



Cultural Values & Stereotypes: Spain & the U.S.

UNH Course Code: SOC330

Subject Areas: Sociology, Communication, International Studies

Level: 300

Prerequisites: None

Language of Instruction: English

Contact Hours: 45

Credits: 3

Description:

This course delves beyond the simple comparative and practical approach to understanding stereotypes. It is designed to enhance overall intercultural competence and interpersonal/cultural communication between people of diverse cultures, with an emphasis on cultural identity, patterns, attitudes, values and nonverbal behaviors.

After being introduced to some of the theoretical frameworks used to examine culture (ie. Hofstede, Kohls, etc.), you will use ethnographic techniques to gain a clear understanding of the various elements present in any culture and use this information to contextualize your interaction with the host environment and explain the cause of certain behavioral traits that lead to stereotypes, misunderstandings and confrontations. Another equally challenging component of this class is to interpret and explain the opinions regarding the U.S. culture held by the local host environment. The course will enlighten students as to the importance of needing to fully understand the values of the host environment in order to achieve and display a degree of mutual respect and making sense of the cues as to appropriate behavior. Through readings, discussions, ethnographic observations and personal interactions participants will explore these contexts.

Learning Objectives:

- to name and describe some today's most common theoretical frameworks used to examine culture
- to identify your own cultural values and use this knowledge as a cultural point of reference to critically analyze the local host culture
- to make use of the analytical tools used by social scientists to evaluate human behavior from a cross-cultural perspective
- to examine the formation of stereotypes and how generalizations can lead to misguided perspectives, ultimately leading to misunderstandings, conflicts and culture shock
- to acquire the intercultural competences and communication skills needed to objectively examine social behaviors

Instructional Format:

Course work is comprised of in-class lectures and discussions, group exercises, student exposés, documentary clips, extensive outside readings, independent group and individual onsite study, independent group and individual onsite study, and guest lectures. Class will meet twice a week for 90 minutes.

Form of Assessment:

The instructor will use numerous and differentiated forms of assessment to calculate the final grade you receive for this course. For the record, these are listed and weighted below. The content, criteria and specific requirements for each assessment category will be explained in greater detail in class. However, you must complete all grading assessment categories to receive a grade for this course. In addition, your work and behavior in this course must fully conform to the regulations of the [CEA Academic Integrity Policy](#) to which you are subject. Finally, all formal written work you carry out in this course (research papers, projects, studies, etc.) must be submitted in electronic format. Your instructor may also require that you hand in a hard copy of such work.

Class Participation	10%
In-Class Exercises	10%
Essays	20%
End of Term Project	20%
Mid-term exam	20%
Final exam	20%

Class Participation: When determining your class participation grades, traditional criteria such as material preparation, completed reading before class, and collaborative group work are all evaluated. But it is the active, meaningful and informed verbal and written contribution that you make that is most important to your overall participation grade. Indeed, willingness to share views in classroom discussions and the insightfulness of your comments and questions about assigned readings will all be taken into account when evaluating your participation. Whereas attendance and punctuality are expected and will not count positively towards the grade, laxity in these areas will have a negative effect. The instructor will use the following specific criteria when calculating your class participation grade:

Criteria for Assessing Class Participation	Grade
You make major and original contributions that spark discussion, offering both critical and analytical comments clearly based on readings and research and displaying a working knowledge of theoretical issues.	A+ 9.70-10.00
You make significant contributions that demonstrate insight as well as knowledge of required readings and independent research.	A-/A 9.00-9.69
You make useful contributions and participate voluntarily, which are usually based upon some reflection and familiarity with required readings.	B/B+ 8.40-8.99
You make voluntarily but infrequent comments that generally reiterate the basic points of the required readings.	C+/B- 7.70-8.39
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C 7.40-7.69
You very rarely make comments and resist engagement with the subject, attending class having manifestly done little if any preparation.	D+/C- 6.70-7.39
You are unable to make useful comments and contributions, being occasionally absent from, generally passive in, and unprepared for class.	D-/D 6.00-6.69
You make irrelevant and tangential comments disruptive to class discussion, a result of frequent absence and complete un-preparedness.	F Below 6.00

In-Class Exercises: Throughout the semester, via in-class exercises, students will be assessed continually by the instructor on the basis of your ability to apply the theoretical material to the specific experience and knowledge you acquire here in the city. Included in these exercises may be quizzes, free writing exercises and

group activities. The exercise and what is expected of you will vary. You may also be required to make a number of oral presentations related both to course readings and to your individual research projects.

