NEW YORK UNIVERSITY
STEINHARDT SCHOOL OF CULTURE, EDUCATION AND HUMAN DEVELPMENT

Department of Teaching and Learning
Program in Multilingual/Multicultural Studies

LANED-GE.2005.095
Intercultural Perspective in Multicultural Education
3 credits

January 2015 Inter session
at
Pontificia Universidad Católica Madre y Maestra (PUCMM)
in Santiago, The Dominican Republic

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Class dates:
Two online classes pre-departure
January 2-23 (Santiago)
February 20 -- NYU

Course Description:
This course explores multidisciplinary perspectives on intercultural studies, language learning, and education set in a larger context of an increasingly globalized world. Students examine various definitions of culture; the relationship among culture, language, and identity; and cultural differences and the impact on education. They gain a deeper understanding of themselves and others as they explore how values, norms, practices, and ways of thinking and interpreting the world are shaped by cultural experiences. Because the course is offered in the Dominican Republic, students will experience first hand the complexities of immersion in another language and culture while developing their own intercultural competence. Topics include: (1) cultural norms and values; cultural stereotypes; (2) intercultural competence; (3) cross-cultural communication in and beyond the classroom, including the role of race/ethnicity, social class, and gender; (4) cultural perspectives on school-community relations; (5) culturally responsive pedagogy; and (6) cross-cultural perspectives on parenting and language socialization;

Course Objectives:
1. To achieve a deeper understanding of culture, and the relationship between culture and language.
2. To acquire the ability to observe behaviors in order to draw conclusions based on observation rather than preconceptions.
3. To understand culture membership, enculturation, and the process of becoming socialized into one’s culture and subcultures.
4. To become acquainted with relevant research on culture and cultural behaviors, expectations, values, and norms.
5. To appreciate how culture serves as a filter that prompts the meanings that members of the culture assign to social roles, contexts, and communicative behaviors and how they perceive, interpret, react, or are affected by these.

6. To develop strategies for constructively engaging cultural differences in multicultural and multilingual classrooms.

**Required Reading**

All required readings for the course will be posted on the NYU Classes (NYUCLS) site.

**Other course Requirements**

**Attendance and participation**

You are required to attend two pre-departure orientations at NYU on Friday November 14 and Friday December 5 in East Building 302. The first two classes will take place on the NYUCLS site in late December 2014. You are expected to do the assigned readings for these classes and post your responses to the readings and videos on NYUCLS Forum. All other classes will take place at PUCMM, except the final class, which will take place at NYU on Friday February 20, 2015.

A one-credit Spanish class will be offered by PUCMM to complement this course. Full credit will be given for attendance at all class sessions -- both the NYU and the Spanish class; active participation in class discussions and activities, including pair or group work; and completion of all reading and other assignments on time in the manner specified. Given that this class only meets for three weeks, absences are not allowed, except in the case of illness or extenuating circumstances. You are also required to attend all field trips/tours in the DR as listed in the schedule of activities.

**Postings on NYUCLS**

*All postings on NYUCLS will be graded.* It is especially important that you post responses to your pre-departure readings **no later than midnight on December 30, 2014.** **Late postings will be penalized.** Postings will be evaluated for **content** (they should demonstrate understanding of the readings/videos), **critical thinking** (they should reflect analysis, pose critical questions, discuss key agreements or disagreements with the author, and **quote from the readings to support your points**), and **length** (at least 2 full paragraphs). **Extra credit is given for responding to any of your classmates’ postings.**

**Journals**

Everyone **must** keep a journal in which they write daily critical responses to the readings as well as experiences in the DR. In the NYU classes in the DR, students will be asked to share excerpts from their journals for class discussion. You should include reference to class readings, videos or movies in your journals.

