

**Cross-Cultural Studies 175: "I'm a Stranger Here Myself"**  
**Winter 2004 – Carleton College**

**Course readings**

Arana, Marie. "American Chica." Unrooted Childhoods: Memoirs of Growing Up Global. Eds. Faith Eidse and Nina Sichel. London: Nicholas Brealey Publishing; Yarmouth, ME: Intercultural Press, 2004. 297-305.

Bennett, Janet M. "Cultural Marginality: Identity Issues in Intercultural Training." Education for the Intercultural Experience. Ed. R.M. Paige. Yarmouth, ME: Intercultural Press, 1993. 109-135.

---. "Transition Shock: Putting Culture Shock in Perspective." Basic Concepts of Intercultural Communication: Selected Readings. Ed. Milton J. Bennett. Yarmouth, ME: Intercultural Press, 1998. 215-223.

Bennett, Milton J. "Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity." Education for the Intercultural Experience. Ed. R.M. Paige. 2<sup>nd</sup> edition. Yarmouth, ME: Intercultural Press, 1993. 21-71.

Chandra, G.S. Sharat. "Saree of the Gods." On Being Foreign. Culture Shock in Short Fiction. Ed. Tom J. Lewis and Robert E. Jungman. Yarmouth, ME: Intercultural Press, 1986. 65-70.

Desai, Anita. "Various Lives." Lives in Translation: Bilingual Writers on Identity and Creativity. Ed. Isabelle de Courtivron. Palgrave Macmillan, 2003. 11-17.

Evans, Nancy J., Deanna S. Forney, and Florence Guido-DiBrito. "Perry's Theory of Intellectual and Ethical Development." Student Development in College: Theory, Research and Practice. San Francisco, CA: Jossey-Bass Inc., 1998. 130-133.

Gauguin, Paul. Noa Noa. The Tahitian Journal. Trans. O.F. Theis. New York: Dover Publications, 1985.

Hoffman, Eva. Lost in Translation: A Life in a New Language. Penguin Books, 1989.

Jhabvala, Ruth Praver. "Disinheritance." Altogether Elsewhere. Writers on Exile. Ed. Marc Robinson. San Diego, New York, London: Harcourt Brace & Company, 1994. 319-330.

Jordan, Kathleen A. Finn. "Third Culture Persons." Culture, Communication and Conflict: Readings in Intercultural Relations. Needham Heights MA: Simon and Schuster, 1998. 242-249.

Kaplan, Alice Yaeger. "Boarding School in Switzerland." French Lessons: A Memoir. Chicago: University of Chicago Press, 1993. 45-58.

Kim, Young Yun. Becoming Intercultural: An Integrative Theory of Communication and Cross-Cultural Adaptation. Thousand Oaks, London, New Delhi: Sage Publications, 2001. 4-10.

Kundera, Milan. "The Great Return" *The New Yorker*. May 20, 2002. 96-105.

Lim, Paulino, Jr. "Homecoming." Global Cultures. A Transnational Short Fiction Reader. Ed. Elisabeth Young-Bruehl. Wesleyan UP, 1994. 90-96.

Maraire, Nozipo. Zenzele: A Letter for My Daughter. New York, NY: Dell Publishing, 1996.

McLeod, John. Beginning postcolonialism. Manchester and New York: Manchester University Press, 2000. 37-40, 44-46. 205-222.

Muuss, Rolf E., "Marcia's Expansion of Erikson's Theory of Identity Formation." Theories of Adolescence. Ed. Rolf E. Muuss. 6<sup>th</sup> ed. McGraw-Hill, 1996. 260-270.

Pavlenko, Aneta. "'In the world of the tradition, I was unimagined': Negotiation of identities in cross-cultural autobiographies." International Journal of Bilingualism 5,3 (September 2001): 317-344.

Pollock, David C. and Ruth E. Van Reken. "Where is Home? Erika's Story." Third Culture Kids: Growing Up Among Worlds. Yarmouth, ME: Intercultural Press, 2001. 5-17.

