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

Department of Teaching and Learning
Program in Multilingual/Multicultural Studies

LANED-GE.2300.095 – Intercultural Perspective in Multicultural Education
3 credits

January 2013 Intersession
at
Pontificia Universidad Católica Madre y Maestra (PUCMM)
in Santiago, The Dominican Republic

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Course dates:
Two online classes pre-departure
January 23 (Santiago)
February 15 -- NYU

Course Description:
In this course students gain a better understanding of themselves and others as they explore how values, norms, and ways of thinking and interpreting the world are shaped by cultural experiences. Because the course is offered overseas, students will experience first hand the language and culture of another country while negotiating intercultural perspectives and developing their own intercultural competence.

Course Objectives:
1. To achieve a deeper understanding of what culture is 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 class NYU Classes (NYUCLS) site.
Other course Requirements

Attendance and participation
You are required to attend two pre-departure orientations at NYU on Friday November 9 and Friday December 7 in the Cochrane Room (East Bldg, 2nd flr). The first two classes will take place on the NYUCLS site in late December 2012. You are expected to do the assigned readings for these classes and post your responses to the readings and videos on NYUCLS. All other classes will take place at PUCMM, except the final class, which will take place at NYU on Friday February 15, 2013.
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.

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, students will be asked to share excerpts from their journals for class discussion. Journals must include reference to class readings, videos or movies in a substantive way.

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%
Term Project (e.g Culture Portfolio, Research Paper, Video, Blog) 50%
Successful completion of Spanish class 30%
Presentation of project 10%

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 12 point font and double-spaced, with one inch margins unless otherwise noted.
3. All assignments must be completed on time and submitted in hard copy. Electronic copies may also be requested.
4. Always use either APA or MLA guidelines and cite all sources.
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](http://www.nyu.edu/csd).

**COURSE OUTLINE AND SCHEDULE OF ACTIVITIES**

**PRE-DEPARTURE:**

*Orientations* (Friday November 9 and Friday December 7)

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 2012**

Class 1 (on NYUCLS)

Welcome, Introduction to Culture

Readings:

D & W chapter 1 – “Introduction to culture”
D & W chapter 2 – “More on culture”
Lynne Guitar – “History of the Dominican Republic”
Video by Chimamanda Adichie – “The danger of a single story”

Class 2 (on NYUCLS):

Essentials of culture and intercultural communication

Readings:

L & K chapter 2 -- “Culture and intercultural communication”
L & K – chapter 3 – “Intercultural communication competence”
Video by Henry Louis Gates, Jr. – “Black in Latin America: Haiti & Dominican Republic”

**Rent and view movie “In the time of the butterflies” – The story of the Mirabal Sisters.**

**IN THE DR:**

**Wednesday January 2**

- Arrival in Santiago
- Welcome reception
- Meet host families and go to respective homes

**Thursday January 3**

- Placement test for Spanish class: 8:30 a.m. – 11:00 a.m.
• Lunch: 11:00 a.m – 1:00 p.m.
• NYU class: 1:00 – 3:00 p.m.

**Cultural Patterns and Culture Shock**

**Readings:**
- D & W chapter 3 – “Culture shock”
- Video: Excerpt from movie, “Lost in Translation”

• Walking tour of PUCMM campus: 3:00 – 4:00 pm.
• Bus tour of Santiago: 4:30 – 6:00 p.m.
• Dinner time free or with host family

**Friday January 4**
- Departure for weekend tour of Santo Domingo (morning)
- Arrival in Santo Domingo
- Lunch
- Visit to Santo Domingo market (afternoon)
- Evening free to explore restaurants, cultural shows, and/or other attractions

**Saturday January 5**
- 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/evening: Exploring Santo Domingo neighborhoods

**Sunday January 6**
- Bus tour of Santo Domingo botanical gardens
- Tour of La Cueva de Los Tres Ojos
- Return to Santiago
- Afternoon/evening – free time with host family

**Monday January 7**
- Spanish class: 9:00 am – 12:00 noon
- NYU Class: 2 - 4 p.m.

**Non-Verbal Communication**

**Readings:**
- L & K chapter 8 – “Nonverbal intercultural communication”
- Albert & Ha (2004): “Latino/Anglo-American differences in attributions to situations involving touch and silence”
Video: “Estructura Completa”
- Afternoon/evening free time (maybe baseball or movie)