**Equipment**

Students must bring a laptop computer for writing and a digital camera. PUCMM is a fully wired university, so students will have internet access.
Evaluation:
Consistent attendance and participation 10%
NYUCLS postings 15%
Poster presentation 5%
Final Project (e.g. Culture Portfolio, Research Paper, Video, Blog) 40%
Successful completion of Spanish class 30%

Grades:
A 95-100
A- 90-94
B+ 85-89
B 80-84
B- 75-79
C+ 70-74
C 65-69
F Below 65

Grading Criteria for Written Submissions:
- Clear, coherent and organized writing showing an understanding of issues raised, and connecting discourse to readings and class discussions.
- Proper attribution of sources and references if applicable (with papers following appropriate guidelines).

Policy Issues
1. All course requirements must be completed to receive a passing grade in the class.
2. All written materials should be typed in Times Roman 12 point font and double-spaced, with one inch margins unless otherwise noted.
3. All assignments must be completed and submitted on time (electronic or hard copy)
4. Always use APA format to cite all sources and compile your list of references
5. You are responsible for knowing and abiding by the University and Steinhardt issued standards of academic honesty outlined in the student handbook as well as the Steinhardt Statement on Academic Integrity that is posted on NYUCLS under “Course Documents.”

Academic Integrity
Academic integrity is the guiding principle for all that you do; from taking exams, making oral presentations, to writing term papers. It requires that you recognize and acknowledge information derived from others, and take credit only for ideas and work that are yours. You violate the principle of academic integrity when you:
- cheat on an exam;
- submit the same work for two or more different courses without the knowledge and the permission of all professors involved;
• receive help on a take-home examination that calls for independent work;
• “collaborate” with other students who then submit the same paper under their individual names.
• give permission to another student to use your work for a class.
• plagiarize.

Plagiarism, one of the gravest forms of academic dishonesty in university life, whether intended or not, is academic fraud. In a community of scholars, whose members are teaching, learning, and discovering knowledge, plagiarism cannot be tolerated. Plagiarism is failure to properly assign authorship to a paper, a document, an oral presentation, a musical score, and/or other materials, which are not your original work. You plagiarize when, without proper attribution, you do any of the following:
• Copy verbatim from a book, an article, or other media;
• Download documents from the Internet;
• Purchase documents;
• Report from others’ oral work;
• Paraphrase or restate someone else’s facts, analysis, and/or conclusions;
• Copy directly from a classmate or allow a classmate to copy from you.

Students with disabilities
Any student attending NYU who needs an accommodation due to a chronic, psychological, visual, mobility and/or learning disability, or is Deaf or Hard of Hearing should register with the Moses Center for Students with Disabilities at 212 998-4980, 240 Greene Street, www.nyu.edu/csd.

COURSE OUTLINE AND SCHEDULE OF ACTIVITIES

PRE-DEPARTURE:
Orientations (Friday November 14 and Friday December 5)

First two NYU classes in late December on NYUCLS (online discussion)
The following readings will be discussed:

Key: D & W = DeCapua and Wintergerst (2004).
     L & K = Lustig & Koester (2010).

LATE DECEMBER 2014
Class 1 (on NYUCLS)
Introduction to Culture
Readings:
1. D & W chapter 1 – “Introduction to culture” – definitions, enculturation, norms, values, beliefs
2. D & W chapter 2 – “More on culture” - attribution, stereotypes, high/low context cultures
3. Video by Chimamanda Adichie – “The danger of a single story”
Class 2 (on NYUCLS):
History of the DR; Dominican-Haitian Relations; Trujillo; and the Mirabal sisters**
Readings:
1. Lynne Guitar – “History of the Dominican Republic”
4. Dominican-Haitian citizenship issues – NY Times article
5. **Rent and view movie “In the time of the butterflies” – The story of the Mirabal Sisters.

