

**SYLLABUS**  
**SPRO 101.01: Crossing Cultures 1: Pre-departure**  
Spring 2018, M 2:30-3:50, LH 123

Susan B. Goldstein, Ph.D.  
Ext. 8664, LH 135D  
Office hours: MW 12:30-2:00 and by appointment  
E-mail:susan\_goldstein@redlands.edu

**Prerequisite:** Enrollment in study abroad for the fall 2018 semester

**Course Description:**

Studies show that students who participate in programs to prepare for study abroad tend to have a more meaningful and less stressful experience than those who do not. In this course we will use a variety of readings, written assignments, demonstrations, and activities to build global awareness and cultural competence in preparation for a study abroad experience. Preparation focuses on the student's specific destination culture as well as general skills for successful intercultural interaction.

**Learning Outcomes: By the end of this course it is expected that you will have...**

- Gathered information about daily life and culture specific to your destination
- Developed skills for maintaining well-being and easing your adjustment to a new culture
- Prepared for how you may be perceived by members of your host culture
- Developed intercultural communication skills that will facilitate your social interactions with members of your host culture
- Attained new frameworks for identifying differences and similarities across cultures, and for discussing those differences without stereotyping
- Set academic, personal, and social goals for your time abroad

**Required Text and Materials:**

CQ Basic Plus test: (\$18)

Duke, S. T. (2014). *Preparing to study abroad: Learning to cross-cultures*. Sterling, VA: Stylus Publishing.  
ISBN-13: 978-1579229948

**Additional Required Readings/Podcasts:**

Barna, L. M. (2013). Stumbling blocks in intercultural communication. In M. J. Bennett (Ed.). *Basic concepts of intercultural communication: Paradigms, principles, & practices* (pp.235-257). Boston, MA: Intercultural Press.

Fisher, M. (August 1, 2012). The land of big groceries, big God, and smooth traffic: What surprises first-time visitors to America. *The Atlantic*.

Fong, M. (2015). The nexus of language, communication and culture. In L. A. Samovar, R. E. Porter, & E. R. McDaniel (Eds.). *Intercultural Communication: A Reader* (pp. 209-215). Boston: Wadsworth.

Goldstein, S. B. (2013). Culture shock. In K. Keith (Ed.), *Encyclopedia of cross-cultural psychology* (pp. 350–353). London, UK: Wiley-Blackwell.

Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). <http://dx.doi.org/10.9707/2307-0919.1014> (please read at least pp. 9-16)

Lantis, J.S., & DuPlaga, J. (2010). *The global classroom: An essential guide to study abroad*. Boulder, CO: Paradigm Publishers.

Levine, R. (2016). Time and culture. Retrieved from <http://nobaproject.com/modules/time-and-culture>

Livermore, D. (2014, Oct 20). Respect is not enough. [Blog post]. Retrieved from <http://davidlivermore.com/blog/>

NAFSA Diversity Resources:

[http://www.nafsa.org/Professional\\_Resources/Browse\\_by\\_Interest/Education\\_Abroad/Resources\\_for\\_Supporting\\_Diversity\\_and\\_Inclusion\\_in\\_Education\\_Abroad/](http://www.nafsa.org/Professional_Resources/Browse_by_Interest/Education_Abroad/Resources_for_Supporting_Diversity_and_Inclusion_in_Education_Abroad/)

Paige, R. M., Cohen, A. D., Kappler, B., Chi, J. C., & Lassegard, J. P. (2004). *Maximizing study abroad: A students' guide to strategies for language and culture learning and use*. Minneapolis, MN: University of Minnesota.

Poggioli, S. (March 23, 2008) Study-abroad students gone wild in Italy? [Podcast, 5 min, 41 sec] <http://www.npr.org/templates/story/story.php?storyId=88683687>

PLATO: Project for Learning Abroad, Training, and Outreach. *Supporting diversity in study abroad*. <http://gloaled.us/plato/diversity.html>

Slimbach, R. (2010). The mindful traveler. In *Becoming world wise: A guide to global learning* (pp. 71-98). Sterling, VA: Stylus.