There will be ongoing short in-class exercises throughout the semester. The purpose is to stimulate critical thinking about the theoretical material taught in class thus ensuring that students arrived prepared, as well as reinforce the internalization of key elements to enhance intercultural competence.

Essays : There will be two-three essays (2-3 pgs. on assigned topics.) These papers, like the quizzes, are designed to not only enhance analysis of the readings, but also encourage self-reflection.

End of Term Project: The instructor will explain in detail the specific approach and suggested content that will be integrated into your research, methodology and paper on an angle to be decided in conjunction with the instructor. You will submit to the instructor periodic updates on the progress of your research and these will count towards the overall assessment of your work.

In this exercise, your work will be evaluated according to the tenets and principles of scholarly academic research and Standard English usage and expository writing. Therefore, ensure that you are using a recognized handbook of style, a good dictionary, and that you are guided by the highest principles of academic integrity. The instructor will supply you with additional guidelines and advice on research topics, methods and resources for successfully completing your paper here in a “foreign” country.

Each student or group of students will focus on a topic area of interest and will present a written report which will follow the format of an academic paper. The paper will include some theoretical or field-work study composed by a brief review of the literature relevant to the topic, a research design and analysis when applicable, and conclusions. These projects will then be presented to the rest of the class. Students are encouraged to use media sources (via internet), interviews or ethnographic diaries to study everyday practices or current events in order to interrogate cultural differences between Spanish and North America contexts.

General Rules for Paper:

- The required papers can be printed out and sent to the teacher by e-mail. No handwritten paper will be admitted.
- They **MUST BE HANDED IN ON TIME**. No unjustified delayed paper will be corrected or evaluated.
- Format: Word Document / Paper Size: A4 / Font: Verdana, 10 / 1.5 interline space / Text fully justified.

Midterm & Final Examinations: The midterm and final exams are designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. They are comprised of questions and exercises that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and the significance you ascribe to the facts and ideas you have integrated across your study in this course. These exams will be a mixture short answers and short essay questions. The midterm will cover the first half of the course and the final will be comprehensive, covering the entire course.

CEA Attendance Policy:

Every student is expected to attend all scheduled class sessions on time and be thoroughly prepared for the day's class activities. In compliance with NEASC and UNH accreditation requirements, CEA instructors compile regular attendance records for every course and take these records into account when evaluating student participation and performance.

- In each three-credit 15-week course, a maximum of the equivalent of two weeks of accumulated absences due to sickness, personal emergency, inevitable transport delay and other related impediments will be tolerated.

- Your final course grade will drop one full letter grade (e.g. A- to B-) for each additional class missed beyond this two week period, regardless of the reason for your absence. However, you will automatically fail a course if your absences exceed the equivalent of three weeks of class.

Furthermore, to comply with immigration and financial regulations, you must maintain full-time student status and attend at least 12 hours of class every week. Consequently, the Dean and Program Director will dismiss from all CEA courses, programs, activities and housing any student who fails to maintain full-time status.

Required Readings:

The required course textbooks listed below are available for purchase at the CEA Seville Center or a locally affiliated book merchant. You must have constant access to these texts for reading, highlighting and marginal note-taking. It is required that you have a personal copy of each. Additional copies will be placed on-reserve at our resource center for short-term loans. Periodical literature, articles, documents, maps, digital images and other sundry materials also required for your class will be made available in digital format either online or in house and should be copied in its entirety to your own USB flash-drive or portable computer of the beginning of the semester. In addition, the Academic Affairs Office will orient you with regards to local resources such as libraries and documentation centers accessible to CEA students. You will be required to use these resources throughout your studies. Direct access to additional resources and databanks are available to you through the online library of the University of New Haven.

Required Readings:

Wattley-Ames, Helen. *Spain is Different. 2nd Edition.* Yarmouth, ME: Intercultural Press, Inc.,1999, pp. 133

Course Packet including articles and brief texts from the following sources:

Abello-Contesse, Christian and Recio-Díaz, Luis. *Cross-Cultural Pragmatics in the Study Abroad Context. Developing Interactive Skills as Part of the Educational Experience, 2006.*

Citron, James L. "U.S. Students Abroad: Host Culture Integration or Third Culture Formation?" In Nana Rinehart and Walter Grünzweig (Eds). *Rockin' in Red Square: Critical Approaches to International Education in the Age of Cyberculture.* Münster, Germany: LIT Verlag, pp. 41-56.

Hall, Edward T. . "How Cultures Collide." In *Psychology Today.* July, 1976, pp. 66-97.

Hofstede. G.J. et. al. *Exploring Culture Exercises, Stories and Synthetic Cultures.* Yarmouth, Maine; Intercultural Press, Inc. 2002, pp. 34-44.

