CROSS-CULTURAL COMMUNICATION

An experience-based approach to learning and practicing cross-cultural competence for Stanford University School of Education graduate students

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ED208B Curriculum Construction

Winter 2005

Dr. Denise Pope
The Curriculum

This curriculum is the result of ongoing efforts to “internationalize” the Stanford campus. In 2003, international students made up 33.3% of the matriculated graduate student population at Stanford. In our informal interviews, however, we have found that there exists an invisible wall between international and American students, even in the same department. Socialization is an important contributor to academic success, and there currently there is a missed opportunity for all students to take advantage of the rich cultural landscape here at Stanford.

In response, we have developed a curriculum that brings international and American students together in a single classroom setting for the explicit purpose of exploring the role of culture in each student’s academic and personal experience. The students will be made aware of various categories of cultural difference, and explore the application of cultural models to their own daily experience at Stanford.

Audience

This curriculum is designed for first year international and American graduate students at Stanford University School of Education (SUSE). SUSE currently has 358 graduate students; about 12% of which are international students. American students at SUSE come from various different states. Both international and American students have to adjust to a new environment: international students to a new country, American students to a new state, both to a new social role as a student.

Site

Ms. Rania H. Sanford, SUSE Director of Academic Services, agreed to be our “client” and to work with us in developing and potentially implementing the curriculum. Once an international student herself, Ms. Sanford has observed the challenges facing international students and currently is forming a small task force to address issues specific to the SUSE international student community.
Ideology

We pull from John Dewey, Eliot Eisner, and Nell Noddings in order to build a curriculum that will help contextualize the cross-cultural experience that students will have in this course.

Dewey reminds us that, "The belief that all genuine education comes about through experience does not mean that all experiences are genuinely or equally educative." (p. 25) Throughout our curriculum, students will gain skills and tools to interpret cultural evidence in order to transform their day-to-day experiences into educative ones. Dewey also points out that timing is important, and educators should try to assess whether or not the experience can be educative for a particular set of individuals at a given time. The initial arrival period for both international and American students is particularly ripe for introspection and exploration as they attempt to make sense of their new environment. By integrating the students' own prior experiences, and exploring their existing sensibilities about culture, we hope to extend the “experiential continuum” for each student in the course.

As Eisner points out, "the ability to read symbol systems that mediate meaning is critical if meaning is to be secured." (p. 82) We seek to increase the student’s ability to read cultural symbols (rituals, customs, and interaction norms) to make meaning from their daily experience.

Each activity is designed to help the students identify thoughts and feeling regarding their cultural experience and then represent them in various ways, which makes it possible to reflect and change one’s thinking. Through discussion and presentations, students make their thinking public and communicable. The act of representing one’s interpretation of cultural artifacts and events may even make it possible for the student to discover or invent new ideas, images, or feelings that are relevant to their experience.

In order to have maximum impact, the curriculum should take into account a student’s passions, attitudes, connections, concerns, and experienced responsibilities. Noddings indicates that
"Relations with intimate others are the beginning and one of the significant ends of moral life." (p 52) As students explore their own personal and cultural values, it is important that students reflect on their experiences in and out of the classroom, in the context of their existing interpersonal relationships with friends and family, and emergent relationships with fellow students in the class.

Why

We have conducted contextual inquiries and found out that many international students encounter barriers upon arrival to orienting themselves in social and academic settings at Stanford. A period of disequilibrium is common to many incoming graduate students, but international students may experience this period more intensely, or for a longer period of time. Although international students do receive an orientation before classes start, it is currently constructed as a single extended session that crams as much information as possible into a short period of time after these students arrive. After the orientation is over, students have access to a limited amount of personalized support. As they transition to their new environment, students may feel lonely, overwhelmed, and confused. These conditions are exacerbated when classes start and they have to adjust to the academic environment. This curriculum provides International SUSE students with the opportunity to form a social network within a small, supportive group of peers that includes both other International students and American students.

Although Stanford is an extremely diverse campus, through our interviews with international students and our personal observations, we found that American students typically do not interact with international students to the same extent that they do with their American peers. As NAFSA: Association of International Educators points out, “the scope, pace and magnitude of the transformation of the world over the past ten years has created new and exciting opportunities for international linkages and a charge to educators to produce internationally proficient professionals.” They call this “scholarship without boundaries.” This curriculum provides opportunities for American SUSE students to engage with difficult questions about their own cultural experience that can be applied to their future work in an international community of
educators.

