Multilingual and Multicultural Studies - International Education
Study Abroad Program,
Hong Kong and Shanghai, China, July 5-25, 2015

Intercultural Perspectives on Teaching and Learning
http://steinhardt.nyu.edu/study_abroad/programs/Intercultural_Perspectives#syllabus

Preliminary Syllabus (as of February 2015)

Program Overview

Hong Kong and Shanghai are two of the most developed cosmopolitan cities in China where traditional Chinese culture meets Western culture in all aspects of life including education. Not only are they leaders in China’s economic development in recent decades, both cities have also taken numerous initiatives in educational reform of all kinds.

Offered by the Department of Teaching and Learning, this three-week summer study abroad program provides aspiring educators and practitioners in the education professions with an opportunity to examine (1) the culture, people, education, and society of modern China by studying in two of the country’s most dynamic metropolitan centers, (2) intercultural, international, and intra-regional perspectives on education in China, and (3) foreign or second-language teaching and learning in Hong Kong and Shanghai.

The program is designed for graduate students, teachers, and curriculum specialists in TESOL, bilingual education, foreign language education, international education, English education, social studies, humanities, urban education, educational reform, and intercultural communication. Students interested in learning about traditional and contemporary Chinese cultures should also find this program of relevance. This program also meets one of the area study requirements in International Education.

Teaching and learning activities during our three weeks in Hong Kong and Shanghai include classes and seminars taught by NYU faculty members and lectures by faculty members from local higher education institutions. Students also have the opportunity to do field trips in Hong Kong and Shanghai. In addition to classes, seminars and workshops, program participants may visit local schools, educational institution, NYU Shanghai campus, as well as other specialized educational venues. They will also get to interact with teachers, college students, expatriates working in the local areas, as well as conduct individual field research and case studies.
Courses (see also this program website for the most current listing)

To fulfill the academic requirements of the program, each student is expected to take a combination of two of the following courses for a total of six (6) graduate credits:

LANED-GE 2005 Section 099 (1722) - Intercultural Perspectives in Multilingual, Multicultural Education (3 points)

TESOL-GE 2039 Section 095 (1926) - Advanced Individual Project in Multilingual, Multicultural Studies (3 points)

FLGED-GE 2914 Section 099 (1734) - Workshop in Foreign Language Education (3 points)

LANED-GE 2300 Section 099 (1920) - Independent Study in Multilingual, Multicultural Studies (3 points)

Course objectives

Students are expected to read and understand the following areas of topics, and conduct research in one of those areas:

1. Chinese society, people, and thought: Past and present
2. Education reform in China (e.g., Hong Kong and Shanghai)
3. Teaching and learning of English as a foreign language, Chinese as a native/foreign language, and other foreign languages in China
4. International education and educational exchanges
5. Globalization and its impact on Chinese culture and society
6. College students in China: Life, study, and world view

Requirements

1. Full and active participation in all course-related academic activities including all scheduled classes and group activities in New York City, Hong Kong, Shanghai, and anywhere else the program may visit in China (35%). This includes two required pre-trip classes: Friday, April 10 (5:30-9:00pm; conference room, fifth floor, Pless) and Friday, May 15 (6:00-9:00pm; conference room, third floor, East Building). We place an emphasis on the extent to which you’re prepared for your work and participation in the program on both the academic and logistical levels. We’ll also consider the extent to which you contribute to your classmates’ learning by other means, such as resource sharing and research assistance. ICP stresses participatory membership and active engagement in the program; full residency at the designated ICP hotels with the rest of the group is required.
2. Timely and satisfactory completion of all specific course-related assignments: (a) readings, literature review, and a pre-trip Fieldtrip Study Plan (due by Monday, June 15; 15%) and (b) an individual ICP Field Study Portfolio (due by Saturday, August 16; a total of 50%).

3. While we respect individual rights and freedom, all program participants are required to observe local laws and customs in Hong Kong, Shanghai, and anywhere else the program may visit in China, as well as international laws and customs during transits. Students are expected to cooperate with, be courteous to, and be respectful of their NYU instructors, fellow classmates, guest speakers and local hosts in the program at all times. To ensure proper enrollment management, the students are expected to respond in a timely fashion instructions or otherwise communication from the program’s resident director and instructors, as well as staff members at Steinhardt’s Office of Academic Initiatives and Global Program. Cooperation from the students will be duly appreciated.

**Key Reference Texts in Intercultural Communication Studies**


DeCapua, A., & Wintergerst, A. *Crossing cultures in the language classroom*. Ann Arbor, MI: The University of Michigan Press. [This text focuses more on some intercultural dimensions of teaching and learning in the language classroom.]


Leeds-Hurwitz, Wendy. (1990). Notes in the history of intercultural communication: The Foreign Service Institute and the mandate for intercultural training.” *Quarterly Journal of Speech*, 76, 262-281. [This is a landmark essay on the geo-political and intellectual history of the rise of intercultural communication studies that closely related to contemporary foreign language education.]

**Region-specific References:**


Recommended References:


**See the 2015 ICP Sample Schedule for an overview of what the “days” (or the various academic and intercultural teaching and learning activities) on the trip may be like.**

* See this program’s website (above) for application deadlines. Rolling applications will continue to be considered after the last announced application deadline. Interested students may inquire about space availability.

**Recommended References**

* Students are welcome to suggestion additional references to this list; contact the professor with your recommendations.


Volume II: A Sourcebook and Research Guide.


* Up-to-date references will be provided by the instructors throughout the program’s pre-trip orientation.