Veira, J. L. (2004) "Family values in Spain, 1981-2001" in *The International Scope Review*, Vol. 6, Issue 11, 1-22.

Recommended Readings:

Gochenour, Theodore. (Ed). *Beyond Experience: An Experiential Approach to Cross-Cultural Education.* 2nd Edition. Yarmouth, ME: Intercultural Press, Inc., 1993.

Graff, Marie Louise. *CultureShock ! A Survival Guide to Customs and Etiquette : SPAIN.* Singapore : Marshall Cavendish Editions, 2005.

Hall, Edward T. "Context and Meaning." In *Beyond Culture*, Chapter 6. New York City, NY: Doubleday, 1976.

Hofstede, G. J., Pedersen, P., and Hofstede G. *Exploring Culture : Exercises, Stories and Synthetic Culture.* Yarmouth, ME : Intercultural Press, Inc., 2002.

Hooper, John. *The New Spaniards.* New York City, NY : Penguin Books, 2006.

Martin, Judith N. and Nakayama, Thomas. *Experiencing Intercultural Communication: An Introduction.* Mountain View, CA: Mayfield Publishing Company, 2001.

Martin, Judith N. and Nakayama, Thomas. *Intercultural Communication in Contexts.* New York City, NY: McGraw Hill Companies Inc., 2004.

Samovar, Larry A. and Porter, Richard E. (Eds.). *Intercultural Communication, A Reader. 10th Edition.* Belmont, CA: Wadsworth/Thomson Learning, 2003.

Samovar, Larry A. and Porter, Richard E. *Communication Between Cultures. 5th Edition.* Belmont, CA: Wadsworth/Thomson Learning, 2003.

Seeyle, Ned. (Ed). *Experiential Activities for Intercultural Learning*. Yarmouth, ME: Intercultural Press, Inc., 1996.

Online Reference & Research Tools:

Bennett, Milton J., ed. *Basic Concepts of Intercultural Communication: Selected Readings*. Yarmouth, ME: Intercultural Press, 1998.

<http://www.intercultural.org/mair/reading25.pdf>

Citron, James L. "Can cross-cultural understanding aid second language acquisition? Toward a theory of ethno-lingual relativity." *Hispania*, 78: 105-113. March 1995.

<http://www.cervantesvirtual.com/hemeroteca/hispania/catalogo.shtml>

European Industrial Relations Observatory On-Line (2007)

"Gender and Career Development – Spain." Available at:

<http://www.eurofound.europa.eu/eiro/2006/12/questionnaires/es0612019q.html>

(2005)

"Reconciliation of Work, and Family Life for Women in Spain". Available at:

<http://www.eiro.eurofound.eu.int/2005/04/feature/es0504205f.html>

"Women and illegal work" in European Industrial Relations Observatory On- Line. Available at:

<http://www.eiro.eurofound.eu.int/2005/05/feature/es0505206f.html>

(2001)

Gallagher, Tom. "The Values Orientation Method: A tool to help understand cultural differences." *Journal of Extension*, Volume 39, number 36, December 2001.

<http://www.joe.org/joe/2001december/tt1.html>

"Gender Pay Discrimination Examined". Available at:

<http://www.eiro.eurofound.eu.int/2001/05/feature/es0105242f.html>

<http://www.eurofound.europa.eu/eiro/>

Hall's Cultural Factors, Changingminds.org.

Summary of E. T. Hall's work since 1959

http://changingminds.org/explanations/culture/hall_culture.htm

Kohls, L. Robert. 1984. *The Values Americans Live By*. Washington, DC: Meridian House International.

http://www.aa.alles.or.jp/~hideki/study/ciee/rr_02.pdf

Miner, Horace. "Body Ritual among the Nacirema," *American Anthropologist* 58 (1956): 503-507

<http://www.msu.edu/~jdowell/miner.html>

Neuliep. *The Cultural Context*. Chapter 2. Sagepub Publishing, 2005. http://www.sagepub.com/upm-data/11825_Chapter2.pdf

