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Managing the Evaluation of Difference in Foreign Language Education:

A Complex Case Study in a Tertiary Level Context in Japan

(4 volumes)

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Volume 3

Thesis submitted

by Stephanie Ann Houghton

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for the degree of Doctor of Philosophy

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Learning Objectives: Stage 1

| WEEK 1 | | |
|--------------|---------|--|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| 1.1 | 1.1.1 | Define: Culture: Beliefs, Values and Norms |
| 1.2 | 1.2.1 | Identify and Describe: Beliefs: Of Foreigners |
| 1.2 | 1.2.2 | Identify and Describe: Beliefs: Of Japanese |
| 1.3 | 1.3.1 | Define: Culture: Beliefs |
| 1.3 | 1.3.2 | Identify: KI |
| 1.3 | 1.3.3 | Define: Japanese Concept: KI |
| 1.3 | 1.3.4 | Identify and Describe: Beliefs: Own |
| 1.4 | 1.4.1 | Define: Culture: Values |
| 1.4 | 1.4.2 | Identify and Describe: Values: Own |
| 1.5 | 1.5.1 | Define: Culture: Norms |
| 1.5 | 1.5.2 | Identify and Describe: Norms: Of Japanese/Foreigners |
| 1.6 | 1.6.1 | Define: Culture: Values |
| Week 1 Hmk 1 | 1.7.1 | Define: Culture |

| WEEK 2 | | |
|--------------|---------|---|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| 2.1 | 2.1.1 | Pre-Reading Activity: Activate Schemata |
| 2.1 | 2.1.2 | Simple Reading Comprehension |
| 2.2 | 2.2.1 | Identify and Describe: Values: Of Foreigners |
| 2.3 | 2.3.1 | Identify and Describe: Values: Own |
| 2.4 | 2.4.1 | Define: Compare Define: Reflect Define: Compare |
| 2.5 | 2.5.1 | Read Dialogue: Identify: Comparisons Read Dialogue: Identify: Reflecting Read Dialogue: Identify: Comparisons |
| 2.6 | 2.6.1 | Identify Similarities: Self/Other Japanese Reflect: Values: Other Japanese Identify Similarities: Self/Other Japanese |
| Week 2 Hmk 1 | 2.7.1 | Identify; Describe: Values: Own |

| WEEK 3 | | | |
|--------------|---------|--|---|
| TASK No. | LO Code | TASK | |
| | | COURSE 1 | COURSE 2 |
| 3.1 | 3.1.1 | Pre-Reading Activity: Activate Schemata | |
| 3.1 | 3.1.2 | Simple Reading Comprehension | |
| 3.2 | 3.2.1 | Identify and Describe: Values: Of Foreigners | |
| 3.3 | 3.3.1 | Identify and Describe: Values: Own | |
| 3.4 | 3.4.1 | Define: Contrast | Define: Focus |
| 3.5 | 3.5.1 | Read Dialogue: Identify: Contrast | Read Dialogue: Identify: Focus |
| 3.6 | 3.6.1 | Identify Differences: Self/Other Japanese | Identify Differences: Focus: Values: Other Japanese |
| Week 3 Hmk 1 | 3.7.1 | Identify: Describe: Values: Own | |

| WEEK 4 | | | |
|--------------|---------|--|--|
| TASK No. | LO Code | TASK | |
| | | COURSE 1 | COURSE 2 |
| 4.1 | 4.1.1 | Pre-Reading Activity: Activate Schemata | |
| 4.1 | 4.1.2 | Simple Reading Comprehension | |
| 4.2 | 4.2.1 | Identify and Describe: Values: Of Foreigners | |
| 4.3 | 4.3.1 | Identify and Describe: Values: Own | |
| 4.4 | 4.4.1 | Define: Judge/Justify | Define: Disclose |
| 4.5 | 4.5.1 | Read Dialogue: Identify: Judge/Justify | Read Dialogue: Identify: Focus |
| 4.6 | 4.6.1 | Judge/Justify: Other Japanese | Judge/Justify: Focus: Values: Other Japanese |
| Week 4 Hmk 1 | 4.7.1 | Identify: Describe: Values: Own | |

