

INS 150, section D -- "Preparing for Cross-Cultural Engagement Abroad" (1 credit hour)
Wake Forest University, Spring Semester 2014

Location: 341 Greene Hall, MW, 4:00 – 4:50 pm (second half of the semester)
Instructor: Steven Duke Email: dukest@wfu.edu Phone: 758-5939
Office hours: Worrell Center 3125, by appointment

INS 150 is the first course in the Cross-Cultural Engagement course series. The objective of this course is to help you prepare for cross-cultural learning and awareness while you study abroad. INS 150 has the following goals:

- 1) Learn basic facts and principles of your study abroad host country and culture
- 2) Develop awareness of the value of culture learning and observation
- 3) Develop a conceptual framework regarding culture, cross-cultural engagement, intercultural competence and awareness
- 4) Learn how to learn experientially
- 5) Increase your self-awareness and recognize your own cultural identity
- 6) Gain knowledge of the cultural adjustment/transition processes
- 7) Prepare to interact and engage with individuals in the host country

Texts: Steven Duke, *Preparing to Study Abroad: Learning to Cross Cultures (2014)*, available in the campus bookstore. Additional readings will be posted in Sakai.

Class Attendance and Participation

Attendance is required. Attendance means being present, being prepared, and contributing to class discussion. Missing more than 2 classes will result in an automatic F for the course. This course is pass/fail only, so active participation is expected.

To Pass This Course:

- *Complete at least 4 news summaries (see below)*
- *Complete at least 10 out of the 12 numbered assignments submitted to Sakai. At least one must be an experiential assignment -- # 6 (bus ride) or #7 (religious service). **Please write the title of the assignment in the document name** (e.g., Historical Development.doc). *You will be asked to edit or redo assignments that have deficits in content and/or quality (so do them well the first time ☺)**
- *Complete and submit the IDI and ICC assessments (assignments #2 and #3)*

News summaries:

Four or more news summaries are required. For each one, find and read a news article in a newspaper or publication from your host country concerning an aspect of life in your host country, and consider news that is of some relevance to you. *Write a **single-spaced half-page summary of the news story and post to Sakai*** (note: summarizing in a clear and succinct manner is a useful cognitive and writing skill that will serve you well in jobs and in communicating in general. So do this well!) Summaries must include full citation of your news sources. You can usually just copy and paste the web address (url) of your

articles to provide citation. If your source is a magazine or newspaper, give the date, page, author, etc. You are encouraged to write a news summary each week.

Schedule and Topics

Dates to note: These assignments take more time than others, so you might want to get a head start on them:
March 25, April 6, and April 13

Wednesday March 4: Introduction to course, setting goals

- Expectations for study abroad; why study abroad?
- Articulating goals and anticipating challenges
- The benefits of intercultural competence and crossing cultures

Monday March 16: Cross-cultural engagement, intercultural skills, and cross-cultural competency

Read: Duke, *Preparing to Study Abroad*, pp. xi-xix (Forewords and Preface)

Submit Assignment #1: Write three paragraphs summarizing a current event taking place in your host country (this is your first weekly news summary). Upload in Sakai, bring a copy to class, and be prepared to share in class.

Wednesday March 18: Going beneath the surface: the metaphor of culture as an iceberg

Read: Duke, *Preparing to Study Abroad*, pp. 1-13 (Chapter 1)
Peterson, *Cultural Intelligence* pages 19-22 and 67-70 in Sakai (Pdf);

Submit: Assignment #2 and #3: Complete the Intercultural Development Inventory (IDI) and ICC surveys online (instructions will be sent via email)

Come to class prepared to discuss the concepts and examples included in the readings.

Monday March 23: My culture, American culture; strategies for increasing cross-cultural engagement while abroad

Read: Duke, *Preparing to Study Abroad*, pp. 15-30 (Chapter 2); L. Robert Kohls, *Survival Kit for Overseas Living* (4th ed., 2001), pp. 8-16, 39-50 (in Sakai)

Submit Assignment #4: Myself and my family. Write a 1-2 page description of yourself and your family. Upload in Sakai, bring a copy to class, and be prepared to share in class.