What

One model of culture is the iceberg model. The tip of the iceberg shows cultural aspects that are immediately visible by outsiders (e.g. art, language, dresses). However, there are various unspoken and unseen aspects of a culture that lie beneath the water surface. These aspects are difficult to perceive based on external evidence, much less understand. Our curriculum encourages students to uncover and discuss these unspoken and unseen parts of culture so they will have a better and deeper understanding of their own and foreign cultures.

For example, the topics of our activities include:

- Stereotypes about American and international students
- Cultural shock and cultural competence
- Interpersonal skills among students and faculty both inside and outside of the classroom
- Conversational idioms and accents, the use of humor and cursing in and out of the classroom
- Similarities and differences between cultural values around the world, and misunderstanding based on culture

How

In order to achieve our goals, we will deploy this curriculum over a 10-week timeframe.

Some instructional methodologies we plan to utilize include simulations and modeling, experiments and observations, reflections, and class discussion (e.g. think-pair-share, small group discussions).

LEARNING GOALS

We hope that students taking this course will walk away with the following enduring understandings:
• Cultural adaptation is a powerful, personal transformation that can be supported by a small, ongoing, intimate support system.

• Functioning effectively in a new environment requires recognition of one’s own identity and personal values as well as those prevalent in the new culture, observing similarities and differences, and formulating strategies for reconciling the two sets of values.

It is important for students to know and do the following:

• International students can identify potential adaptation challenges, and can propose methods for addressing them.

• Students become more aware and appreciative toward other cultures, their practices and rituals.

• International students are able to identify which behaviors/norms are crucial for academic performance.

• International students are able to express their discomfort or reservations about certain activities, rituals, or norms of the new environment and know that it’s okay to do so.

• International and American students can analyze situations where cross-cultural misunderstandings have occurred, can identify potential causes and mediate cross-cultural conflict.

• Both international and American students can identify what perspectives and/or perceptions have changed/is changing throughout their experience in the course.

It’s worthwhile for the students to become familiar with:

• Potential different cultural meanings of the same representation (e.g. Red color means luck in some Asian cultures, angry in some Western cultures)

• Stanford logistical and administrative resources (e.g. visa, driver’s license)

• Stanford “culture” & stereotypes

• Stanford faculty & students

• Stanford institutions, sport club, student organizations

• Bay Area’s culturally diverse population

**Curriculum Schedule and Activities**

Our curriculum is designed to run over a 10-week period with once a week class sessions for an hour. Students will receive 1 credit towards their participation in this class. There will be a facilitator and perhaps 1-2 TAs depending on the size of the class. The class emphasizes informal
learning and the comfort of a small intimate group that is built on trust and interpersonal understanding.

Class Schedule

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<tr>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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<tr>
<td><strong>Content Intro: Models, Frameworks, Theories</strong> Activity: • Peace Corps Stories • Culture Shock Continuum (I-student) • Cultural Competence Continuum (U.S students) Assignment: Generate questions for guest speakers</td>
<td><strong>Guest Speakers: SUSE International Student and Faculty</strong> Assignment: Cultural Representation</td>
<td><strong>Capture your Culture</strong> Activity: Small group discussion about cultural representation On-going Assignment: Reflective Log</td>
<td><strong>Stereotypes</strong> Activity: • Small group discussion • Form a hypothesis • Culture Shock Continuum (I-student) • Cultural Competence Continuum (U.S students) Optional Assignment: • Buddy-up Assignment: Observe your classroom</td>
<td><strong>Academic Life</strong> Activity: • Skits • Small group discussion Assignment: Stereotype experiment</td>
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<th>Week 6</th>
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<tr>
<td><strong>Stereotype In-Depth</strong> Activity: • Small group share and discuss findings On-going Assignment: Reflective Log</td>
<td><strong>Midpoint Check-In and Feedback</strong> Activity: • Midpoint writing feedback • Culture Shock Continuum (I-student) • Cultural Competence Continuum (U.S students) Preparing final assignment: What will be your advice to next year’s incoming students?</td>
<td><strong>Interpersonal Rules and Norms</strong> Activity: • Video clip • Students interpret the video Assignment: “Things to do” when life gets tough On-going Assignment: Reflective Log</td>
<td><strong>Balancing Academic and Social Life</strong> Activity: • Share and discuss your “things to do” list • Culture Shock Continuum (I-student) • Cultural Competence Continuum (U.S students)</td>
<td><strong>Cocktail Hour and Expo</strong> Invite faculty to mingle with students Due: Students' advice for next year's incoming students</td>
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| **Humor, Romance and Cursing** Activity: Video clip Jerry Talley’s guide to flirting | |