IN THE DR:
Friday January 2
- Arrival in Santiago
- Welcome reception
- Meet host families and go to respective homes

Saturday January 3
- Morning -- Bus tour of Santiago
- Afternoon – Visit to Centro León

Sunday January 4
- Free day with host family

Monday January 5
- Visit to Dajabón Market and Montecristi

Tuesday January 6
- NO CLASSES – RELIGIOUS HOLIDAY

Wednesday January 7
- Placement test for Spanish class: 8:30 a.m. – 12:00 noon
- Lunch: 12:00 – 2:00 p.m.
- NYU class: 2:00 – 4:00 p.m.
  Cultural Patterns and Culture Shock
Readings:
1. D & W chapter 3 – “Culture shock”
3. Video: Excerpt from movie, “Lost in Translation”
- Walking tour of PUCMM campus: 4:30 – 5:30 pm.

Thursday January 8
- Spanish class: 9:00 a.m. – 12:00 noon
- Lunch 12:00 – 3:00p.m.
- NYU class: 3:00 – 5:00 p.m.
Intercultural Competence

Readings:
1. L & K, chapter 3 – “Intercultural communication competence”
2. L & K chapter 8 – “Nonverbal intercultural communication”
3. Video: “Estructura completa”

Friday January 9
- Departure for weekend tour of Santo Domingo & La Romana (morning)
- Stop at Cueva de las Maravillas
- Tour of La Romana; Altos de Chavón
- Lunch
- Leave La Romana for Santo Domingo (afternoon)
- Evening free to explore restaurants, cultural shows, and/or other attractions

Saturday January 10
- Guided tour of La Zona Colonial (morning)
  Includes the following stops:
  Museo Casa Reales
  Fortaleza Ozama
  Alcázar de Colón
  La Catedral Primada de América
- Lunch
- Afternoon: Option to visit the market
- Evening free

Sunday January 11
- Visit National Aquarium
- Return to Santiago
- Afternoon/evening – free time with host family

Monday January 12
- Spanish class: 9:00 am – 12:00 noon
- Afternoon free
- Evening free time (maybe baseball or movie)

Tuesday January 13
- Visit to a public school – 9:00 a.m. – 12:00 noon
- NYU class: 4- 6 p.m

Cross-cultural communication in education; culturally responsive pedagogy

Readings
1. Joshi, Eberly, & Konzal (2005): “Dialogue across cultures: Teachers’ perceptions about communication with diverse families”
3. Video: Dr. Geneva Gay – “Culturally responsive teaching”
Wednesday January 14
- Spanish class: 9:00 a.m – 12:00 noon
- Lunch
- Afternoon: Visit Salomé Ureña School or Padre Emilio orphanage

Thursday January 15
- Visit to Museo Hermanas Mirabal: 9:00 am. – 12 noon
- NYU Class: 4:00 – 6:00 p.m
  **Readings:**
  1. The Mirabal sisters of the Dominican Republic”
  3. Guest speaker: Dr. Lynne Guitar

Friday January 16
- Departure for weekend to Barahona (in the south) via Santo Domingo
- Lunch in Santo Domingo
- Stop in Baní on the way to Barahona

Saturday January 17
- Tours of Bahía de las águilas and Hoyo de Pelempito

Sunday January 18
- Return to Santiago via Santo Domingo
- Stop at Lago Enriquillo on the way to SD

Monday January 19
- Spanish class: 9:00am – 11:00a.m
- Break: 11:00 – 11:30 a.m.
- NYU class: 11:30am. – 1:30p.m.
  **Language, culture, identity, and education**
  **Readings**

Tuesday January 20
- Spanish class: 9:00 a.m – 12:00 noon
- Lunch
- Afternoon: Visit Salomé Ureña School or Padre Emilio orphanage

Wednesday January 21 – NO CLASSES – RELIGIOUS HOLIDAY
Thursday January 22

- Final exam - Spanish class: 9 – 11 am.
- Break: 11:00 – 11:30 a.m.
- NYU Class: 11:30 a.m. – 1:30 p.m.

Societal Roles – Parenting; language socialization

Readings:

- Farewell party: 7:00 p.m.