Wednesday March 25: Food, clothing, technology

Read: Duke, *Preparing to Study Abroad*, pp. 31-44 (Chapter 3)

Submit Assignment #5: Cuisine and eating culture. Research the cuisine of your host country or region. Find out how long a typical meal lasts and what is generally served at each meal. Also learn about restaurant culture – tipping, role of serving staff, how or if to ask for the bill. Then write one page describing the foods and food practices you think you will enjoy, and a second page describing foods or aspects of cuisine you have concerns about. Submit your response in Sakai and be prepared to share in class.

Monday March 30: Transportation, infrastructure, architecture

Read: Duke, *Preparing to Study Abroad*, pp. 45-56 (Chapter 4)

Submit Assignment #6: Ride the Winston-Salem city bus for at least 30 minutes. Observe the people on the bus. What are they doing and how do they interact with each other? How do you feel during the bus ride? Write a 1-2 page reflection paper describing your observations and feelings. Submit your response in Sakai and be prepared to share in class.

Wednesday April 1: Art, music, and artistic expression

Read: Find two news articles about a popular artist or musician in your study abroad country, and be ready to discuss what you found in class.

Come prepared to participate in a class activity and discussion

Monday April 6: Relationships, context, and hierarchy

Read: Duke, *Preparing to Study Abroad*, pp. 57-72 (Chapter 5)

Submit: Assignment #7: Go to a religious service that is different from your own faith tradition, radically different. Observe what is going on, paying particular attention to relationships between different people at the service. Observe your own reactions. Write a one-page reflection paper on your observations and any differences between what you expected and what you experienced. Submit your response in Sakai and be prepared to share in class.

Wednesday April 8: A theoretical approach to intercultural communication and competence

Read: *Maximizing Study Abroad* pp. 107-111 (available in Sakai)

Come prepared to participate in a class activity and discussion

Monday April 13: Communication styles, nonverbal communication

Read: Duke, *Preparing to Study Abroad*, pp. 73-86 (Chapter 6); Trompenaars, *Riding the Waves of Culture*, pp. 8-14 (in Sakai)

Submit Assignment #8: Contact an international student at Wake Forest, either one you have already met or one you don't know. Arrange to meet with them in person and discuss their experiences of coming to and studying at Wake Forest. Ask them about their interests and activities at Wake Forest, and try to identify at least three things you share in common with each other. Also, identify at least one challenge this student has experienced at Wake Forest and in the USA. Write a 1-2 page reflection paper in which you reflect on the conversation. Submit your response in Sakai and be prepared to share in class.

Wednesday April 15: History, Politics, and Cultural Values

Read: *Maximizing Study Abroad*, pp. 63-74

Optional reading: Richard Slimbach, *Becoming World Wise: A Guide to Global Learning* (2010), pp. 40-68 (in Sakai)

Submit: Assignment #9: Research the historical development of your host country and/or host city. Identify three major events or time periods in the country that have shaped its development and affected its people. Write a 1-2 page summary of what you have learned. Submit your response in Sakai.

Monday April 20: Personal, cultural and social identities

Read: Duke, *Preparing to Study Abroad*, pp. 87-97 (Chapter 7)

Watch the TED talk by Chimamanda Adichie, "The Danger of a Single Story," at http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story, and come prepared to discuss in class

Come prepared to participate in a class activity and discussion

Wed. April 22: "Culture bumps" and the cultural adjustment process

Read Duke, *Preparing to Study Abroad*, pp. 99-115 (Chapter 8); *Maximizing Study Abroad* pp. 91-106 (available in Sakai)

Submit Assignment #10: Complete the ICC assessment online (yes, for the second time). Instructions will be sent via email.

Monday April 27: My toolkit of intercultural skills

Read: British Council, Ipsos Public Affairs, and Booz Allen Hamilton, *Culture at Work* (available in Sakai and at www.britishcouncil.org)

Submit: Assignment #11: Access the Transferable Intercultural Skills document from Sakai. Pick any four of the skills listed in that document and write a paragraph about each of the four skills you chose, identifying one or two things you would like to do while abroad to develop each skill. Include in your description any plans you would need to make for interacting with people in-country in order to develop each skill. Submit your response in Sakai and be prepared to share in class.

Wednesday April 29: Students report to class on host culture basics and cultural fun facts

Read: Duke, *Preparing to Study Abroad*, pp. 117-127 (Chapter 9)

Submit Assignment #12: Access the “Basic things you should know before you go” document in Sakai and research the items on that document, including ten interesting fun facts about your host country. Write 1-2 pages summarizing what you learned, and be prepared to give a two-minute presentation in class. Submit your response in Sakai and be prepared to share in class.