

Student Syllabus for CCST 175

I'm a Stranger Here Myself

Winter Term 2003

Classroom: Library 344

Class Times

MW 11:10 – 12:20

F 12 - 1

Instructors:

Petra Crosby [pcrosby@acs.carleton.edu](mailto:pcrosby@acs.carleton.edu) Office: LDC 261, Extension: 5937,

Office Hours: Tuesdays and Thursdays 10-11 am or by appointment

Éva Pósfay [eposfay@carleton.edu](mailto:eposfay@carleton.edu) Office: LDC 353, Extension 4244,

Office Hours: Mondays 1:50-3:00 pm; Wednesdays 3:10-4:20 pm or by appointment

First Day

January 3

Introductions

Course Logistics

Homework for 1/6:

Alfred Schütz *The Stranger: An Essay in Social Psychology*  
pp. 81-94, 317, 281

Robert Tisdale *At Home in the Midwest*

Rolf E. Muuss *Marcia's Expansion of Erikson's Theory of Identity Formation* pp. 260-270

Erikson's Stages of Development

Week 1

January 6

Definitions of the "Other"

Tisdale, Schuetz, Erikson

Homework for 1/8:

John McLeod *Beginning postcolonialism* pp. 37-40, 44-46

Edward Said *Orientalism* pp. 87-91

Familiarize yourself with handout (literary terms and definitions)

January 8

Cultural Identity and Perspectives on "Otherness"

Home as "cultural identity," exile, Said, McLeod

Homework for 1/10:

Gauguin *Noa Noa* pp. 1-40

January 10

"The Stranger," perspectives on cultural identity

Homework for 1/13:

*Noa Noa* pp. 40-65

Week 2

January 13

"The Stranger," "Otherness"

Homework for 1/15:

Milton Bennett *Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity* pp. 21-41

Julio Ramón Ribeyro *Alienation* pp. 23-33

January 15

Developmental Model of Intercultural Sensitivity (DMIS)

Ethnocentric Stages: Denial and Defense

Ribeyro: DMIS model applied to *Alienation*

Homework for 1/17:

Milton Bennett *Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity* pp. 41-46

Find examples in print media reflecting ethnocentrism

Reflect on your own cross-cultural experiences from the DMIS perspective and be prepared to discuss them in class

Group 1: post questions on J. Bennett and Conrad on Caucus by 1/17 midnight

Answers to Group 1 questions to be posted on Caucus by 1/19 midnight

January 17

DMIS: Minimization

**Homework for 1/20:**

Janet Bennett *Transition Shock: Putting Culture Shock in Perspective* pp. 215-223

Joseph Conrad *An Outpost of Progress* pp. 183-202

**Week 3**

January 20

Culture and Transition Shock I

**Homework for 1/22:**

Be prepared to discuss your own experiences with culture and transition shock (give specific examples if possible)

Individual Paper (3-4 pages) Due: 1/27

Please address all 4 points in your paper

1. Identify an intercultural issue in your assigned film
2. Discuss how it is portrayed and give specific examples
3. Describe how it relates to your personal experience
4. Incorporate specific primary and secondary sources (i.e. Milton Bennett's DMIS model. Literary texts read for class and rhetoric of colonial discourse)

Group Report: post on Caucus by 1/26 (midnight)

1. Discuss how cultural diversity has shaped your group discussion
2. Be prepared to discuss Caucus questions in class on 1/27

Small group film viewing (1 film and groups to be assigned)

Films can be watched at group's convenience: No class on 1/24

January 22

Culture and Transition Shock II

January 24

NO CLASS: free for film viewing

**Homework for 1/27:**

G.S. Sharat Chandra *Saree of the Gods* pp. 65-70

Gary R. Weaver *Understanding and Coping with Cross-Cultural Adjustment Stress* pp. 187-204

**Week 4**

January 27

**Film Paper due**

Ethnocentrism Review

Weaver and Chandra

Introduction to Ethnorelative Stages

**Homework for 1/29 :**

Milton Bennett *Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity* pp. 46-59

Barker & Galasinski *Cultural Studies and Discourse Analysis* pp. 28-30

Group 2: post questions on M. Bennett and Kaplan on Caucus by 1/29 midnight

Answers to Group 2 questions to be posted on Caucus by 1/30 midnight

January 29

Ethnorelative Stages: Acceptance and Adaptation

Bennett, Barker & Galasinski

**Homework for 1/31:**

Milton Bennett *Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity* pp. 59-71

Alice Kaplan *French Lessons: a Memoir* pp. 45-58

Be prepared to discuss in class where you think you are placed on the DMIS; give specific reasons and examples. Relate your personal experiences to readings, both fiction and theory.

January 31

Integration

Role of Language in cross-cultural integration

Kaplan, Bennett

**Homework for 2/3:**

Ruth Praver Jhabvala *Disinheritance* pp. 319-330

**Week 5**

February 3

Intercultural Communication Theory  
Transition as Adjustment  
Jhabvala  
Introduction to Interview Project

**Homework for 2/5:**

**Shelley Smith *Identity and Intercultural Communication Competence in Reentry* pp. 304-314**

**Prepare and bring to class 8-10 questions for interview, referring to intercultural issues, such as transition, identity, culture shock.**

**Use Shelley Smith's article on identity and intercultural communication competence to frame your questions**

**Set up interview time and transportation**

February 5

Intercultural Communication Theory

**Introduction of Major Group Project:**

**Outline due: 2/17**

**Last day to turn in individual papers no later than 3/10, but papers may be turned in during week 8 and 9**

**Group Project Poster session due 3/10**

**Select an intercultural issue or topic to be explored by group**

- 1. In addition each member of the group will write a paper explicating the project process and personal reflections**
- 2. The group will present a poster session summarizing the project**