| WEEK 5 | | | |
|--------------|---------|--|----------|
| TASK No. | LO Code | TASK | |
| | | COURSE 1 | COURSE 2 |
| 5.1 | 5.1.1 | Pre-Reading Activity: Activate Schemata | |
| 5.1 | 5.1.2 | Simple Reading Comprehension | |
| 5.2 | 5.2.1 | Identify and Describe: Values: Of Foreigners | |
| 5.3 | 5.3.1 | Identify and Describe: Values: Own | |
| Week 5 Hmk 1 | 5.4.1 | Identify: Describe: Values: Own | |
| Week 5 Hmk 3 | 5.4.3 | Identify: Relative Strength: Values: Own | |

| WEEK 6 | | | | |
|----------|---------|---|---|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| | 6.S.1 | Identify: Describe: Values: Own | | |
| 6.1 | 6.1.1 | Critical Evaluation: Values: Other Japanese: Refer to Own | Identify/Describe: Values: Other Japanese: Suspend Own | Critical Evaluation: Values: Other Japanese: Refer to Own |
| 6.2 | 6.2.1 | Elicit: Values: Other Japanese | Reflect/Prove/Disclose: Values: Other Japanese: Suspend Own | Elicit: Values: Other Japanese |
| 6.3 | 6.3.1 | Identify: Relative Strength: Values: Other Japanese | | |

| WEEK 7 | | | | |
|----------|---------|---|--|--|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| | 7.S.1 | Identify: Describe: Values: Own | | |
| 7.1 | 7.1.1 | Critical Evaluation: Values: Other Japanese: Refer to Own | Identify/Describe: Values: Other Japanese: Suspend Own | Critical Evaluation: Values: Other Japanese: Refer to Own |
| 7.2 | 7.2.1 | Elicit: Values: Other Japanese | Reflect/Prove/Disclose: Values: Other Japanese: Suspend Own | Elicit: Values: Other Japanese |
| 7.3 | 7.3.1 | Identify: Relative Strength: Values: Other Japanese | | |

| WEEK 8 | | | | |
|--------------|---------|--|--|--|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| | 8.S.1 | Identify: Describe: Values: Own | | |
| 8.1 | 8.1.1 | Critical Evaluation: Values: Other Japanese: Refer to Own | Identify/Describe: Values: Other Japanese | Critical Evaluation: Values: Other Japanese: Refer to Own |
| 8.2 | 8.2.1 | Elicit: Values: Other Japanese | Reflect/Prove/Disclose: Values: Other Japanese: Suspend Own | Elicit: Values: Other Japanese |
| 8.3 | 8.3.1 | Identify: Relative Strength: Values: Other Japanese | | |
| Week 8 Hmk 2 | 8.5.1 | Identify: Values: Own | | |
| Week 8 Hmk 3 | 8.6.1 | Identify: Judge/Justify: Target Values | | |

Learning Objectives: Stage 2

| WEEK 8 | | |
|--------------|---------|--|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| Week 8 Hmk 1 | 8.4.1 | Negotiate: Value Difference: With Other Japanese |

| WEEK 9 | | |
|--------------|---------|--|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| 9.1 | 9.1.1 | Negotiate: Value Difference: With Other Japanese: Presentations/Discussion |
| 9.2 | 9.2.1 | Critical Evaluation: Values: Other Japanese: Refer to Own Empathy: Values: Other Japanese: Suspend Own Critical Evaluation: Values: Other Japanese: Refer to Own |
| Week 9 Hmk 1 | 9.3.1 | Critical Evaluation: Values: Other Japanese: Refer to Own Empathy: Values: Other Japanese: Suspend Own Critical Evaluation: Values: Other Japanese: Refer to Own |
| Week 9 Hmk 2 | 9.4.1 | Negotiate: Value Difference: With Other Japanese |
| Week 9 Hmk 3 | 9.5.1 | Critical Evaluation: Values: Other Japanese: Refer to Own Empathy: Values: Other Japanese: Suspend Own Critical Evaluation: Values: Other Japanese: Refer to Own |