Friday January 23
- Return to New York

AT NYU:
Friday February 20

- Final class meeting at NYU to reflect on the study abroad experience, and to share highlights from final projects.
- Poster displays and final projects submission.

FINAL PROJECT

You may choose one of the following options for your final project, and follow the guidelines for the option that you choose. If you have an idea for a project that is not listed here, please consult with me for approval. Options for the final project are:

- A Culture Portfolio
- Research Paper based on literature review
- An interview-based research paper
- A service learning-based research paper
- A video or blog

All final projects are due on Friday February 20, 2015. Late projects will be penalized with a lower grade.

Projects may be written in all English, all Spanish, or a combination of the two. If you opt to write in Spanish, it must be comparable to graduate level writing in English.

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Guidelines for creating a Culture Portfolio

A culture portfolio is a collection of a representative sample of your documented experiences of living and learning in another culture. It consists of the following sections:

(1) An introductory page describing and contextualizing the contents of the portfolio
(2) 5-6 selected journal entries (2 typed pages each)
(3) A critically reflective essay (including secondary sources) on one aspect of Dominican culture or language teaching and learning, or intercultural communication (8-10 typed pages)
(4) selected pictures and a cultural artifact

The portfolio is to be a descriptive and critically reflective journaling of your physical, psychological, and sociological experience of traveling to a foreign culture with an unfamiliar language so that you may be better informed to engage in cross-cultural interactions and/or to instruct your immigrant students from that culture. The essay section of your portfolio must incorporate and document references to the course readings and/or other secondary sources (at least 8-10 references)

All written work in the portfolio must be typed double spaced, and reference to the readings must follow the APA format. It can be assembled in a large three-ring binder. Make it as creative and as interesting as you can.

Journals
Please try to write journals daily. Each student must have a laptop computer for writing. In your journals you should document your feelings and experiences in honest and critical ways. Observe, reflect, question, be critical, be creative. It would be helpful to organize your journals in chronological order starting with the pre-departure phase. Below are suggestions for subheadings for your journals and questions you might consider to help you write for each section. You do not have to address each question in each subsection; the questions are only meant to give you ideas for your journals.

The pre-departure phase
- What have you done to prepare for the trip? In terms of logistics…making sure your passport is valid; ensuring your flight and travel arrangements are set.
- Thinking about the DR…what do you already know about the DR? the physical place, the people, the culture, the food, the language, the history?
- What do you expect to learn? What would you want to learn on this trip?
- How do you feel about going the DR? Excited, anxious, uncertain?

Impressions of the DR
- What are your first impressions of the place? Describe the sights, sounds, smells…What surprised you? What did you like? Or didn’t like? Give reasons.

Living language - learning Spanish
- How do you feel being immersed in a Spanish-dominant environment?
• How did you negotiate unfamiliar places and people? What strategies did you use to make yourself understood?
• In what ways does this language learning experience remind you of your own students?
• What phases did you go through learning the language? silent period? Frustration? Language emergence? What challenges did you encounter in learning the language? what strategies did you use to overcome them? Reference class readings.
• What did you think of your Spanish teacher? What strategies and activities did s/he use to teach the language that you found most/least effective?
• How did you feel about the facilities/environment at the university for learning Spanish?

Living with a Dominican family
• What are your first impressions of the family members? Did those impression change over time?
• How do you feel living with a foreign family?
• How do you communicate with the family? What strategies do you use? How do you feel speaking Spanish with them?
• What kinds of behavior do you observe in the family? e.g., patterns of eating, dress, working, sleeping, going to church, etc.
• Describe the home physically? How is it arranged? How is furniture arranged? How is it similar to or different from an American home?
• How does the family communicate? What are their styles of communication? Discourse norms? How much of the family language were you able to understand?
• How does the family get its information? What are the literacy practices in the home? Is it primarily oral or written? What kinds of books, newspapers, written texts are in the home? Who reads what? Is there a computer in the home? How does this compare with your own experience of accessing information?
• If the family has a television, what kinds of shows do they watch?
• What value systems do you infer from the behavior of family members?
• Do many friends and family members visit the home? What does the family do for entertainment?
• What do you observe about gender roles?
• What do you most admire about the family? Why?
• Do you feel comfortable with the family? Why or why not? Do you think they felt comfortable with you? Why or why not?
• How did living with a Dominican family help you to develop intercultural competence?