Ribeyro, Julio Ramón. "Alienation." On Being Foreign. Culture Shock in Short Fiction. Ed. Tom J. Lewis and Robert E. Jungman. Trans. Dianne Douglas. Yarmouth, ME: Intercultural Press, 1986. 23-33.

Said, Edward. "Orientalism." The Post-Colonial Studies Reader. Ed. Bill Ashcroft, Gareth Griffiths and Helen Tiffin. 5<sup>th</sup> Edition. London and New York: Routledge, 2001. 87-91

---. "Reflections on Exile." Reflections on Exile and Other Essays. Cambridge, MA: Harvard UP, 2000. 173-186.

Schütz, Alfred. "The Stranger: An Essay in Social Psychology." German Sociology. Ed. Uta Gerhardt. New York: Continuum, 1998. 81-94.

Smith, Shelley L. "Identity and intercultural communication competence in reentry." Readings in Intercultural Contexts. Ed. J. Martin Nakayama and L. Flores. Mountainview, CA: Mayfield Publishing, 1998. 304-314.

Theroux, Paul. "Yard Sale." On Being Foreign. Culture Shock in Short Fiction. Ed. Tom J. Lewis and Robert E. Jungman. Yarmouth, ME: Intercultural Press, 1986. 273-280.

"What's Up with Culture?" at <http://www3.uop.edu/sis.culture.index.htm>

- 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. Read the assigned module chapters. Be prepared to discuss the main issues in class. <http://www3.uop.edu/sis/culture/index.htm>
- 1.6 Communication Across Cultures, What are They Trying to Say?**  
**1.6.1 The Body Speaks**  
**1.6.2 Public and Private Spaces**
- February 6      **Topic: Nonverbal Communication**  
 Intercultural Communication Theory  
Introduction of Final Project:  
 Short abstract about final project due: 2/18  
Homework for 2/11:  
 Paulino Lim, Jr. *Homecoming* pp. 90-96  
 Read the assigned module chapters. Be prepared to discuss the main issues in class <http://www3.uop.edu/sis/culture/index.htm>
- 2.3 Back Home: Neither Here nor There**  
**2.3.1 Returning Home**  
**2.3.2 If you have returned home from abroad**  
**2.3.3 Ten Top Tips**  
**2.3.4 Ten Top Challenges**  
**2.4 What Did you Learn Abroad?**  
**2.4.1 Seventy-Five Long-term Outcomes**  
**2.5 Say No to Shoe-boxing**  
**2.5.1 Twelve Tips for Welcoming Returnees Home**  
**2.5.2 Remaining Time in School**  
 3-4 page individual paper, due 2/13; 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.
- Week 6**  
 February 9      Midterm Break; no class  
 February 11      **Topic: Homecoming, Reentry and Identity Issues**  
 Lim  
Homework for 2/13:  
 Paul Theroux *Yard Sale* pp. 273-280  
 Milan Kundera *The Great Return* pp. 96-105
- February 13      **Topic: Third Culture Kids and Multiple Cultural Identities**  
 Interview Paper due  
 Kundera and Theroux  
Homework for 2/16:  
 Formulate five questions about Third Culture Kids (TCK) using readings  
 Kathleen A. Finn Jordan *Third Culture Persons* pp. 242-249  
 David Pollock and Ruth E. Van Reken *Erika's Story* pp. 5-17
- Week 7**  
 February 16      **Topic: Multiple Reentries**  
 Outside Panelists discussing their experiences as TCK  
Homework for 2/18:  
 Janet Bennett *Cultural Marginality: Identity Issues in Intercultural Training* pp. 109-135  
 Marie Arana *American Chica* pp.297-305
- February 18      **Topic: Cultural Marginalities**  
 J. Bennett and Arana  
 Final Project Abstract due  
Homework for 2/20:  
 Review DMIS Model

Evans et al. *Perry's Theory of Intellectual and Ethical Development*  
pp. 130-133  
Edward Said *Reflections on Exile* pp. 173-186