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| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| 10.1 | 10.1.1 | Present: Negotiate: Value Difference: With Other Japanese |
| 10.2 | 10.2.1 | Critical Evaluation: Values: Other Japanese: Refer to Own Empathy: Values: Other Japanese: Suspend Own Critical Evaluation: Values: Other Japanese: Refer to Own |
| Week 10 Hmk 1 | 10.3.1 | Critical Evaluation: Values: Own Identify/Describe: Role of Values in Conversation Critical Evaluation: Values: Own: Refer to Target Values |

| WEEK 11 | | | | |
|---------------|---------|---|--|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 11.1 | 11.1.1 | Define: Critical Evaluation | Define: Empathy | Define: Critical Evaluation |
| 11.2 | 11.2.1 | Critical Evaluation: Values: Other Japanese; Refer to Own | Empathy: Values: Other Japanese; Suspend Own | Critical Evaluation: Values: Other Japanese; Refer to Own |
| 11.3 | 11.3.1 | Critical Evaluation: Values: Other Japanese; Refer to Own | Empathy: Values: Other Japanese; Suspend Own | Critical Evaluation: Values: Other Japanese; Refer to Own |
| 11.4 | 11.4.1 | Define: Mediate | | |
| Week 11 Hmk 1 | 11.5.1 | Mediate: Values: Other Japanese; Refer to Own | Mediate: Values: Other Japanese; Suspend Own | Mediate: Values: Other Japanese; Refer to Target Values |

| WEEK 12 | | | | |
|---------------|---------|--|--|--|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 12.1 | 12.1.1 | Mediate: Value Difference; With Other Japanese: Presentations/Discussion | | |
| 12.2 | 12.2.1 | Critical Evaluation: Values: Foreigner: Refer to Own | Empathy: Values: Foreigner; Suspend Own | Critical Evaluation: Values: Foreigner: Refer to Own |
| Week 12 Hmk 1 | 12.3.1 | Analyse: Mediate: Value Difference; With Other Japanese | | |

Learning Objectives: Stage 3

| WEEK 11 | | |
|---------------|---------|----------------------------|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| Week 11 Hmk 2 | 11.6.1 | Define: Concept: KOTATSU |
| Week 11 Hmk 3 | 11.7.1 | Define: Concept |

| WEEK 13 | | |
|---------------|---------|---|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| 13.1 | 13.1.1 | Identify: Conceptual Presuppositions: Own |
| 13.2 | 13.2.1 | Identify: Conceptual Presuppositions: Japanese/Foreigner |
| 13.3 | 13.3.1 | Define: Concept: KOTATSU |
| 13.4 | 13.4.1 | Identify/Describe: Values/Concepts: Own/Other Japanese Empathy: Values/Concepts: Foreigner Identify/Describe: Values/Concepts: Own/Other Japanese |
| 13.5 | 13.5.1 | Identify/Describe: Judge/Justify: Values/ Japanese/ Foreigner Identify/Describe: Values/Concepts: Own/Other Japanese Identify/Describe: Judge/Justify: Values/Concepts: Japanese/ Foreigner |
| 13.6 | 13.6.1 | Compare/Contrast: Values: Japanese/ Foreigner Read: Culture Conflict: Japanese/ Foreigner Compare/Contrast: Values: Japanese/ Foreigner |
| 13.7 | 13.7.1 | Identify/Describe: Concepts: Foreigner Empathy: Concepts: Foreigner Identify/Describe: Concepts: Foreigner Suspend Own |
| 13.8 | 13.8.1 | Compare/Contrast: Concepts: Japanese/ Foreigner Empathy: Values: Foreigner Compare/Contrast: Concepts: Japanese/ Foreigner Suspend Own |
| 13.9 | 13.9.1 | Judge/Justify/ Values/Concepts: Japanese/ Foreigner Empathy: Concepts: Japanese: Suspend Own Judge/Justify/ Values/Concepts: Japanese/ Foreigner |
| 13.10 | 13.10.1 | Empathy: Values: Japanese/ Suspend Own |
| Week 13 Hmk 1 | 13.10.1 | Mediate: Values/Concepts: Japanese/ Foreigner: Refer to Own Mediate: Values/Concepts: Japanese/ Foreigner: Refer to Target Values/Concepts |
| Week 13 Hmk 2 | 13.12.1 | Mediate: Values/Concepts: Japanese/ Foreigner: Suspend Own |