Observations of the wider Dominican culture
• What does the physical place look or feel like? Comment on the weather, the streets, the buildings.
• What is the transportation system like?
• How did you feel walking on the streets or going into places of business? Why?
• How is business conducted?
• What are some of the most popular foods?
• How do people seem? Friendly?
• How do children dress for school? How are the schools similar to or different from American schools?
• What do you like most/least about the culture?

Educational/Culture Tours
• Which tours did you find most/least beneficial? Give reasons.
• How did you use the Spanish language on the tours?

Leaving/Returning home
• How did you feel as you were leaving?
• Did you feel your expectations were met? Linguistically? Culturally?
• How has the trip informed and changed your attitudes towards language learning and the Dominican culture?
• If you had to change on thing about the trip, what would you have done differently on the trip? Why?

Guidelines for your critical essay

Your essay should critically reflect on your topic; it should have a clear thesis statement. Take a position on the topic, and give evidence from class readings, secondary sources, and your own experience to support your points. Consider some of the following:
State why you chose the topic? What are the main issues surrounding the topic? pros and cons; problems? challenges? conflicting information, theories, opinions or beliefs? what are possible solutions? describe positive and/or negative observations/feelings on the topic, or unresolved feelings, if any. You must list references at the end of your essay.

Pictures and a cultural artifact

• You should take pictures of your favorite places and people. Be as creative as you like. In this section, include a few pictures and label and date them. You can also include some pictures in your journal section if you like.
• Include one cultural artifact that was significant to you, and write one paragraph describing why it was significant to you. Examples of cultural artifacts are:
  A compact disc of merengue music
  A Dominican coin/bill or a shell from the beach
  A local newspaper or a piece of artwork or craft
Research Papers

All research papers described below should be approximately 10 pages, excluding references, integrating references to academic journal articles, books, films, and/or video as your sources. Please use APA style for your references and in-text citations. Information on APA style research papers is available at Bobst Library. If you would like help on how to write a research paper, Bobst Library offers workshops.

Guidelines for your research paper (based on literature review)

(a) Write a research paper on one aspect of Dominican culture in New York and/or in the DR.

This paper should focus on one of the following:

- an exploration of such salient cultural aspects as values, beliefs, attitudes, practices, family structure, or social roles, etc.
- in the case of immigrants, a discussion of the adaptation and/or integration problems this group faces and why.
- an examination of the (possible) impact of these cultural factors and/or influences on the education of this group in mainstream USA and concrete suggestions for facilitating the classroom experience.

OR

(b) Write a research paper on a cultural or ethnic group with a significant presence in the DR, such as Haitians, and address the first two issues listed above.

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Guidelines for interview-based research paper

Conduct a tape-recorded interview with (a) a member of your host-family, OR (b) a PUCMM student, faculty, or staff member, focusing on one or two salient aspects of Dominican culture. You might interview your participant once for about 30 minutes or twice for about 15 minutes each. The interview questions should be targeted to seek answers to a larger question about Dominican culture that has been striking to you based on your readings and your experience there. In writing up your paper, you should quote excerpts from the interview and cite relevant class readings and other secondary sources.

