

IDSY 220 (Part I)
Spring 2003

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In this course, you will learn:

1. To see culture as a medium in which we live, and which shapes virtually every aspect of our thoughts, beliefs and behavior.
2. To identify some of the basic cultural tendencies of U.S. Americans, to articulate and experience (through simulations and self-tests, for example) some of the basic principles of intercultural communication, and to discover how differences in cultural style and background can lead to cultural misunderstandings.
3. To reflect on your own readiness to go abroad. In this endeavor, you will be aided by readings, writing assignments, in-class simulations, and discussions with your instructor and other students (those in this class, and those recently returned from study abroad).

Texts:

Storti, Craig. *The Art of Crossing Cultures*. Yarmouth, ME: Intercultural Press, 2001.
Lustig, Myron and Jolene Koester. *Intercultural Competence*. Boston: Allyn and Bacon, 2003.
Carroll, Raymonde. *Cultural Misunderstandings*. English translation by Carol Volk. Chicago: University of Chicago Press: 1988.

Before coming to class for the first time, read *The Art of Crossing Cultures*.

Week I

Discussion of Storti; intro to course; introductory culture lecture (Intercultural Competence, Culture and Intercultural Communication); interactive activities

For next week, read Carroll, Introduction and "The House;" Chapter 3 of *Intercultural Competence* ((Intercultural Communication Competence)

Week II

Discussion of readings; interactive activities; model presentation; quiz

For next week, read Chapter 4 of *Intercultural Competence* (Cultural Patterns and Communication: Foundations); student presentation on Carroll, "Minor Accidents"

Week III

Discussion of *Intercultural Competence*; interactive activities; student presentation; quiz

For next week, read Chapter 5 of *Intercultural Competence* (Cultural Patterns and Communication: Taxonomies); student presentation on Carroll ("Conversation")

Week IV

Discussion of *Intercultural Competence*; interactive activities; student presentation; quiz
NO CLASS ON WEDNESDAY — instead, attend Poster Session on ICRPs during Common Time, on Thursday, in Dewing Commons

For next week, read Chapter 6 of *Intercultural Competence* (Cultural Identity, Cultural Biases, and Intercultural Contact); write book report

Week V

Discussion of *Intercultural Competence*; interactive activities; visit by CIP staff; quiz

For next week, read Chapter 7 of *Intercultural Competence* (Nonverbal Intercultural Communication); student presentation on Carroll (“Parents and Children”)

Week VI

Discussion of *Intercultural Competence*; interactive activities; film; student presentation; quiz

For next week, read Chapter 8 of *Intercultural Competence* (Verbal Intercultural Communication); student presentation on Carroll (“Friendship”); write “dry run” ICRP prospectus

Week VII

Discussion of *Intercultural Competence*; interactive activities; student presentation; quiz

For next week, read Chapter 9 of *Intercultural Competence* (The Effects of Code Usage in Intercultural Communication); student presentation on Carroll (“The Couple”)

Week VIII

Discussion of *Intercultural Competence*; interactive activities; student presentation; quiz

For next week, read Chapter 10 of *Intercultural Competence* (Intercultural Competence in Interpersonal Relationships); read pp. XX-XXX (TBA) of Carroll (Conclusion); write draft of reflective essay on preparing to study abroad

Week IX

Discussion of readings; interactive activities; quiz

For next week, read pp. 292-301 and 307-314 and skim Chapter 12 of *Intercultural Competence* (Episodes, Contexts, and Intercultural Interactions; The Potential for Intercultural Competence); read photocopies on culture shock; read photocopied short story (“Longing for America”)

Week X

Discussion of readings; interactive activities; evaluations; quiz

Your grade will be determined in the following way:

Attendance and participation (20%)

8 quizzes on *Intercultural Competence* (you'll take 9, and your lowest grade will be dropped) (25%)

1 presentation on a chapter of Carroll's *Cultural Misunderstandings* (15%)

1 book report on a book about crossing cultures (15%)

1 2-3 page essay on the Preparation Phase of your journey (15%)

1 "dry run" ICRP prospectus (10%)

In addition, you must find a group to report to while abroad. This could be a Scout troop, a church group, a civic organization, a professional organization, etc. It should not be a "K" class (as they only last 10 weeks), and I would prefer that it not be a "K" organization (just to broaden your horizons a bit), although that could be negotiated.