| WEEK 15: End-of-Term Test | | | | |
|---------------------------|---------|---|---|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| Task A | T.1.1 | Meta-Cognitive Awareness/Control: Thinking about Thinking: Concepts | | |
| Task B | T.2.1 | Compare/Contrast: Values: Japanese/ Foreigner | Empathy: Concepts: Foreigner: Suspend Own | Compare/Contrast: Values: Japanese/ Foreigner |
| Task C | T.3.1 | Compare/Contrast: Concepts: Japanese/ Foreigner | Empathy: Values: Foreigner: Suspend Own | Compare/Contrast: Concepts: Japanese/ Foreigner |
| Task D | T.4.1 | Judge/Justify/ Values/Concepts: Japanese/ Foreigner | Empathy: Concepts: Japanese: Suspend Own | Judge/Justify/ Values/Concepts: Japanese/ Foreigner |
| Task E | T.5.1 | Mediate: Values/Concepts: Japanese/ Foreigner: Refer to Own | Empathy: Values: Japanese: Suspend Own | Mediate: Values/Concepts: Japanese/Foreigner: Refer to Target Values/Concepts |
| Task F | T.6.1 | | Mediate: Values/Concepts: Japanese/Foreigner: Suspend Own | |

Learning Objectives: Stage 4

Sub-Stage 1

| WEEK 2 | | |
|--------------|---------|----------------------------|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| Week 2 Hmk 2 | 2.7.2 | Elicit: Values: Foreigner |

| WEEK 3 | | |
|--------------|---------|----------------------------|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| Week 3 Hmk 2 | 3.7.2 | Elicit: Values: Foreigner |

| WEEK 4 | | |
|--------------|---------|----------------------------|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| Week 4 Hmk 2 | 4.7.2 | Elicit: Values: Foreigner |

| WEEK 5 | | |
|--------------|---------|----------------------------|
| TASK No. | LO Code | TASK |
| | | COURSE 1 COURSE 2 COURSE 3 |
| Week 5 Hmk 2 | 5.4.2 | Elicit: Values: Foreigner |

Stage 4

Sub-Stage 2

| WEEK 14 | | | | |
|---------------|---------|--|--|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 14.1 | 14.1.1 | Define: Concept | | |
| 14.2 | 14.2.1 | Identify/Describe: Concepts: Own | | |
| 14.3 | 14.3.1 | Define: Concept: Own | | |
| 14.4 | 14.4.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Concepts | | |
| 14.5 | 14.5.1 | Define: Stereotype | | |
| 14.6 | 14.6.1 | Identify/Describe: Stereotypes: Own | | |
| 14.7 | 14.7.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Stereotypes | | |
| 14.8 | 14.8.1 | Identify/Describe: Stereotypes: Foreigner | | |
| Week 14 Hmk 1 | 14.9.1 | Elicit: Values/Concepts: Foreigner | | |
| Week 14 Hmk 2 | 14.9.2 | Identify/Describe: Values/Concepts: Foreigner | Empathy: Values/Concepts: Foreigner: Suspend Own | Identify/Describe: Values/Concepts: Foreigner |
| Week 14 Hmk 3 | 14.9.3 | Critical Evaluation: Values/Concepts: Foreigner: Refer to Own | Empathy: Values/Concepts: Foreigner: Suspend Own | Critical Evaluation: Values/Concepts: Foreigner: Refer to Own |

| WEEK 15 | | | | |
|----------|---------|---|----------|----------|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 15.1 | 15.1.1 | Identify/Describe: Stereotypes: Own | | |
| 15.2 | 15.2.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Stereotypes | | |
| 15.3 | 15.3.1 | Identify: Stereotypes: Foreigner | | |
| 15.4 | 15.4.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Stereotypes | | |
| 15.5 | 15.5.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Stereotypes: Identify: Broken Stereotypes: Foreigner | | |
| 15.6 | 15.6.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Stereotypes: Identify: Broken Stereotypes: Own | | |
| 15.7 | 15.7.1 | Meta-Affective Awareness/Control: Thinking About Feeling | | |
| 15.8 | 15.8.1 | Meta-Affective Awareness/Control: Thinking About Thinking | | |

