UN 3404-05 Cultural Immersion/Language Immersion
Pavlis Institute for Global Technological Leadership
Tuesday/Thursday 8:00 a.m.-12:30 p.m. May 10 - June 18, 2011
Room: 131 Fisher

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Course Description: Gain familiarity with the nuances and complexity of cultural diversity. Attain heightened understanding of cultural diversity through in-context language acquisition.

Course Goals:
* Gain an understanding of how culture and language work and how to approach a new culture
* Gain familiarity with the culture of Argentina
* Develop language phrases in Spanish
* Develop communication strategies to work productively and comfortably as a group in a new cultural environment

Required Resources:
* Other readings will be provided. See Bibliography.

Course Expectations
To get a satisfactory grade in these courses, you will be expected to:
• attend every class session
• do all required reading
• turn in all required assignments by the required dates
• participate in class discussion

The final grade is determined as follows:
In class reading response papers 15 points each
Culture discussion leader 20 points each
Three Reflection essays 40 points each
Final Project/presentation 40 points
Final Essay 40 points
Attendance/Participation 15 points/class
Culture Discussion Leader
Each student is responsible for leading a discussion on an assignment from Culture Smart. Students will choose a chapter from the Culture Smart! Series, Argentina: The essential guide to customs & culture and bring in questions/issues to discuss. Be prepared to summarize the group’s discussion for the class.

On-line Newspaper Discussion
For each class session, students will be report on a current event from Buenos Aires Herald online www.buenosairesherald.com.

Argentina: A Traveler’s Literary Companion and other readings as provided
We will read short stories written by Argentine authors, excerpts from Basic Concepts of Intercultural Communication, Travel as a Political Act and The World Awaits and others (see bibliography). We will also read essays by or about people who have traveled, studied and worked in other cultures. To ensure an in-depth class discussion, bring print outs of the readings to class or a laptop. For each reading that is assigned, locate a passage to share with the class that you find useful, interesting or surprising, or that sheds light on your preparations for Argentina or for your role as a leader.

Reading Responses
Responses should be typed, double-spaced and two full pages (or more) in length.
Consider the following questions:
• What did you learn about culture from the readings, class discussion and language lessons?
• What did you learn about yourself?
• How does what you read help you think about/prepare for your trip to Argentina?
• How does the reading inform your thinking on your role as a leader?
You might also write about what you liked about the readings, what confused you or what you’d like to know more about.

Final Project
As a group, you will prepare a resource for IGTAAP (a program for international graduate students at Michigan Tech to work on communication and cultural understanding). This resource should allow students and coaches to share cultures and learn from each other.

Final Essay
Write a final reflection to pull together what you have learned about culture and language from the readings and class discussions. Please make reference to specific readings or ideas that most strongly impressed you and how you have progressed in your thinking about your trip or what you most want to keep in mind. Also, connect what you have learned to what you have learned in your other summer courses. You could conclude with how this knowledge will inform your stay and work in Argentina.

Culture/Language Journal
Prepare a notebook to keep track of what you want to remember from class discussions and what you are learning in Argentina. Use your journal as a place to take notes that facilitate communication among group members when challenges arise.

ADA Notice: MTU complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act of 1990 (ADA). If you have a disability and need a reasonable accommodation for equal access to education or services at MTU, please call Dr. Gloria Melton, Dean of Students, 487-2212. For other concerns about discrimination, you may contact our advisor, department chair, or the Affirmative Action Office at 487-3310.
## UN 3404-3405 Syllabus

