

Objective:

To provide you with a conceptual framework from which to process your intercultural experience here in Oviedo and to help you develop and put into practice specific intercultural skills.

Specifically, you will:

- ✓ Learn about yourself as a cultural being.
- ✓ Learn about the elements of culture such as value orientations, non-verbal communication and communication styles, that inform daily life.
- ✓ Learn about the levels of cultural awareness, intercultural sensitivity and cross-cultural adjustment.
- ✓ Practice and develop your cultural observation skills.
- ✓ Develop knowledge and skills that are both culture-specific (pertinent to the host culture) and culture general (relevant to all intercultural experience.)

Methodology:

- The first class will introduce you to the basic concepts of intercultural communication. Successive classes will include a short introductory lecture, class discussion and/or small group work. The suggested readings provide important background information for the homework assignments and the discussions.

Evaluation:

Grades (A-F) will be based on the following components

- 15% Attendance & participation in class discussions. If you are absent on any given day, your participation will be considered "0" for that day. You are expected to engage actively in the discussions and exercises which will be based on the assigned tasks and readings. You will be issued a Reader composed of selected readings which provide important background information keyed to each weekly topic from the perspective of American and Spanish culture. Students must return the Reader to GEO at the end of the term.
- 20% Two reflection papers on: 1) Mainstream American values and how they apply to you (at the beginning of the term) and 2) Final reflection on your intercultural development during the term (at the end of the term), 10% each essay.
- 15 % Two observation tasks "*Café Ethnography*"(5%) & "*Non-Verbal Communication*" and Communication style in Asturias (10%) *Individual notes handed in personally at the start of next class on the due date.*
- 10 % Reflection essay regarding your intercultural adjustment (mid term)
- 40% Four observation/interpretation papers (10% each). Each paper focuses on one small incident that you have personally observed/experienced related to that week's topic and will be handed in at the start of class on the due date. Detailed instructions will be provided in a separate handout for the content and format of these papers. Follow these guidelines carefully. The reflection papers will be returned to you (with comments/feedback) on the following week. (Topics are: *Socialization, Relationships & Lifestyle, Gender & Sexuality, Us & Them*).

Homework assignments: if possible please send by email (in the body of the message or separate Word doc) to Silvia (GEOviedo.silvia@gmail.com) on or before the due date. Your essays and homework assignments should reflect that you have indeed done the recommended readings.

BIBLIOGRAPHY

- Althen, Gary. American Ways: A Guide for Foreigners in the United States. Second Edition. Yarmouth, ME: Intercultural Press, 2003.
- Bennett, Milton (Ed.). Basic Concepts of Intercultural Communication. Yarmouth, ME, Intercultural Press, Inc. 1998
- Hopper, John The New Spaniards. Second Edition. London, England. Penguin Books, 2006
- La Brack, Bruce: "What's Up with Culture?: On-line Cultural Training Resource for Study Abroad." School of International Studies. University of the Pacific
- Richardson, Bill. Spanish Studies: An Introduction. New York: Oxford University Press, 2001
- Storti, Craig. Figuring Foreigners Out: A Practical Guide, Yarmouth, ME: Intercultural Press, 1999.
- Storti, Craig and L. Bennhold-Samaan. Culture Matters: The Peace Corps Cross-Cultural Workbook. Washington, DC: Peace Corps Information Collection and Exchange, 1998.
- Wattley-Ames, Helen. Spain is Different. Yarmouth, ME. Second Edition. 1999.

The Class Reader has selected writings from the Althen, Bennett, Richardson and Wattley-Ames texts. Please let us know if you would like to borrow a copy. The full texts as well as others on Spanish culture are available for consultation in our library. Our library also includes a number of titles on intercultural communication and other cultures (African, Arabian, Chinese, French, German, Indian, Japanese, Korean, Latin American, and Eastern European) to suit the ethnic backgrounds of some of our students. Please consult us if you are interested in further readings on this subject.

OUT OF CLASS ACTIVITIES:

RELATED EXCURSIONS AND FIELDTRIPS

- ✓ Visit to Gijón, Salamanca, Sevilla, the Basque Country, Málaga, Galicia (depending on the term)
- ✓ Opportunities to observe and participate in local festivities that take place during the fall and spring terms (Amagüestu, Desarme, Premios Princesa de Asturias, Día de Todos los Santos, carnival, semana santa, feria de la Ascensión).

SELECTED FILMS FROM OUR LIBRARY (see library booklet for synopsis)

WEEKLY TOPICS:

Us and Them (immigration, emigration, unemployment, Spanish regional differences, racism, ex-pats)

Al Sur de Granada, Flores de otro mundo, Cartas de Alou, Un franco, 14 pesetas, Lobo, Una casa de locos, Los lunes al sol, La lengua de las mariposas, Todo sobre mi madre, Tasio.

Gender & Sexuality (gender abuse, sex roles, sexuality, LGBTIQ+...)