Stage 4

Sub-Stage 3

| WEEK 23 | | | | |
|------------------|---------|---|---|--|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| | 23.1.1 | Critical Evaluation: Values: Foreigner | Describe: Values: Foreigner: Suspend Own | Critical Evaluation: Values: Foreigner |
| | 23.2.1 | Critical Evaluation: Values/Concepts: Japanese: Refer to Own | Empathy: Values/Concepts: Japanese: Suspend Own | Critical Evaluation: Values/Concepts: Japanese: Refer to Own |
| Week 23 Hmk 1 | 23.3.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Critical Evaluation | Meta-Cognitive Awareness/Control: Thinking About Thinking: Empathy | Critical Evaluation: Mediation: Refer to Target Values/Concepts |

| WEEK 24 | | | | |
|------------------|---------|--|---|--|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| | 24.1.1 | Critical Evaluation: Values: Foreigner | Describe: Values: Foreigner: Suspend Own | Critical Evaluation: Values: Foreigner |
| | 24.2.1 | Critical Evaluation: Values/Concepts: Japanese: Refer to Own | Empathy: Values/Concepts: Japanese: Suspend Own | Critical Evaluation: Values/Concepts: Japanese: Refer to Own |
| Week 24 Hmk 1 | 24.3.1 | Meta-Cognitive Awareness/ Control: Thinking About Thinking: Critical Evaluation | Meta-Cognitive Awareness/Control: Thinking About Thinking: Empathy | Meta-Cognitive Awareness: Thinking About Thinking: Reflect: Pre-Course Interview |

| WEEK 25 | | | | |
|------------------|---------|--|--|--|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| | 25.1.1 | Critical Evaluation: Values: Foreigner | Describe: Values: Foreigner: Suspend Own | Critical Evaluation: Values: Foreigner |
| | 25.2.1 | Critical Evaluation: Values/Concepts: Japanese: Refer to Own | Empathy: Values/Concepts: Japanese: Suspend Own | Critical Evaluation: Values/Concepts: Japanese: Refer to Own |
| Week 25 Hmk 1 | 25.3.1 | Meta-Cognitive Awareness: Thinking About Thinking: Reflect: Pre-Course Interview | | Meta-Cognitive Awareness/Control: Thinking About Thinking: Critical Evaluation |
| Week 25 Hmk 2 | 25.4.1 | | | Reflect: Write Discussion Points for End-of-Course Interview |

| WEEK 26 | | | | |
|------------------|---------|---|----------|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 26.1 | 26.1.1 | | | Critical Evaluation: Values: Foreigner |
| 26.2 | 26.2.1 | | | Critical Evaluation: Values/Concepts: Other Japanese: Refer to Own |
| Week 26 Hmk 1 | 26.3.1 | | | |
| Week 26 Hmk 2 | 26.8.1 | Reflect: Write Discussion Points for End-of-Course Interview | | |

Learning Objectives: Stage 5

| WEEK 16 | | | | |
|----------|---------|-------------------------------|----------|----------|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 16.1 | 16.1.1 | Define: Value Difference | | |
| 16.2 | 16.2.1 | Define: Value Difference | | |
| 16.3 | 16.3.1 | Define: Value Difference | | |
| 16.4 | 16.4.1 | Define: Value Difference | | |
| 16.5 | 16.5.1 | Critical Evaluation: Theories | | |
| 16.6 | 16.6.1 | Critical Evaluation: Theories | | |
| 16.7 | 16.7.1 | Define: Value Difference | | |

| WEEK 17 | | | | |
|---------------|---------|---|------------------|-----------------------------|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 17.1 | 17.1.1 | Identify/Describe: Values: Own/Japanese/Foreigner | | |
| 17.2 | 17.2.1 | Identify/Describe: Values: Own/Japanese/Foreigner | | |
| 17.3 | 17.3.1 | Define: Value Difference | | |
| 17.4 | 17.4.1 | Define: Value Difference | | |
| Week 17 Hmk 1 | 17.5.1 | Critical Evaluation: Values | Identify: Values | Critical Evaluation: Values |