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Assessment Outline

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<tr>
<th>Week 1: Models, Frameworks</th>
<th>Week 6: Stereotypes (Part 2)</th>
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<tbody>
<tr>
<td>No assessment</td>
<td>Formal Assessment: Experiment Findings (Presentations?)</td>
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<td>Informal Assessment: Discussion</td>
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<tr>
<th>Week 2: Guest Speakers</th>
<th>Week 7: In &amp; Out Groups</th>
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<tr>
<td>No assessment</td>
<td>Formal Assessment: Logs</td>
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<td>Informal Assessment: Activity Participation</td>
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<tr>
<th>Week 3: Capture your Culture</th>
<th>Week 8: Interpersonal Rules &amp; Norms</th>
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<tr>
<td>Formal Assessment: artifacts from assignment</td>
<td>No assessment</td>
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<tr>
<td>Informal Assessment: Discussion</td>
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<tr>
<th>Week 4: Stereotypes (Part 1)</th>
<th>Week 9: Balancing Social and Academic Life</th>
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<tr>
<td>Formal Assessment: Log</td>
<td>Formal Assessment: Logs</td>
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<tr>
<td>Informal Assessment: Hypotheses</td>
<td>Informal Assessment: Discussion of adaptation strategies</td>
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<tr>
<th>Week 5: Academic Life</th>
<th>Week 10: Cocktail Hour &amp; EXPO</th>
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<tr>
<td>Informal Assessment: Discussion, hypothesis revision</td>
<td>Summative Assessment: Collection of Works</td>
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<td>Informal Assessment: Mingling with faculty?</td>
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Self-Assessment: Reflective Logs

It is difficult to anticipate what exactly the students will explore through their reflective logs. Some students may response briefly and succinctly to the prompts, others may choose to use the log to reflect on their own personal experience. Still others may use the logs as a means to pose difficult questions to the instructor.

The instructor should probe into the content of the logs and pose questions to the students that help scaffold their growing cultural competencies. As a summative assessment, the collection of the 3 log entries as a whole should clearly demonstrate growth in the following areas:

Noticing: From secondary to primary ignorance: are students becoming aware of their own cultural ignorance, problematizing it, and taking steps to remedy it? Do they express awareness of the boundaries of their own cultural knowledge?

Manner: Are students incorporating the cultural models and frameworks into their thinking about the situations or issues described in their logs? Are they using language from the frameworks to make more sophisticated distinctions?
Activity Outline

The activities will start with students’ prior knowledge and reflection of their own culture and values. The goal is for students to reflect on and exhibit their own culture and culture-based values. Students then will be engaged in direct observations and interaction with their new surroundings which may influence or change their prior knowledge.

Pre-Class Preparation

Course Intro: Class Rules and Norms, and Cocktail Hour

In preparation for the class, logistical information will be distributed to the incoming students (e.g. goals, syllabus, rules, expectations, etc) via email or online. A meet-and-greet session may be organized for students to meet with the instructor and TAs.

Session 1:

Content Intro: Models, Frameworks, Theories

In this introduction session, we will briefly discuss existing models of culture (such as the iceberg model and Hofstede’s onion model) and the culture shock continuum to provide the frameworks for the curriculum. This will set the stage for the rest of activities, as students will use these models to guide their analysis of culture throughout the curriculum.

Activity: Peace Corps anecdotes & analysis

In class the facilitator will present 2 or 3 anecdotal stories about culture shock and misunderstanding experienced by the Peace Corps volunteers. Students then will discuss where and why the misunderstanding happens.

Materials:

Peace Corps stories:

I just ask for a napkin:

http://www3.uop.edu/sis/culture/pub/1.1.1_Activity_The_Iceberghw2.htm

Potty stop in the bush:

http://www3.uop.edu/sis/culture/pub/1.1.1_Activity_The_Iceberghw3.htm
Jogging Alone:

http://www3.uop.edu/sis/culture/pub/1.2.4- Activity - Individualhw2.htm

Prompt questions:
What misunderstandings happen in the story?
Why do they happen?
How do the narrators realize or find out about the misunderstandings?
How could have they prevented or minimized misunderstandings?
What are the roots of the misunderstanding (symbol, belief, value)? Refer to at least one of the models in your answer.
Have you experienced or heard of any similar misunderstandings at home or abroad?