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<thead>
<tr>
<th>Week</th>
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<th>Discussion</th>
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| 1    | Tues. 5/10 | Introduction/Course Description and Syllabus  
“Culture is Ordinary” by Raymond Williams  
General Advice to Students from Sarah Wheeler  
**Language:** introductions, experiences  
Assignment: Read “Intercultural Communication: A Current Perspective  
Read *Culture Smart* Introduction and Chapter 1: Land and People pages 8-21  
Read “The Tourist” in *A Traveler’s Literary Companion*  
**Thurs. 5/12**  
“Intercultural Communication: A Current Perspective”  
25 Tips for Peace Corps Volunteers  
**Guest:** Durga Pokharel -- Nepal  
**Language:** asking questions, weather, geography, directions  
Assignment: Read *How to Travel as a Political Act*, Introduction and pages 2-23  
Read: *Culture Smart* Chapter 1: Land and People pages 22-51  
Write a reading response |
| 2    | Tues. 5/17 | History of Argentina/How to Travel as a Political Act  
**Guest:** Tery Wattanaprayoon -- Thailand  
**Language:** money, shopping, articles, gender  
Assignment: Read “Tripping Through Thailand”  
Read *Culture Smart* Chapter 2: Values and Attitudes pages 52-63  
Read “For All Eternity” in *A Traveler’s Literary Companion*  
**Thurs. 5/19**  
Values and Attitudes  
**Guest:** Hwi Yong Lee -- Korea  
**Language:** descriptions, family, adjectives, adverbs  
Assignment: Read “Culture: A Perceptual Approach”  
Read *Culture Smart* Chapter 3: Festivals and Customs pages 64-71  
Read “Choco” in *A Traveler’s Literary Companion* |
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<tr>
<td>3</td>
<td>Tues. 5/24</td>
<td>Festivals and Customs</td>
<td>Read “The Madwomen at the Plaza de May” pages 429-439</td>
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<td>Write a reading response</td>
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<td>Read <em>Culture Smart</em> Chapter 4: Making Friends pages 72-81</td>
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<td>Read “The Blessing” in <em>A Traveler’s Literary Companion</em></td>
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<td>Thurs. 5/26</td>
<td>Making Friends</td>
<td>Read: “Time Talks with an Accent” in <em>A Geography of Time</em></td>
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<td>Write Culture Smart Chapter 5: Daily Life pages 82-93</td>
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<td>Language: formal, informal, interviews, describing yourself</td>
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<td>4</td>
<td>Tues. 5/31</td>
<td>Daily Life</td>
<td>Read “Soccer and Masculinity” pages 519-524</td>
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<td>Language: actions, daily routines</td>
<td>Read <em>Culture Smart</em> Chapter 6: Time Out pages 94-117</td>
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<td>Read “The Desert” in <em>A Traveler’s Literary Companion</em></td>
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<td>Thurs. 6/2</td>
<td>Time Out</td>
<td>Language: groceries, clothes, colors, likes and dislikes</td>
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<td>Read “Improvisation in a Persian Garden” in <em>Peripheral Visions</em></td>
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<td>Read “Arrowheads” in <em>A Traveler’s Literary Companion</em></td>
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<td>Read <em>Culture Smart</em> Chapter 7: Travel, Health and Security pages 118-132</td>
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<td>Tues. 6/7</td>
<td>Travel</td>
<td>Language: transportation, directions</td>
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<td>Read “Sikkimese Lessons”</td>
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<td>Read “Letter from Punta del Este in <em>A Traveler’s Literary Companion</em></td>
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<td>Read <em>Culture Smart</em> Chapter 7: Security page 132-133 and hand-outs on Safety</td>
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<td>5</td>
<td>Thurs. 6/9</td>
<td>Health and Safety</td>
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<td>Language: health, illness, ser-estar, telling and emotions</td>
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<td>Assignment:</td>
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<td>Read “Transition Shock: Putting Culture in Perspective”</td>
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<td>Read “The Boundless River” in A Traveler’s Literary Companion</td>
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<td>Read <em>Culture Smart</em> Chapter 9: Communicating pages 146-163</td>
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<td>Write a reading response</td>
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<td>6</td>
<td>Tues. 6/14</td>
<td>“Transition Shock: Putting Culture in Perspective</td>
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<td>Language: media words, past, future, personal pronouns</td>
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<td>Assignment: Finish Final Project</td>
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<td>Write Final Essay</td>
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<td>Read “Homecoming” from <em>Travel as a Political Act</em> pages 196-205</td>
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<td>Read “Why Travel” from The World Awaits pages 1-3 and 7-9</td>
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<td>Read <em>Culture Smart</em>: Conclusion pages 163-164</td>
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**Thurs. 6/16** Present Final Projects, Share Final Essay

*Language: technical words, describing projects, leave taking*

Course Evaluation and Wrap up
“Until you are at home somewhere, you cannot be at home everywhere.” (Bateson)

“Culture hides much more than it reveals and strangely enough, what it hides, it hides most effectively from its own participants.” (Hall 59)

“Awareness of our own culture needs to be complemented by a nonjudgmental stance in which we can easily separate what we see from our interpretation and evaluation of that event.” (Bennet 220)

Resources on Argentina:
Dorwick, Thalia et al. Que tal? An Introduction

Bibliography