| WEEK 18 | | | | |
|---------------|---------|--|---|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 18.1 | 18.1.1 | Critical Evaluation: Values | Identify: Values | Critical Evaluation: Values |
| 18.2 | 18.2.1 | Identify/Describe: Values: Foreigner | | |
| 18.3 | 18.3.1 | Judge/Justify: Values: Foreigner | Define: Empathy | Judge/Justify: Values: Foreigner |
| 18.4 | 18.4.1 | Compare/Contrast: English/ Japanese Concepts: Own/Foreigner | Empathy: Values: Foreigner: Suspend Own | Identify/Describe: Concepts: Own |
| 18.5 | 18.5.1 | Read: Culture Conflict: Japanese/ Foreigner | Identify/Describe: Japanese/English Concepts: Own/ Foreigner | Compare/Contrast: English Concept: Own/Other Japanese |
| Week 18 Hmk 1 | 18.6.1 | Critical Evaluation: Values: Foreigner | Empathy: Values/Concepts: Foreigner: Suspend Own | |
| Week 18 Hmk 2 | 18.7.1 | Mediation: Critical Evaluation: Values/ Concepts: Japanese/Foreigner: Refer to Own | Mediation: Empathy: Values/Concepts: Japanese/ Foreigner: Suspend Own | |
| | 18.6.1 | | | Compare/Contrast: Values/ Concepts: Own/Other Japanese/ |

| | | | | |
|------------------|--------|--|--|--|
| | | | | Target Values/Concepts |
| | 18.7.1 | | | Critical Evaluation: Target Concepts: Refer To Own |
| Week 18 Hmk 1 | 18.8.1 | | | Critical Evaluation: Values/ Concepts: Foreigner: Refer to Target Values |
| Week 18 Hmk 2 | 18.9.1 | | | Critical Evaluation: Target Values/ Concepts: Refer To Own |

| WEEK 19 | | | | |
|------------------|------------|--|---|--|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 19.1 | 19.1.1 | Define: Value Difference | | |
| 19.2 | 19.2.1 | Identify/Describe: Values: Foreigner | | |
| 19.3 | 19.3.1 | Judge/Justify: Values: Foreigner | Empathy: Values: Foreigner: Suspend Own | Judge/Justify: Values: Foreigner |
| 19.4 | 19.4.1 | Compare/Contrast: Concepts: Own/Other Japanese/Foreigner | Identify/Describe: Concepts: Own/Other Japanese/Foreigner | Identify: Target Values/Concepts: Refer to Own |
| Week 19 Hmk 1 | 19.5.1 | Mediation: Critical Evaluation: Values/Concepts: Japanese/ Foreigner: Refer to Own | Mediation: Empathic Value/Concepts: Japanese/ Foreigner: Suspend Own | |
| 19.5 | 19.5.1 | | | Identify/Describe: Concepts: Own |
| 19.6 | 19.6.1 | | | Compare/Contrast: English Concept: Own/Other Japanese |
| Week 19 Hmk 1 | 19.7.1 | | | Critical Evaluation: Target Values/ Concepts: Refer to Own |