Activity: Identify your position in Culture Shock and Cultural Competence Continuum

Facilitator distributes print outs of the Culture Shock Continuum and asks international students to identify which phase they’re currently in. American students will identify which phase they’re currently in the Cultural Competence Continuum. Facilitator explains that this exercise will continue in upcoming sessions.

Assignment:
Write down questions or concern you have about your new life here in the U.S in general and in Stanford in particular. These questions should cover both academic and social life and will be addressed by the guest speakers in the next session.

Session 2

Guest Speakers: SUSE faculty and existing international students.

The goal of this session is to address questions and concerns students generated in previous class.
There will be at least 2 guest speakers: 1-2 international students and a member of the SUSE faculty. Each speaker has 20 minutes with 5 minute QA session.

- First speaker: An international student (or 2) who’s been attending Stanford for several years.
  - This speaker will address questions and concerns on cultural and academic adaptation, give tips of survival, and give examples of challenges they faced and successfully overcame.
- Second speaker: a SUSE faculty.
  - This speaker will address his/her experience of having international students in the class, what faculty expectations are from international and American students.

**Assignment for next class:**

Bring a representation of a cultural event you have observed in your country of origin. Examples include a wedding, a rite-of-passage ritual (graduation, for example), or a religious ceremony. This can be in the form of pictures, videos, books, traditional clothes, food, etc.

**Session 3**

**Capture your Culture**

The goal of this session is to reflect on one’s culture, to analyze for cultural markers, and to make them public by sharing them to the class.

**Activity:**

The class will be broken into small groups of 4 people – two international students, and two American students. Each member of the group will narrate the representation s/he brings and explain with her/his own word its meaning and importance. After everyone gets a chance to do so, the group will discuss:

- The significant indicators of cultural meaning embedded in the representation
- Similarities and differences in the indicators of cultural meaning between projects
• Possible explanations for these similarities and differences (can use cultural models for reference)

If there’s still time remaining in the class, the facilitator may ask some groups to share their discussion to the whole class.

Assessment:

This will be the first attempt that the students make toward using models of culture to interpret their own experience in their home culture. Take the opportunity to correct any misunderstandings of the cultural frameworks in this assignment. Things to look for:

• Do students reference formal models rather than relying on naïve models of culture?
• Do they highlight the underlying meanings of cultural symbols and rituals?
• Do they make distinctions between cultural and personal meanings and importance?

Ongoing Assignment: Reflective Log

Each student will create a reflective log to capture his/her thoughts, learning, and experience. The log can be in any form the student feels comfortable with (e.g. journal, photos, sketches, movies, etc)

Prompts: Students may pick one, or write on a topic of their choosing.

• How has your experience of your own culture affected the way that you view the world?
• How are your insights about your own culture evolving?
• What are some values that you think are prevalent in your own culture? Do you yourself accept or disagree with one or more of these values?
• Reflect on your identity as a representative of your culture.

Session 4

Stereotypes: Experiment Preparation

The goal of this class is to make students aware of certain stereotypes international students have about Americans and vice versa.

Mini-lecture:
• What is stereotype and where it comes from (e.g. from the media, word of mouth, or simply from unfortunate misunderstanding)

• Differences between stereotypes and useful generalizations, and strategies that help defuse stereotypes.

**Activity:**

Students form a small group of 4 people – two international students, and two American students.

• Identify stereotypes of Americans and international students portrayed in the media, word of mouth, or personal experience.

• Identify any generalizations students know about from word of mouth or their own experience.

• Students form hypotheses about a generalization or stereotype that may or may not be true of Americans or international students at Stanford. Each group picks one and hands it in to the facilitator for review.

• Facilitator should inform the students there will be an experiment and follow-up class to address this topic

**Assessment:**

In class, the students will be making an attempt to distinguish between useful generalizations and cultural stereotypes – neither of which applies to all people at all times. It is not important that their hypotheses are “correct,” but they should be well formed and testable through interviews or observations. Some examples include:

• Americans typically think through speaking – they form their thoughts while they are making a comment in class.

• International students typically stick to their own cultural groups when socializing.

• American professors have a higher opinion of students who speak up in class.

• International students have trouble navigating the American university system.

These examples are specific to one characteristic, and evidence could be collected through interview or observation. Keep in mind that students will be working together in groups for the
Part 2 of this activity.

**Activity: Identify your position in the continuum**

International students identify their current phase in the Culture Shock Continuum. 
American students identify their current phase in the Cultural Competence Continuum.