Princesas, Te doy mis ojos, Solas, La casa de Bernarda Alba, Yerma, Jamón, Jamón, Al otro lado de la cama, Tapas, Reinas

Socialization (families, childhood, and adolescence, formal education)

Secretos del Corazón, El bola, Barrio, El viaje de Carol, El florido pensil, Familia, La comunidad. La Lengua de las Mariposas.

OTHER:**Set in Asturias:**

Luz de Domingo, El Portero, Silencio Roto, Historia de un beso, Carne de gallina.

Food and Culture:

What's Cooking?, Tortilla Soup, Un toque de canela, Deliciosa Marta

Cross Cultural Differences: (USA & other)

Crash, Babel, House of Sand & Fog, In America, Bienvenido Mr. Marshall, Los años bárbaros, El Americano.

WE ALSO RECOMMEND:

Watching the television program "Asturianos en el Mundo" Channel TPA (internet TV). There are other variants: "Españoles por el Mundo" (<http://www.rtve.es/television/espanoles-en-el-mundo/>) and "Destino España" (about foreigners in Spain).

CLASS SCHEDULE FOR FALL STUDENTS

Class usually meets at the GEO CENTER from 3:15 - 4:45 p.m. on Tuesdays (to be confirmed)

CLASS 1 & 2	Class meets for 1.5 to 2 hours - TUESDAY, JAN 13th
Lecture	Introduction to the Course: Overview of course organization and expectations. The Intercultural toolkit: main concepts. Theoretical Framework: The culture general approach. Stereotypes vs. Generalizations. Stereotypes: Who/What is responsible for them
Handouts:	Main Concepts
Suggested readings:	Bennett, Milton, J. "Intercultural Communication: a Current Perspective" (pp. 1-34) and Barna, LaRay M. <u>Basic Concepts of Intercultural communication</u> , edited by Milton J. Bennett: Yarmouth, Maine: Intercultural Press Inc., 1998 (in Reader)
Homework:	Café Ethnography

CLASS 3	Class meets for 1.5 to 2 hours - TUESDAY, JAN 20th
Discussion:	Debrief Café Ethnography
Lecture:	Non-Verbal Communication / Communication Styles
Handouts	Non-verbal communication & Communication Styles. Handout (Craig Storti) on orientation to time (concept of time/time and other people). Orientation to space (public and private space) Communication Styles High and Low Context Cultures Handout (Craig Storti) on "high/low context", "degree of directness", "importance of face".
Homework:	<i>Observe Aspects of non-verbal communication Task 2 Each of your will chose on aspect of non-verbal communication and conduct observations and present this to the other students the following week. (time, space, personal distance, touching and eye contact) and compare these to Americans patterns. You can include 3 or more digital images to accompany your presentation that illustrate your assigned form of non-verbal communication. See assignment handout for further instructions. Notes due at the beginning of class 4</i>
Suggested readings:	Althen: <u>American Ways</u> : "The Communicative Style of Americans" pp. 33-54, "Behavior in Public Places" pp 229-234. Wattley-Ames: <u>Spain is Different</u> : "Language and Communication" pp 65-80 Richardson: <u>Spanish Studies</u> , "Communicative Contrasts: Spanish & English" pp. 75-80. (available on demand)

CLASS 4	Class meets for 1.5 to 2 hours - TUESDAY, JAN 27th
Discussion/Presentation	Students report on their observations. What patterns emerge? How do these ways compare with American patterns? What problems can result?
Lecture	Culture Shock and Culture Adjustment. Phases of Cultural Awareness & A Model of Intercultural Sensitivity Study at home
Handouts	

Homework:	Culture Shock. The Phases of Cultural Awareness. A Model of Intercultural Sensitivity. Personal midterm assessment of your intercultural adjustment so far. Study handouts. Write about your intercultural experience, the challenges you have faced here and how you have dealt with them. Be sure to use specific examples. In your analysis keep in mind what you have learned today. Due at the beginning of class 5
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CLASS 5	Class meets for 1.5 - 2 hours -
Lecture:	Know Thyself
Handout	Core Cultural Values and Culture Mapping. Core US American Cultural Values
Homework:	"Dominant American Values" (Kohl) "American & Contrast American Value Orientations <i>Reflection Essay on US dominant American Values and how they apply or not apply to you. Be sure to discuss and give specific examples on how your family, upbringing and life experiences have influenced your own particular cultural identity and values. (See handout for instructions).</i> Due at the beginning of class 6.
Suggested readings:	Wattley-Ames: <u>Spain is Different</u>: "What is Spain" (pp-1-5), "Spain and Europe: Africa Begins at the Pyrenees (pp. 7-9), "Spain & the United States" (pp. 10-20) "Society and the Individual" pp. 23-44, " Althen: <u>American Ways</u>: Introduction (pp xix-xxxi), Chapter 1 "American Values and Assumptions" (pp 1-31)