Storti. *Crossing Cultures*. 2001

http://www.utas.edu.au/tl/transnational/staff/the_art_of_crossing_cultures.doc

Intercultural Communication Institute

<http://www.intercultural.org>

InterculturalRelations.com

<http://www.interculturalrelations.com>

Journal of Intercultural communication

<http://www.immi.se/intercultural>

Indiana Center for Intercultural Communication

<http://www.iupui.edu/~icic/INP.html>

On-line community of interculturalists

<http://cms.interculturalu.com/>

Peace Corps
Hispania

<http://www.peacecorps.org>

<http://www.cervantesvirtual.com/hemeroteca/hispania/catalogo.shtml>

Cultural Values & Stereotypes

Course Content

Session	Topic	Activity	Student Assignments
1	Overview of syllabus Introduction to course	Self Awareness Exercise: <i>Who am I?</i> <i>Where do I come from?</i>	<i>Syllabus Handout</i> <i>Ensure textbook purchases</i>
2	Culture Exposure to other cultures	Simulation Activity	
3	Cultural Reflection Understanding oneself as a culturally-bound being	Lecture & Discussion	<i>Kohls, "The Values Americans Live By"</i> <i>Miner, "Body Rituals Among the Nacirema"</i>
4	Cultural Reflection Understanding one's cultural baggage	In-class assignment Activity <i>US Proverbs and Core Values</i> , Based on the work of Kohls	
5	Values Value Orientation Method	Activity Preparing for interviews Assignment Short Thinking paper I	<i>Gallagher, "Values Orientation Method"</i>
6	Social Contexts Perception and Context of Culture	Activities <i>Behind our eyes, Zebra Stripes A Cube is a Cube</i> and <i>Intercultural Self-Disclosure Scale</i>	<i>Hall's "Cultural Factors"</i>
7	Culture Shock Cultural Collision	In-class Assignment Activity <i>Analysis of Context, time and space collisions</i>	<i>Hall, "How Cultures Collide"</i>

8	Cultures and Continuums	Activity <i>Deconstructing Scenarios</i>	<i>Hofstede, "Exploring Culture"</i>
9	Understanding Discrepancy	In-class Assignment Activity <i>When Cultures Meet</i>	<i>Review Hofstede, "Exploring Culture"</i>
10	Intercultural Communication Connecting the Concepts	Activity <i>The Culture Compass</i>	<i>Bennett, "Basic Concepts of Intercultural Communication: Selected Readings I"</i>
11	Description, Interpretation and Evaluation	In-class assignment Assignment <i>Ethnographic observations</i>	
12	Language Learning Language learning and the study abroad experience	Short Thinking Paper II Activity <i>Word Meaning Across Cultures</i>	<i>Citron "U.S. Students Abroad: Host Culture Integration or Third Culture Formation? »</i>
13	Language Learning Language Acquisition and Cultural Understanding	Activity <i>Understanding Cross-Cultural Pragmatics</i>	<i>Citron "Can cross-cultural understanding aid second language acquisition? »</i> <i>Abello-Contesse, "Christian and Recio-Díaz, Luis. "Cross Cultural Pragmatics in the Study Abroad Context. Developing Interactive Skills as Part of the Educational Experience."</i>
14	Midterm Review	Activity <i>Review</i>	<i>Storti "Crossing Cultures"</i>

15	Midterm Exam	Exam	
16	Spain Spain as the Context	Activity <i>Exploring the context</i>	<i>Ames Chapter 1, Spain is Different, pp.1-22</i>
17	Spain and its People Spanish Society and the Individual	Lecture & Discussion	<i>Ames Chapter 2, Society and the Individual, pp.23-46</i>
18	Spain and Gender Gender: Roles, diversity and opportunities.	In-class assignment	<i>Ames Chapter 3, Relationships, pp.47-64</i>
19	Spain and Gender Gender: Roles, diversity and opportunities.	Short Thinking Paper II Guest Speaker	
20	Spain and Family Family values and childrearing I	Activity Interviews	<i>Veira "Family values in Spain", 1981-2001</i>
21	Spain and Family Family values and childrearing I	Lecture & Discussion	<i>EIRO select articles: "Gender and Career Development" – Spain "Reconciliation of Work, and Family Life for Women in Spain" "Women and illegal work" "Gender Pay Discrimination Examined"</i>

22	Spain and Education Educational Systems	Guest Speaker	
23	Spain and Work Ethic Work and Play	Activity <i>Work Values</i>	<i>Ames Chapter 5, Work, pp. 83-108</i>
24	The Global Perspective Immigration in Spain I	In-class assignment	<i>Most recent clippings from local newspapers related to immigration in the area and/or Spain. Some of the articles to be selected by teacher, while others students will be responsible for finding.</i>
25	Student Projects	Activity <i>Spanish Green Bananas</i>	<i>Batchelder, "Green Bananas"</i>
26	Student Projects	In-class assignment Activity <i>Cooperative Map</i>	
27	Final Exam Review	Activity <i>Cultural Jeopardy</i>	Review all readings & course materials
28	Final Exam		Review all readings & course materials