February 20    **Topic: Intercultural Competencies**  
Perry, Said  
**Homework for 2/23:**  
Nozipo Maraire *Zenzele* pp. 1-71  
John McLeod *Beginning Postcolonialism* pp. 205-222

**Week 8**

February 23    **Topic: Intercultural transitions and Diaspora**  
*Zenzele*  
McLeod, Diaspora  
**Homework for 2/25:**  
Nozipo Maraire *Zenzele* pp. 71-133

February 25    *Zenzele*  
**Homework for 2/26:**  
Nozipo Maraire *Zenzele* pp. 133-194  
View film: Mweze Ngangura, *Pièces d'Identités* (1999)

February 26    **Film showings: 7 and 9 PM, LDC 104 (94 min.)**  
February 27    **Topic: Applying theories and models to:**  
*Zenzele*  
*Pièces d'Identités*  
**Homework for 3/1:**  
Eva Hoffman *Lost in Translation* pp. 3-52

**Week 9**

March 1        *Lost in Translation*  
**Homework for 3/3:**  
Eva Hoffman *Lost in Translation* pp. 52-95

March 3        *Lost in Translation*  
**Homework for 3/5:**  
Eva Hoffman *Lost in Translation* pp. 99-164

March 5        *Lost in Translation*  
**Homework for 3/8:**  
Eva Hoffman *Lost in Translation* pp. 167-280

**Week 10**

March 8        *Lost in Translation*  
March 10       **Last possible due date for Final Project**  
**Individual Presentations**

**Course Expectations**

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.