| WEEK 20 | | | | |
|---------------|---------|---|---|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 20.1 | 20.1.1 | Define: Value Difference | | |
| 20.2 | 20.2.1 | Critical Evaluation: Values: Foreigner | Identify/Describe: Values: Foreigner | Critical Evaluation: Values: Foreigner |
| 20.3 | 20.3.1 | Meta-Cognitive Awareness/ Control: Thinking About Thinking: In-Group Bias | Empathy: Values/ Concepts: Foreigner/ Suspend Own | Meta-Cognitive Awareness/ Control: Thinking About Thinking: In-Group Bias |
| 20.4 | 20.4.1 | Meta-Cognitive Awareness/ Control: Thinking About Thinking: In-Group Bias | Meta-Cognitive Awareness/ Control: Thinking About Thinking: Empathy | Social Awareness/ Control: Thinking About Society: National: Outgroups |
| 20.5 | 20.5.1 | Meta-Cognitive Awareness/ Control: Thinking About Thinking: In-Group Bias | Mediation: Empathy: Values/Concepts: Japanese/ Foreigner/ Suspend Own | Social Awareness/ Control: Thinking About Society: International: National Out-groups |
| | 20.6.1 | Meta-Cognitive Awareness/ Control: Thinking About Thinking: In-Group Bias | | |
| Week 20 Hmk 1 | 20.7.1 | Meta-Cognitive Awareness/ Control: Thinking About Thinking: In-Group Bias | | |
| Week 20 Hmk 1 | 20.6.1 | | Mediation: Empathy: Values/Concepts: Japanese/ Foreigner/ Suspend Own | Social Awareness/ Control: Thinking About Society: Define: Racial Discrimination |
| Week 20 Hmk 2 | 20.7.1 | | Meta-Cognitive Awareness/ Control: Thinking About Thinking: Empathy | Social Awareness/ Control: Thinking About Society: Research: National: Outgroups |

| WEEK 21 | | | | |
|---------------|---------|--|---|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 21.1 | 21.1.1 | Define: Value Difference | | Social Awareness/ Control/Thinking About Society: National: Women |
| 21.2 | 21.2.1 | Identify/ Describe: Values: Foreigner | Empathy: Values: Foreigner: Suspend Own | Define: Value Difference |
| 21.3 | 21.3.1 | Critical Evaluation Values: Foreigner | Identify/Describe: Values: Foreigner | Identify/Describe: Values: Foreigner |
| 21.4 | 21.4.1 | Identify/ Describe: Values: Foreigner | Empathy: Values: Foreigner | Critical Evaluation Values: Foreigner: Refer to Own |
| 21.5 | 21.5.1 | Identify/ Describe: Values: Foreigner | Identify/Describe: Values/Concepts: Own/Foreigner | Social Awareness/ Control/Thinking About Society: International: Women: Define: Target Concepts |
| 21.6 | 21.6.1 | Compare/ Contrast: Concepts: Own/Foreigner | | Social Awareness/ Control/Thinking About Society: International: Women: Define: Target Concepts |
| Week 21 Hmk 1 | 21.7.1 | Critical Evaluation: Values/ Concepts: Own/ Foreigner: Anticipate Conflict | | |
| Week 21 Hmk 1 | 21.6.1 | | Empathy: Values/Concepts: Own/ Foreigner: Anticipate Conflict | |
| | 21.7.1 | | | Identify: Target Values/Concepts Social |
| Week 21 Hmk 1 | 21.8.1 | | | Awareness/Control/ Thinking About Society: National: Women: Identify: Own Values |
| Week 21 Hmk 2 | 21.9.1 | | | Identify/Describe: Target Values/Concepts |

| WEEK 22 | | | | |
|---------------|---------|---|--|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 22.1 | 22.1.1 | Define: Value Difference | | |
| 22.2 | 22.2.1 | Identify/Describe: Concepts: Foreigner | Empathy: Values/Concepts: Other Japanese | Identify/Describe: Concepts: Foreigner |
| 22.3 | 22.3.1 | Critical Evaluation Values: Foreigner: Refer to Own | Identify/Describe: Concepts: Foreigner | Critical Evaluation Values: Foreigner: Refer to Own |
| 22.4 | 22.4.1 | Critical Evaluation Values: Foreigner: Refer to Own | Identify/Describe: Values: Foreigner | Critical Evaluation Values: Foreigner: Refer to Own |
| 22.5 | 22.5.1 | Critical Evaluation Values: Foreigner: Refer to Own | Identify/Describe: Values: Foreigner | Critical Evaluation Values: Foreigner: Refer to Own |
| 22.6 | 22.6.1 | Critical Evaluation Values: Foreigner: Refer to Own | Identify/Describe: Values: Foreigner | Critical Evaluation Values: Foreigner: Refer to Own |
| Week 21 Hmk 1 | 22.7.1 | Critical Evaluation Values: Foreigner: Refer to Own | | |
| | 22.7.1 | | Identify/Describe: Values: Foreigner | Social Awareness/Control/Thinking About Society : Democratic Citizenship |
| Week 21 Hmk 1 | 22.8.1 | | Empathy: Values/Concepts: Foreign: Suspend Own | |
| | 22.8.1 | | | Compare/Contrast: Values/Norms: Own, Target Values/Norms |
| Week 21 Hmk 1 | 22.9.1 | | | Social Awareness/Control/Social Action: National:Help National Outgroups: Refer to Target Values/Concepts |
| Week 21 Hmk 2 | 22.10.1 | | | Social Awareness/Control/Social Action: National:Help National Outgroups: Refer to Target Values/Concepts |