University of Redlands. *Study abroad student handbook*. <http://www.redlands.edu/globalassets/depts/study-abroad/student-handbook-15.pdf>

### Tentative Course Schedule

Date	TOPIC	READING	ASSIGNMENT DUE
1/8	Introduction – who, what, when, where, and why study abroad?	Duke, Intro, Ch1, Ch. 2	Post brief self-intro to SPRO 102 Moodle by noon, Wednesday 1/10.
1/15	Americans and ethnocentrism	Fisher; Lantis, pp. 64-66	Application paper #1
1/22	Gathering culture-specific information/ CQ Basic Plus test <b>Location LIB 140</b>	Duke, Ch. 3 & 4; Livermore	Bring a current news story from your destination country
1/29	Your identity at home and abroad	Duke, Ch. 7; PLATO & NAFSA resources	Application paper #2  Please take the following personality test & bring printed results to class: <a href="http://www.personal.psu.edu/~j5j/1PIP/ipi_pneo120.htm">http://www.personal.psu.edu/~j5j/1PIP/ipi_pneo120.htm</a>

2/5	Cultural values	Duke, Ch. 5; Hofstede	Application paper #3
2/12	Cultural values, cont'd.	Duke, Ch. 6; Levine	Application paper #4
2/19	Culture shock	Duke, Ch. 8; Goldstein	Application paper #5
3/5	Intercultural communication	Duke, Ch.9; Barna	Application paper #6
3/12	Studying an unfamiliar language/dialect/accnt	Fong; Paige, pp. 165-178	Application paper #7
3/19	Culture-specific portfolio presentations	(Individual readings)	Culture-specific portfolio due
3/26	Staying safe, healthy, and resilient	Lantis, pp.47-51; Poggioli; U of R Handbook, Sect. IV	Application paper #8
4/2	Strategies for social interaction with members of your home and host culture while abroad	Lantis, pp.51-53; Paige, pp. 75-82	Application paper #9
4/11 (Wed)	Meeting with SPRO 102 students & setting goals for your time abroad (academic, social, and personal)	Duke, Ch. 10; Slimbach	Application paper #10
4/18			"Letter to your Sojourning Self" due via email by 3:00pm

**Requirements:**

**Application papers (60%)** Respond to the following prompts based on assigned readings in approximately two pages, typed, and double spaced. Unless otherwise indicated, bring your Application paper to class on the day it is due.

**#1:** One of the main US exports abroad is television and films. These forms of media do more than entertain -- they disseminate images of Americans throughout the world. Some of the most popular American TV shows viewed abroad include: Jersey Shore, How I Met Your Mother, Desperate Housewives, Sex and the City, Friends, Big Bang Theory, Law & Order, The Mentalist, and CSI. For this paper, choose one of these shows to watch from the perspective of someone using it to learn about life in the U.S. Describe the impressions the viewer would get about the U.S. from this show and discuss the accuracy of those impressions. Do these impressions correspond to those mentioned in the Fisher and Lantis readings? Are there similar media sources that have influenced your impressions of your destination culture?

**#2:** After reading Duke Ch. 7, and exploring the PLATO & NAFSA web resources (see links on Moodle), discuss some of the ways that your own or others' social identity (e.g., gender, race/ethnicity, social class, sexual orientation) may be perceived or experienced in your destination culture

**#3:** After reading about Hofstede's dimensions, use his website (<http://geert-hofstede.com/countries.html>) to identify the profile for your destination culture (include this in your paper) and compare it to the profile of the US. Discuss your expectations about your adjustment to these dimensions of culture. Consider likely within-culture variation and the degree to which the specific environment you will be in is likely to be characterized by these dimensions.

**#4:** After reading about cultural differences in pace, investigate the typical pace in your destination culture (the table on Moodle from Levine and Norenzayan, 1999, may help). Next, try to spend a day speeding up or slowing down your pace to match that of your host culture. You might try to alter your walking speed, the number of activities you fit into the day, or your attention to time and punctuality. Finally, write a detailed description of your behaviors and emotions during that day, identify the values that accompany the pace in your destination culture, and discuss strategies you might use to adjust to differences in pace.

**#5:** After reading Duke Ch. 8, using the list of questions on Moodle to interview someone who has recently returned from study abroad. Discuss the responses that you found most surprising – and most enlightening. Include a copy of the responses along with your paper.

**#6:** Watch a recent film made in your destination culture and describe the verbal and nonverbal behavior that you observe (refer to the readings for dimensions of verbal and nonverbal communication). Consider the barriers outlined in the Barna article and discuss the adjustments you might need to make when communicating with members of your destination culture. If possible, bring a clip for us to watch as a class.

**#7:** After reading the Fong article, identify a word or phrase from your destination culture that is not easily translated to American English. Based on what you have read about linguistic relativity, discuss how now knowing that word or phrase might affect your thought processes and perceptions.

**#8:** Spend at least an hour in a new environment – a place where you are “out of your element.” This could be a religious service, an ethnic or cultural community, or even a club or organization you find unfamiliar. In your paper, describe how you felt, how others reacted to you, and the strategies you used to adjust. Be sure you only go to settings where you are welcome and would not be intrusive. Use the strategies we have discussed (see Moodle for review) for stress reduction. In your paper, discuss and evaluate your implementation of these strategies.