**Tuesday January 8**
- Spanish class: 9:00 a.m – 12:00 noon.
- NYU Class: 2 – 4 p.m.
- Cross-cultural communication in education
- **Readings**
  - Joshi, Eberly, & Konzal (2005): “Dialogs across cultures: Teachers’ perceptions about communication with diverse families”
  - Video: Sonia Nieto – “Multicultural Education”

**Wednesday January 9**
- Spanish class: 9:00 a.m. – 12:00 noon
- Free time: 11:00 a.m. – 3:00 p.m.
- Visit to Centro León: 3:00 – 5:00 p.m.
- Dinner/evening free or with host family

**Thursday January 10**
- Visit to Museo Hermanas Mirabal: 9:00 am. – 12 noon
- NYU Class: 3:00 – 5:00 p.m
  - **Reading:**
    - “The Mirabal sisters of the Dominican Republic”

**Friday January 11**
- Departure for weekend tour of Samaná and Los Haitises
- Arrival in Samaná
- Lunch
- Tour of El Barrio Wilmore

**Saturday January 12**
- Tour of Los Haitises

**Sunday January 13**
- Return to Santiago

**Monday January 14**
- Spanish class: 9:00am – 12:00 noon
- NYU Class: 2 – 4 p.m
  - **Societal Roles**
  - **Readings:**
    - Guilamo-Ramos et al. (2007): “Parenting practices among Dominican and Puerto Rican mothers.”
- Afternoon/evening free

Tuesday January 15
- Spanish class: 9:00am – 12:00 noon
- NYU class: 2 – 4p.m.
  **Pragmatics and Communication**
  **Readings:**
  Nakane (2006): “Silence and politeness in intercultural communication in university seminars”
- Afternoon/evening free

Wednesday January 16
- Visit to a public school – 9:00 a.m. – 12:00 noon
- Afternoon/evening free

Thursday January 17
- Spanish class: 9:00 a.m. – 12:00 noon
- Visit to Orphanage: 2 – 4p.m
- Evening free

Friday January 18
- Day trip to Dajabón Market

Saturday January 19
- Free day

Sunday January 20
- Day trip to Jarabacoa

Monday January 21
- National (Religious) Holiday in DR – NO CLASSES

Tuesday January 22
- Final exam Spanish class: 9:00 – 12:30 p.m.
- Evening – **Farewell party:** 7:00 p.m

Wednesday January 23
- Return to New York

AT NYU:
**Friday February 15**
- Final class meeting at NYU to reflect on the study abroad experience, and to share highlights from final projects.
• Final projects presentations and 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 video or blog

All final projects are due on Friday February 15, 2013. 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. The portfolio is to be a descriptive and critically reflective journaling of your experiences beginning with your pre-departure expectations and preparations, your flight to the Dominican Republic (DR), your arrival, day-to-day activities, and your return flight, and your post-travel reflections. Your portfolio must also incorporate and document references to the course readings.

The idea of the portfolio is to document as carefully as possible through journal writing the 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 interaction and/or to instruct your immigrant students from that culture. 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.

Organization
Your culture portfolio will consist of the following:
(1) An introductory page describing and contextualizing the contents of the portfolio
(2) 10-12 selected journal entries of at least one typed page each
(3) selected pictures and a cultural artifact
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.

**Journals must include reference to class readings and videos in a substantive way.**
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 meant as a guide only. Address as many as you can.

**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** (for those taking the Spanish class)
- 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 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?

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 one thing about the trip, what would you have done differently on the trip? Why?

**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

Guidelines for your research paper (based on literature review)

(a) Write a research paper on Dominicans in New York and/or in the DR. You can investigate how the values and/or lifestyles of Dominicans and North Americans differ.

This paper should include some OR all of the following:
• an exploration of such salient cultural aspects as values, beliefs, attitudes, practices, family structure, 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.

This is to be written up as a formal research paper of approximately 10-12 pages, using refereed journal articles and books as your sources. Please use APA or MLA for your references and in-text citations, although APA is preferred for this class. Information on APA or MLA style research papers is posted on Blackboard and is also available at Bobst Library. If you want help on how to write a research paper, Bobst Library offers workshops.

Guidelines for interview-based research paper

Conduct a tape-recorded interview of (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 reference the readings.

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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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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

**Memoirs**


**Movies on the Dominican Republic or Dominicans in New York**

- In the time of the Butterflies
- 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.