**Homework for 2/7:**

**Do interview**

**3-4 page individual paper, due 2/12; please include:**

- 1. Questions asked and brief summary of answers (give direct quotes which reflect the voice of the interviewee)**
- 2. To what extent does the conversation/interview inform specific points in Smith's model? Please give reasons for why/why not.**
- 3. Physical description of home and how it reflects interviewee's cultural identity**
- 4. How is "home" as cultural identity portrayed in two (2) of the fiction texts read so far; please be specific**

**Craig Storti *Coming Home* pp. 1-43; 63**

**Paulino Lim, Jr. *Homecoming* pp. 90-96**

February 7

Homecoming, Reentry and Identity Issues  
Storti and Lim

**Homework for 2/12:**

**Paul Theroux *Yard Sale* pp. 273-280**

**Milan Kundera *The Great Return* pp. 96-105**

**ENJOY MIDTERM BREAK!!!**

**Week 6**

February 10

Midterm Break

February 12

**Interview Paper due**

Kundera and Theroux

**Homework for 2/14:**

**Formulate 5 questions about Third Culture Kids (TCK) using the readings**

**Kathleen A. Finn Jordan *Third Culture Persons* pp. 242-249**

**David Pollock and Ruth E. Van Reken *Erika's Story* pp. 5-17**

February 14

Multiple Reentries

Outside Panelists discussing their experiences as TCK

**Homework for 2/17:**

**Janet M. Bennett *Cultural Marginality: Identity Issues in Intercultural Training* pp. 109-135**

Achy Obejas *We Came All the Way from Cuba So You Could Dress Like This?* pp. 209-224

Outline of major group project

**Week 7**

February 17

**Major Group Project Outline due**

Cultural Marginalities

Bennett, Obejas

**Homework for 2/19:**

**Review DMIS Model**

**Evans et al. *Perry's Theory of Intellectual and Ethical Development* pp. 130-133**

**Czeslaw Milosz *Notes on Exile* pp. 36-40**

**Group 3: post questions on *Zenzele* pp. 1-71 on Caucus by 2/19 midnight**

**Answers to Group 3 questions to be posted on Caucus by 2/20 midnight**

February 19

Intercultural Competencies

Perry, Milosz

**Homework for 2/21:**

**Nozipo Maraire *Zenzele* pp. 1-71**

**John McLeod *Beginning postcolonialism* pp. 205-222**

**Group 4: post questions on *Zenzele* pp. 71-133 and McLeod on Caucus by 2/21 midnight**

**Answers to Group 4 questions to be posted on Caucus by 2/23 midnight**

February 21

*Zenzele*

McLeod Diaspora

**Homework for 2/24:**

**Nozipo Maraire *Zenzele* pp. 71-133**

**Week 8**

February 24

*Zenzele*

**Homework for 2/26:**

**Nozipo Maraire *Zenzele* pp. 133-194**

**View film: Mweze Ngangura, *Pièces d'Identités* (1999)**

**Group 5: post questions on *Pièces d'Identités* on Caucus by 2/26 midnight**

**Answers to Group 5 questions to be posted on Caucus by 2/27 midnight**

February 25  
(Tuesday)

**Film showings, 7 and 9 PM, LDC 104 (94 min.)**

February 26

*Zenzele*

*Pièces d'Identités*

**Homework for 2/28:**

**Eva Hoffman *Lost in Translation* pp. 3-52**

February 28

*Lost in Translation*

**Homework for 3/3:**

**Eva Hoffman *Lost in Translation* pp. 52-95**

**Group 6: post questions on Hoffman pp. 99-164 on Caucus by 3/3 midnight**

**Answers to Group 6 questions to be posted on Caucus by 3/4 midnight**

**Week 9**

March 3

**Hoffman in-class commentary during this week**

*Lost in Translation*

**Homework for 3/5:**

**Eva Hoffman *Lost in Translation* pp. 99-164**

March 5

*Lost in Translation*

**Homework for 3/7:**

**Eva Hoffman *Lost in Translation* pp. 167-280**

March 7

Cultural Identity and Language

*Lost in Translation*

**Last Day**

March 10

**Last possible due date for Individual Paper on Major Group Project  
Group Project Poster Session due  
Poster Session in LDC**

**Course Objectives**

- Provide a course within the CCST concentration that focuses on intercultural transitions and intercultural competence, using theory and practice.
- Introduce students to theories and models of culture shock, transitions, reentry, cultural identity, and intercultural competence.
- Test the theories and models, using students' own experiences, case studies, and narratives found in literature, media, and interviews.
- Apply the theories and models in new intercultural encounters on campus and in the wider community

**Course Expectations and Evaluations**

Using students' intercultural experiences as preliminary evidence, along with the literary evidence, we will expect students to treat the class discussions as confidential.

Class participation is important. If students know they will have to miss a class, they must inform one of the instructors BEFORE the class meets.

Students are responsible to bring ALL assigned materials to class

**Grading:**

Participation		25%
Film Paper, due 1/27	(3-4 pages)	15%
Film Group Report, due 1/27	(1 page)	0%
Interview Paper, due 2/12	(4 pages)	20%
In-class written commentary on Hoffman		5%
Major Group Project		
Individual Paper, due no later than 3/10	(8-9 pages, not to exceed 9)	25%
Group Project Poster Session, due 3/10		10%