**Assignment:**

Observe a class you are currently attending and generate notes, questions, concerns you may have about classroom behaviors and expectations. Bring them to the next class.

**Optional Assignment:**

International students and American students buddy up to run errands (such as going to grocery store, Target, the health center) or do one or more coping strategies they discuss in Activity 3. Facilitator to arrange the group (if needed) and time/place to meet, etc.

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**Session 5**

**Academic Life: Classroom Dynamics & Behaviors**

The goal of this session is to give a glimpse of classroom behaviors and dynamic that typically happens at Stanford. Many of the academic behaviors (such as rising questions in class, taking turn making comments) are unfamiliar from international students and may potentially intimidate them in being full class participants.

**Activity 1:**

Student and faculty volunteers will show a skit of several classroom situations with various dynamics and interactions between the students and faculty:

- **Situation 1: Discuss readings**
The skit will show a classroom discussing today’s reading, lead by a faculty. Some students actively ask questions or make comments about the readings, while some never speak up

- **Situation 2: To-the-point**
  The skit will show a classroom with a faculty member who likes to call on his students by name as a way to ask for their participation.

- **Situation 3: Faculty office hours / After-class discussion**
  The skit will show a student approaching a faculty member after class or going to office hours to ask further questions/clarifications about some material he doesn’t understand, or to discuss his difficulties following the class.

During the skit, students are to take notes on the behaviors or events they’re not familiar with. The facilitator will then open a class discussion to address these and to encourage American students to answer or give tips for the international students on “proper” classroom behaviors. Students will do think-pair-share for about 15 minutes focusing on the following prompts:

- What did you observe in the classroom (last week’s assignment)?
- Are there similarities with the skit you just saw?
- How do you feel in the classroom and about the skit you just saw?
- What are any problems/challenges?
- What would be your ideal classroom?

**Assignment:**
Students are to conduct their “experiment” to test their hypothesis formed in Session 2.

- Students are to do observations, informal interviews, or other means of interaction with American students.

Students record their findings and bring them to the next class.
Session 6

Discussion: Stereotype Assignment

The goal of this session is to discuss in-depth the topic of stereotypes and how it influences cultural adjustment.

Activity 1:

Students form a small group with the same people they work with during Session 3

Each student reports on his/her findings.

Students discuss:

- Did your hypothesis you formed in Session 3 change? Why or why not?
- What did you learn from your observations/ informal interviews?
- Did this lead to more questions? What are they?

Assessment:

Students should be given the opportunity in class to revisit their hypotheses after their informal classroom activities before deciding on a direction for their experiment. The group should choose a single hypothesis to test. The instructor can help student groups to decide how to best test their hypothesis – through direct or indirect observation, through surveys or interviews, or a combination. Instructor and students should keep in mind the appropriate time-frame for the experiment – about an hour of group preparation, an hour per student in data collection, and an hour per student in analysis. The students should be aware that because of these restrictions, it is understood that they will not be able to gather conclusive evidence – the point is to use different methods to gather evidence, and to analyze them.

The instructor should perform an informal assessment during group presentation/discussion of the experiments. Things to look for:

- Do the students distinguish between “generalization” and “stereotype” when discussing their conclusions?
- Do students look for connections between their observations and their previous assumptions?
- Do students reference their own personal experience when providing feedback to other groups?

The instructor can provide feedback to the entire class after the discussion verbally or in writing (email).

**Activity 2: Identify your position in the continuum**

International students identify their current phase in the Culture Shock Continuum.

American students identify their current phase in the Cultural Competence Continuum.

**Ongoing Assignment: Reflective Log**

Each student will create a reflective log to capture his/her thoughts, learning, and experience. The log can be in any form the student feels comfortable with (e.g. journal, photos, sketches, movies, etc.)

Prompts: Students may pick one, or write on a topic of their choosing.

- What are some of the challenges that a newcomer typically faces when visiting or living in a foreign culture? How can these challenges be overcome?
- What is the difference between a useful generalization and a harmful stereotype? How are these ideas formed? Why are these distinctions problematic?
- How do we assimilate cultural rules and norms? Why is it difficult to gather evidence from our day-to-day experiences? How can we get more accurate information?

**Session 7**

**Midpoint Check-in and Feedback**

The focus of this session is to get students’ feedback on the class and to have students reflect on their learning so far.

The facilitator will ask students to write midpoint feedback:

- How useful is the class to you?
• What do you learn from this class so far?
• What do you want to do for the rest of the term?
• What is good and not so good about the class?