IDSY 220 (Part II)
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Texts:

Lewis, Tom J. and Robert E. Jungman, editors. *On Being Foreign: Culture Shock in Short Fiction*. Yarmouth, Maine: Intercultural Press, Inc., 1986.

Davidson, Cathy N. *36 Views of Mount Fuji*. New York: Plume (Penguin), 1994

Before class meets, read pp. xv. – xxiii. of *On Being Foreign*.. Bring THREE (only) objects or photos that would give others a taste of what your study abroad experience was like.

WEEK I

Welcome Home Party; Intro to course; discussion of culture shock model; interactive activities

For next week, read pp. 3-22 of *On Being Foreign* (Chapter Intro and “Longing for America”) and write draft of your ICRP talk

WEEK II

Discussion of “Longing for America” and related cultural concepts; discussion of speech drafts; interactive activities

For next week, read pp. 41-42 and 51-53 of *On Being Foreign* (Chapter Intro and “Odd Tippling”) and EITHER “You Have Left Your Lotus Pods on the Bus” (pp. 43-50) OR “The Little Governess” (pp. 54-64); write draft of your general study abroad talk

WEEK III

Discussion of *On Being Foreign* stories; discussion of speech drafts; lecture on intercultural concepts; interactive activities

For next week, write text of short talk (in French, German or Spanish where applicable); make simple poster for ICRP Poster Session

WEEK IV

NO CLASS (but turn in speech draft) — Poster Session during Common Time, Thursday (11:30 – 12:30), in Dewing Commons

For next week, read pp. 75-76, 101-106 and XXX-XXX of *On Being Foreign* (Chapter Intro, “Everything is Nice” and) 4 people prepare discussion of stories

WEEK V

Short in-class writing; discussion of *On Being Foreign* stories; lecture on intercultural concepts; interactive activities

For next week, read pp. 137-138, 139-157 and 158-182 of *On Being Foreign* (Chapter Intro, "Pastor Dowe at Tacaté," and "The Blue Hotel"); 4 people prepare discussion of stories

WEEK VI

Short in-class writing; discussion of *On Being Foreign* stories; lecture on intercultural concepts; interactive activities

For next week, read pp. 207-208, 209-228, and 229-255 of *On Being Foreign* (Chapter Intro, "The Overlap," and "The Door in the Wall"); 4 people prepare discussion of stories

WEEK VII

Short in-class writing; discussion of *On Being Foreign* stories; lecture on intercultural concepts; interactive activities

For next week, read pp. 271-272, 273-280 and 281-290 of *On Being Foreign* (Chapter Intro, "Yard Sale," and "Home Sickness"); 4 people prepare discussion of stories

WEEK VIII

Short in-class writing; discussion of *On Being Foreign* stories; lecture on intercultural concepts; interactive activities

For next week, read pp. 1-149 of *36 Views of Mount Fuji*, begin writing re-entry essay

WEEK IX

Short in-class writing; discussion of *36 Views*; lecture on intercultural concepts; interactive activities

For next week, read pp. 151-288 of *36 Views*, continue writing Re-entry essay

WEEK X

Discussion of *36 Views*, lecture on intercultural concepts, evaluations, farewell party

By Wednesday of Finals Week: turn in Re-entry reflections essay

Your grade for this class will be determined as follows:

Attendance and participation (20%)

3 speeches – written texts (25%)

Performance of speeches (10%)

Leading of one discussion (10%)

4 In-class writings (you'll do 5 and I'll drop your lowest grade) (25%)

Re-entry reflections essay (10%)