Syllabus for CCST 175  
**I'm a Stranger Here Myself**

Winter Term 2004  
MW 11:10 – 12:20, F 12 – 1

**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.

**Week 1**

January 5

**Introductions**

Course Logistics

**Homework for 1/7:**

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

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

**Erikson's Stages of Development**

January 7

**Topic: the "Other"**

Schütz, Erikson

**Homework for 1/9:**

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

Edward Said *Orientalism* pp. 87-91

January 9

**Topic: Cultural Identity and Perspectives on "Otherness"**

Said, McLeod

**Homework for 1/12:**

**Gauguin *Noa Noa* pp. 1-40**

**Week 2**

January 12

**Topic: Cultural Identity and "The Exotic Other"**

Perspectives on Cultural Identity

**Homework for 1/14:**

***Noa Noa* pp. 40-65**

January 14

**Topic: Cultural Identity and Intercultural Sensitivity**

**Homework for 1/16:**

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

**Julio Ramón Ribeyro *Alienation* pp. 23-33**

January 16

**Topic: Developmental Model of Intercultural Sensitivity (DMIS)**

Ethnocentric Stages: Denial and Defense

Ribeyro

**Homework for 1/19:**

**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.

Small Group 1: prepare one question for class discussion on Monday

**Week 3**

January 19

**Topic: DMIS**

**Homework for 1/21:**

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

- January 21      **G.S. Sharat Chandra Saree of the Gods pp. 65-70**  
**Topic: Culture and Transition Shock I**  
 J. Bennett  
 Chandra  
**Homework for 1/23:**  
 Read the assigned module chapters and do the online exercises. Be prepared to discuss the main issues in class.  
<http://www3.uop.edu/sis/culture/index.htm>  
 1.6.3 Communication styles  
 1.6.4 Intensity Factors  
 1.7 Surprises and Shocks  
 1.7.1 Common Reactions  
 1.7.2 The Four Levels of Cultural Awareness  
 1.7.3 Transition Tips  
 Film Viewing  
 Individual Paper (3-4 pages), due: 1/28  
 1. Identify an intercultural issue in your assigned film  
 2. Discuss how it is portrayed  
 3. Incorporate specific secondary sources (i.e. M. Bennett's DMIS model, rhetoric of colonial discourse, etc.)  
 4. Describe how it relates to your personal experience
- January 23      **Topic: Culture and Transition Shock II**  
 "A Different Place" Video
- Week 4**
- January 26      **NO CLASS: free for film viewing**  
**Homework for 1/28:**  
 Young Yun Kim *Becoming Intercultural* pp. 4-10
- January 28      **Topic: DMIS ethnorelative stages**  
**Film Paper and Group Report due**  
 Ethnocentrism Review  
 Introduction to Ethnorelative Stages  
 Visitor: Peace Corps Volunteer Returnee  
**Homework for 1/30 :**  
 Milton Bennett *Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity* pp. 46-59  
 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 30      **Topic: DMIS Ethnorelative Stages: Acceptance and Adaptation**  
 M. Bennett, Kaplan  
**Homework for 2/02:**  
 Milton Bennett *Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity* pp. 59-71  
 Aneta Pavlenko "In the world of tradition, I was unimagined": *Negotiation of identities in cross-cultural autobiographies* pp. 317-344
- Week 5**
- February 2      **Topic: Role of Language in cross-cultural integration**  
 Pavlenko, M. Bennett  
**Homework for 2/4:**  
 Ruth Praver Jhabvala *Disinheritance* pp. 319-330  
 Anita Desai *Various Lives* pp. 11-17
- February 4      **Topic: Intercultural Communication**  
 Jhabvala, Desai  
 Introduction to Interview Project  
**Homework for 2/6:**  
 Shelley Smith, *Identity and Intercultural Communication Competence in Reentry* pp. 304-314

**CIEE Conference, Santa Fe, November 10-12<sup>th</sup>, 2004**

“Follow-Up Courses for Study Abroad Returnees: Problems and Possibilities”

Thursday, November 11<sup>th</sup>, 2004, 3:30-4:45 PM

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**Cross Cultural Studies Concentration 175: I'm a Stranger Here Myself**

[www.acad.carleton.edu/curricular/CCST](http://www.acad.carleton.edu/curricular/CCST)

**Course description:**

*Designed for students who are returning from off-campus studies or who have lived abroad, or for anyone who has had the experience of being an outsider, this course will explore theories and models of intercultural competence and intercultural transition. Using the intercultural experiences of the students in class as preliminary evidence, the course will develop a vocabulary and theories about the nature of intercultural contact and then test their usefulness by applying them to the analysis of specific historical and literary evidence.*

**Course outcomes:**

*Upon completion of this course, students will be able to:*

1. Describe transition theories, intercultural competence, developmental models of intercultural sensitivity and identity development, and homecoming and reentry in an intercultural context.
2. Identify their own cultural values and characteristics, and compare them with others from different cultural backgrounds.
3. Differentiate between stereotypes, generalizations, cultural norms and values, and verbal and non-verbal communication.
4. Analyze the literary evidence in the context of intercultural theories.
5. Apply their understanding of intercultural theories to the literary evidence and to new intercultural interactions in the classroom and the wider community.

**Highlights of the course:**

1. Practice-to-theory-to-practice pedagogy.
2. Students' backgrounds and experiences; half of the students are international, the other half are U.S. Americans who have studies abroad, are Third Culture Kids, and/or are first-generation students.
3. Teaching team; 2 instructors with diverse ethnic and academic backgrounds.
4. Intentional intercultural interactions; among students – group discussions, film groups, and projects; and in the community – dinners, interviews, panel discussions, and community-oriented group projects.
5. Primary texts and narratives vary with instructors' discipline; intercultural theories remain constant.

**Additional food for thought:**

Yershova, Yelena, Joan DeJaeghere, and Josef Mestenhauser. “Thinking Not as Usual: Adding the Intercultural Perspective.” Journal of Studies in International Education, 4, spring 2000.

Students should be explicitly and purposefully prepared to be cultural learners, as well as critical and comparative thinkers in culturally diverse environments. They should be taught how to integrate their knowledge across the disciplinary and cultural contexts, to expand their skills beyond specific tasks or issues, to see culture's influence on their own thinking, beliefs, values, and assumptions, and to discern the cultural programming of others. (67)