**Activity 1: In & Out Group**

The facilitator will divide the students into two sections, with both American and International students in each. One section becomes the cultural In Group (the natives) and the other section becomes the cultural Out group (the strangers).

Take the In Group aside and read the following scenario:
This activity is a simulation of In group and out group interactions. You are members of the local culture about to meet strangers to your culture. Your task is to invent your own conventions and behaviors and act them out. You should draw on existing conventions you have seen and feel free to invent new ones. The Out group will attempt to interact with you.

Take the Out Group aside and read the following:
This activity is a simulation of in group and out group interactions. You are strangers to the local culture about to meet native members. Your task is to interact with them by figuring out their cultural conventions and adapting to them. You should draw on existing conventions you have seen, but you have little knowledge of this culture, so some of their conventions may be very unusual or difficult to interpret.

Post-activity debrief:
The whole class discusses their experience interacting with each other. Some questions the facilitator can ask:
  • (To Out group) Did you figure out what the In group cultural conventions are? What are they? How did you figure them out?
  • (To In group) How did you maintain your cultural conventions and convey them to these “strangers”? What behaviors the Out group exhibit that makes you comfortable and uncomfortable?

**Activity 2: Identify your position in the continuum**

International students identify their current phase in the Culture Shock Continuum.
American students identify their current phase in the Cultural Competence Continuum.
Session 8

Interpersonal Rules and Norms: Video Clips

The goal of this session is to expose students to social norms and behaviors in daily interaction between students and between students and faculty. In class, students will watch several short video clips that depict social interactions. The video will be shown without the audio to let students focus on the body language and behavior exhibited by the people in the video. After each video clip, facilitator will lead a class discussion that addresses the following questions:

- What is the relationship between the participants?
- What are they doing?
- Why are they doing it?
- What social clues and cues do you get from the video?
- How do these clues and cues influence your conclusion about the interaction and relationship between the participants?

After the discussion, students watch the video clips again, this time with the audio. Then facilitator solicits students’ reaction. What changes? Why?

Facilitator should mention that the interaction depicted in the video clips closely represent the real life situation.

Assignment

Create list of “things to do” when culture shock gets bad, or academic life gets overwhelming.

Ongoing Assignment: Reflective Log

Each student will create a reflective log to capture his/her thoughts, learning, and experience. The log can be in any form the student feels comfortable with (e.g. journal, photos, sketches, movies, etc)

Prompts: Students may pick one, or write on a topic of their choosing.

- What insights have you gained in the class so far about how we interpret cultural evidence from our daily lives? Has your perspective on this changed?
• Reflect on the ways in which we define cultural groups and the boundaries between them. Is there a model that explains the variations of social norms within a cultural group? If not, create your own!

• How can we communicate our cultural knowledge to one another? How can we create artifacts to communicate that knowledge?

**Session 9**

**Balancing Academic and Social Life**

This session will focus on students' reflection for the past 8 weeks of both their academic and social life. The class will address healthy balance between academic and social life, and discuss ways and strategies to achieve this.

**Activity:**

Students share their “things to do” list when culture shock gets bad or academic life gets overwhelming. What do students find most helpful? What do they wish they had to alleviate their stress and anxiety? What are strategies to have a healthy balance between academic and social life?

**Part 2: Humor, Romance, and Cursing: Language in and out of the Classroom**

If time permits, facilitator introduces this fun topic and asks students if they have encountered any idioms they don’t quite understand.

**Activity:**

A short movie clip that addresses humor, romance, or cursing in an academic setting

Possible movie:

Dead Poet Society, Animal House, School of Rock

Possible online activity:


**Activity: Identify your position in the continuum**

International students identify their current phase in the Culture Shock Continuum.
American students identify their current phase in the Cultural Competence Continuum.

Assignment:
Think back about your experience for the past 9 weeks and your growth and changes you feel you make. If you were about to advice next year’s incoming students, what would you tell them? Your advice to them can be in any forms (e.g. letter, photos, video clips, voice recording). Please bring it to our last class.

Session 10
Cocktail Hours & Expo
In this last class, the class will have informal cocktail hours to celebrate the end of the class and their newfound friendship we hope they make in the class. We’ll invite faculty and staff members as well to mingle with students.

Student then will compile their advice into a folder or a centralized resource for next year’s incoming students.

AFTER: Informal Assessment: reunion @ the end of the quarter - feedback

Resources:
- Hofstede
- Culture Shock PDF
- Translations from silc.fr and routard.com
- Peace-corps content from uop.edu