CLASS 6	Class meets for 1.5 - 2 Hours
Discussion	Students will share their reflections about their own variant of American culture and how mainstream values relate or don't relate to them.
Theme:	Becoming American or Spanish. Socialization: formal and informal
Handouts:	Introduction to the DAE model "Describe, Analyze, Evaluate "Educational Systems and Academic Expectations", "Some Differences in Learning Styles " Comparison US and Other Cultures . from UO Resident Director's Handbook for Overseas Study)
Homework:	<i>DAE 1: Reflect on the interactions you have observed between adults and children in public places Where and at what times do you see children in public (parks, street, cafés, etc.)? Who is minding the children? How are children indulged or disciplined? How are they dressed? Are these different than what you are used to seeing at home? Make sure you</i>

Suggested readings:	<i>follow the DAE model, distinguishing between description, analysis and evaluation. Due at the start of class 7</i> Althen, <u>American Ways</u>: "Education" pp 101-118. Richardson: <u>Spanish Studies</u>: "Home and School: Learning to Be a Spaniard." Pp. 152-164.
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CLASS 7	Class meets for 1.5-2 hours
Discussion	Students report on their observations. What Spanish values to these practices reflect? How does the formal socialization system mirror other aspects of the culture? How do these compare to pattern in the US?
Theme	Society and the Individual: Community and Mobility. Family, Relationships & Lifestyle
Handouts	"Individualists and Collectivists",
Homework:	DAE 2: Describe an incident or experience that has surprised, angered, pleased you related to this weekly topic. Follow the DAE format: describe, interpret and evaluate. How do Spaniards and Americans pursue and maintain close relationships? How do the patterns reported in the readings or observed by you, differ between the two cultures? What kinds of misunderstanding could result? How are these patterns consistent with other aspects of the culture? How would Spanish patterns of forming relationships help or hinder the acceptance of a foreigner/outsider in their community? What difficulties have you encountered as a foreigner in establishing relationships with Spaniards outside of your host family? <i>Due at the start of class 8</i>

CLASS 8	Class meets for 1.5-2 hours
Discussion:	Students report on their observations. How do Spaniards and Americans pursue and maintain close relationships?...etc.
Theme	Gender and Sexuality in Spanish Society, Background notes:
Homework:	DAE 3: Describe a situation or incident you have experience here in which you have felt surprised/perplexed/angered/threatened/pleased as a woman or as a man. Be careful to follow the guidelines in the handout, distinguishing between: description, interpretation and evaluation <i>Due at the start of class 9</i> <i>Food for thought:</i> What are the general expectations of men and women in Spain? What about sexuality? Are these different from the U.S.? How are behaviours and expectations concerning gender and sexuality changing in Spain? What specific observations have you made concerning the roles of males and females and towards sexuality since you have been here? What are the similarities with the US? Are these really similar? What are the differences? <i>Due at the start of class 9</i>

CLASS 9	Class meets for 1.5-2 hours
Discussion:	Students share their reflections
Theme	Us and Them: Diversity in Spanish Society
Handouts	Source of Status: Achieved vs. Ascribed, Universalism vs Particularism Background notes on Spanish Diversity
Homework:	<i>DAE 4: Write about a situation or incident that you have observed or experienced that points out the way society in Spain either includes or excludes people. Make sure you follow the DAE model, distinguishing between description, analysis and evaluation. If your travels to other regions of Spain or other European countries, have you noticed any differences between these and Asturias regarding this topic.</i> Food for thought: In what ways is cultural diversity in Spain different than it is in the US? How are Spaniards coping with the relatively recent move from a racially homogenous society to a multi-ethnic one? How is social status measured in Spain? In what concrete ways do Spaniards demonstrate deference to authority, status and rank? What are some of the symbols that denote social status? How do Spanish notions of unequal status contrast to American egalitarianism Due at the start of class 10

CLASS 10	FINAL ASSIGNMENT due by MARCH 27th
Handout:	Summary of the ICC class. Return culture shock Final Reflection paper on the role that your cultural self-awareness has played in your adaptation to life in Oviedo. Analyze a cross-cultural situation that you experienced here where you felt that you were: a) able to handle it successfully. Why do you think it was so? Based on this experience, what advice would you offer to future students studying abroad in Oviedo? b) Contrast this with another cross cultural situation that you experienced here which in your opinion did not go well. Why do how this was so? In hindsight, how would you have handled the situation differently? Based on this experience, what advice would you offer to future students studying abroad in Oviedo?

Please note that this class is graded A-F. The homework involves serious reflection regarding what you are learning in class and what you are observing and experiencing while in Oviedo. The homework also provides an opportunity for you to practice changing cultural frames to make sense of a situation. There is no right or wrong answer. The more you reflect and think about what we are teaching you every week, the more you will personally get out of the class. Don't waste this opportunity to develop interculturally in situ!.

RETURN READERS AND HANDOUTS YOU WANT TO RECYCLE