**#9:** Considerable research indicates that those who adjust best to a new environment are able to establish new relationships in the host culture and maintain the social support they receive from existing relationships at home. Based on what you have learned about culture and interpersonal relationships (see the Lantis and the Paige assigned readings), discuss your expectations for meeting and socializing with members of your destination culture. In addition, describe a specific plan for maintaining ties with those at home who provide you with social support.

**#10:** As preparation for the assigned “Letter to your Sojourning Self,” discuss at least three specific goals each for your academic, personal, and social growth and well-being while abroad. Be sure to consider (as discussed in the Slimbach reading) how your time abroad could impact others and your host culture as a whole.

**Culture-specific presentation (15%)** For this assignment you are asked to compile specific information on your destination culture in a 5-10 minute PowerPoint, Prezi, or video presentation. Please address at least some components in each of the following categories:

- Physical environment:
  - Climate/weather
  - Geography
- Daily living:
  - Transportation
  - Dress
  - Etiquette and gift giving
  - Food – traditional and popular
  - Currency and expenses
  - Voltage
  - Phone and internet communication
  - Laws (e.g., those relating to pedestrians; drug and alcohol use)
- Cultural environment
  - Language
  - Religions
  - Holidays and traditions
  - Gender roles
  - Popular culture: top music and movie stars
  - Key sports teams and events
  - Major artists
- History and society
  - Key historical events
  - Political system, parties, and leaders
  - Current events
  - Current economic conditions and major imports and exports
  - Education system
  - Ethnic composition
- Fun things to do!

**Letter to your Sojourning Self (15%)** Based on what you have learned in this class, write a 2 to 3 page letter to yourself offering advice on how to maximize your study abroad experience. Indicate what you might expect to encounter in an intercultural experience and advise yourself about how to ease any adjustment difficulties. Be sure to address your goals for your time abroad (academic, personal, and social) and your research-based strategies for meeting those goals in the letter.

**Participation and attendance (10%)** In order to participate fully in SPRO 101: (1) Complete the assigned readings and papers before coming to class so that you are prepared to discuss them and to apply them in group activities and (2) Bring (or email to me) any additional information in the Assignment Due column of the course schedule, (3) attend class and participate in class activities. Because our class sessions are limited and in-class activities are impossible to make up on your own, unexcused absences will affect your final grade.

**Please note:**

- No late work will be accepted without permission from the instructor prior to the due date.
- Plagiarism or other violations of the University of Redlands Academic Honesty Policy will result in failure of this course.
- If you are taking this course for Credit/No Credit you must attain a final grade of at least 2.0 to receive credit for this class.
- Any student who needs to coordinate accommodations for a documented disability should contact Amy Wilms in the Office of Disability Services at (909) 748-8108.

**Grading:** Please see the section on University-Wide Academic Standards in your University of Redlands Catalog for a more detailed discussion of the grading system.

Percentage	Numerical Grade	Percentage	Numerical Grade
94-100	4.0	73-75	2.0
90-93	3.7	70-72	1.7
86-89	3.3	66-69	1.3
83-85	3.0	63-65	1.0
80-82	2.7	60-62	0.7
76-79	2.3	0-59	0.0

**Undergraduate Grading System** (see also University of Redlands Course Catalog)

**4.0 or 3.7 (A)**

**Outstanding.** The student displayed exceptional grasp of the material, frequently with evidence of intellectual insight and original thought.

**3.3, 3.0, or 2.7 (B)**

**Excellent.** Work demonstrated a thorough grasp of the material with occasional errors and omissions. Assignments were thoroughly and completely done, with careful attention to detail and clarity and with evidence of intellectual insight.

**2.3, 2.0, or 1.7 (C)**

**Acceptable.** The quality of work was acceptable, meeting minimal course standards but was not exceptional. Performance on examinations and other assignments was satisfactory and demonstrated that the student was keeping up with the material and attending to detail.

**1.3, 1.0, or 0.7 (D)**

**Poor.** The quality of work was not always satisfactory but overall was passing. Assigned work was not always done or, when done, was inadequate. Performance on examinations and other work was generally weak with regard to understanding of subject, proper formulation of ideas, and thoroughness.

**0.0 (F)**

**Failing.** A grade of "F" indicates that the student failed the course. The quality and/or quantity of work was not of college level. A failing grade may be assigned for a variety of reasons such as failure to complete course requirements as outlined in the syllabus, inability to comprehend course material or ineptitude in dealing with it, consistently unsatisfactory performance on examinations and/or assignments, or excessive absences.