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Guidelines for service learning-based research paper

Spend at least 4-6 hours (over 2-3 visits) engaged in a service learning activity in the DR. Some examples of activities are: (a) volunteering at an orphanage, a health care facility, a community-based organization, a church, a soup kitchen or homeless shelter (b) assisting a teacher in a classroom; (c) tutoring in an after school program or non-school setting. In writing up your paper, discuss why you chose this activity; describe the context (place, people involved, goals) and what exactly you did. Analyze the effectiveness and/or challenges of your activity in light of current research on service learning in that particular area. Feel free to include photos in your paper.

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Guidelines for video or blog

Create a video or blog focusing on one aspect of Dominican culture. If you choose to do a video or blog, it’s best to focus on something that lends itself to visuals and/or sound (e.g. Dominican music or cuisine, or a place of historical/cultural significance). Please note that your video or blog must be professionally done (including high quality images and sound), and must include reference to class readings and other relevant literature.

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POSTER**

Your poster is a visual representation of your final project. You can do your poster in cardboard three-part format (elevated on a table) or on colored paper to be posted on the wall. Your poster should be clear (not cluttered), professionally done, edited, and visually appealing. It should highlight the key sections of your project as follows:

--From culture portfolios (focus theme: why you chose it? excerpts from some journals; key ideas from your critical essay; some photos; picture of cultural artifact; list of references)
-- From literature review research paper (why you chose the topic: what is your thesis?; summaries of research articles/movies reviewed; some photos, if possible; list of references)
-- From interview-based research paper (what aspect of culture you focused on and why; who you chose to interview and why; photo of the person(s) you interviewed; sample of interview questions; key findings; list of references)
-- From service learning-based research paper (why you chose the particular service learning activity; why the particular place; what did you do there? What were some of the challenges and benefits of the activity? some photos; list of references)
-- From your blog (why you chose the topic? key ideas; some photos; list of references)

**Posters will be presented during the final class on Friday February 20, 2015**
Selected Bibliography


**Recommended journals**
- Intercultural Pragmatics
- International Journal of Bilingual Education and Bilingualism
- International Journal of Intercultural Relations
- Journal of Multicultural Discourses
- Language, Culture, and Curriculum
- Language and Intercultural Communication

**Educational videos**
- Geneva Gay – “Culturally Responsive Teaching”
- Sonia Nieto – “Multicultural Education”

**Recommended readings**

**On the DR:**


**Memoirs**


**Movies on the Dominican Republic or Dominicans in New York**
- In the time of the Butterflies (En el tiempo de las mariposas)
- The feast of the goat (La fiesta del chivo)
- Sanky Panky
- Sugar
- Luis Vargas – the Bachata Story
- Washington Heights
Websites on various cultures

www.al-bab.com
Aims to introduce non-Arabs to the Arabs and their culture. Consists mainly of links to other sites and pages on the Internet but also contains some original materials.

www.asiaville.com
Provides extensive access to resources, information, culture, business, news, and more in Asia.

www.lanic.utexas.edu
Latin America Network Information Center which provides a comprehensive set of links to information about Latin America.

www.tckworld.com
This extensive website is dedicated to the support and understanding of Third Culture Kids (TCKs): Military Brats, Missionary Kids, Foreign Service Kids, and others who have lived as children in foreign cultures.

https://irc-inte.ipower.com/InterculturalClassroom.html
In part one, a docudrama, cultures collide in the classroom. Neither the students nor the professor can negotiate the diverse classroom environment; they perceive differences as deficiencies, rather than as wellsprings of cultural variation. Instead of addressing the historical and personal experiences of class members and their accompanying expectations about learning, the class devolves into frustration and conflict. The professor and U.S. students become annoyed and often combative, while many of the international students withdraw in discouragement.

Part two provides an analysis of the incident: the communication patterns, learning styles, and negative perceptions that led to conflict. An interdisciplinary team of experts comment on the behaviors and values expressed in the classroom.

http://www.intercultural.org/about.php
The Intercultural Communication Institute (ICI) is a private, nonprofit foundation designed to foster an awareness and appreciation of cultural differences in both the international and domestic arenas.

Peace Corps video on intercultural gaffes.