful to see your own culture through the eyes of outsiders?
2. Choose one of the "de Tocquevillisms" in this chapter (but not #7). Explain why someone from the culture listed might see Americans in this way, and why this behavior makes since to an American.

Ch. 10

1. What are the objectives you hope to accomplish while abroad?

Ch. 11

1. What are "identity reinforcers"?
2. Why is it important to anticipate their loss when you go abroad?

Ch. 12

1. What suggestions does Kohls have to help you "orient the map" when you arrive abroad?
2. Do they seem obvious to you? Even if they do, why do you think Kohls thought it important to lay them out systematically as he did?
3. In what ways are other Americans helpful sources of information while you're abroad?
4. Why is it important to be wary of the opinions of other Americans about your host country?

Ch. 13

1. What are the nine information-gathering areas Kohls claims are important? List them and explain, in a couple of sentences for each, why it is important.

Ch. 14

1. How many of these questions can you answer?
2. Find a host country national and, if you'd like, a number of others who have lived for an extended time in the country which you will be living in abroad, and begin to collect additional answers to these questions. Your answers to these questions, as complete as you can make them, will be attached to Research Paper 2 (part of the required "data packet") when you turn it in later this semester.

Ch. 15

1. Why is it useful to learn even just a few phrases expressing common courtesies in the local language?
2. Why is it even more useful to learn even more of the local language?

Ch. 16

1. Explain how the main things which Kohls says tend to bother Americans living abroad are related to the cultural expectations and assumptions they acquire by growing up in the US.
2. Now do the same for at least three of the American cultural behaviors Kohls says foreign host nationals find most troublesome.

Ch. 17

1. How does perception influence the process of intercultural communication?
2. What are the nonverbal cues that help to convey meaning in your host culture? How can you go about learning them?

Ch. 18

1. Where does culture shock come from?
2. How is it manifested?
3. What are the symptoms?
4. Describe each of the four stages of culture shock in 2-3 sentences.

Ch. 19

1. Why is it useful to learn strategies for dealing with culture shock before your departure?
2. Of the 20 suggestions Kohls gives, which seemed most obvious to you? Which ones might not have occurred to you on your own?
3. Identify the top 5 strategies that seem MOST helpful to you and explain why you chose each.

Ch. 20

1. What does Kohls argue are the three most important traits/skills for adjusting successfully to a new culture? What was his rationale for choosing each of them?
2. Explain why you agreed or disagreed with his choices.

Ch. 23

1. Now that you have participated in BaFa BaFa, reflect on Kohls' statement that "living in a foreign culture is like playing a game you've never played before." What was that experience like? What might be some similarities between your experience playing the game and your experiences learning your new host culture?

Postscript 1

1. Describe the stages of reentry shock in 2-3 sentences each.
2. How does Kohls recommend that returnees deal with this process?

Postscript 2

By now you should have taken care of all of the Predeparture Preparations Kohls mentions, either in this course or through IPS. If not, please do so immediately.

1. Summarize each of Kohls' three main suggestions for learning the most about your host culture in a short period of time.
2. What is the value of taking such a systematic, investigative approach?