| WEEK 26 | | | | |
|---------------|---------|--|---|--|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 26.1 | 26.1.1 | Identify/Describe: Values: Foreigner | Identify/Describe: Values: Own | |
| 26.2 | 26.2.1 | Define: Value Difference | Define: Value Difference | |
| 26.3 | 26.3.1 | Identify/Describe: Beliefs, Values, Norms: Foreigner | Identify/Describe: Beliefs, Values, Norms: Foreigner | |
| Week 26 Hmk 1 | 26.3.1 | | | Meta-Cognitive Awareness/Control: Thinking About Thinking: Critical Evaluation |
| 26.4 | 26.4.1 | Identify/Describe: Beliefs, Values, Norms: Foreigner | Identify/Describe: Concepts: Foreigner | |
| 26.5 | 26.5.1 | Identify/Describe: Beliefs, Values, Norms: Japanese/Foreigner | Identify/Describe: Beliefs, Values, Norms: Japanese/Foreigner | |
| 26.6 | 26.6.1 | Identify/Describe: Beliefs, Values, Norms: Foreigner | Identify/Describe: Beliefs: Other Japanese | |
| Week 26 Hmk 1 | 26.7.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Critical Evaluation | Identify/Describe: Beliefs: Own/Other | |

| WEEK 27 | | | | |
|------------------|---------|--|---|---|
| TASK No. | LO Code | TASK | | |
| | | COURSE 1 | COURSE 2 | COURSE 3 |
| 27.1 | 27.1.1 | Identify/Describe: Values: Own | Identify/Describe: Beliefs: Own/Other | Social/Meta-Cognitive Awareness/Control: Thinking About Self/Society; Foreigners |
| 27.2 | 27.2.1 | Identify/Describe: Values + Norms: British | Empathy: Values: Japanese/Foreigners | Define: Value Difference |
| 27.3 | 27.3.1 | Identify/Describe: Values and Norms: Japanese | Identify/Describe: Values/Concepts: British | Social Awareness/Control: Thinking About Society: Foreigners |
| 27.4 | 27.4.1 | Critical Evaluation Values/Norms: Japanese/British | Identify/Describe: Values/Concepts: British | Social Awareness/Control: Thinking About Society: Foreigners |
| 27.5 | 27.5.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Critical Evaluation | Mediate: Empathy: Values/Concepts: Japanese/Foreigners; Suspend Own | Social Awareness/Social Action/National: Help Out-Groups: Refer to Target Values/Concepts |
| 27.6 | 27.6.1 | Identify/Describe: Values: Own | | |
| Week 27 Hmk | 27.6.1 | | | Social/Meta-Cognitive Awareness/Control: Thinking About Self/Society: Foreigners |
| 27.7 | 27.7.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Critical Evaluation | | |
| Week 27 Hmk 1 | 27.8.1 | Meta-Cognitive Awareness/Control: Thinking About Thinking: Critical Evaluation | | |
| Week 27 Hmk 1 | 27.7.1 | | | Meta-Affective Awareness/Control: Thinking About Feeling |

Appendix 2: Course 1: Course Materials

| | |
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Course 1: Week 1

TERM 1 COURSE OUTLINE

In the course 1 classes, we will explore cultural difference in language and values.

Weeks 1-7

In the first half of this term, we will study Schwartz's value types to help you reflect on your own values and how they differ from people around you. We will explore how our values affect our relationships with other people and how we can become intercultural mediators; people who can build bridges of understanding between people of different cultural backgrounds. I will provide all materials.

Weeks 8-15

In the second half of this term, we will explore language and conceptual differences between Japanese and English, see how this also affects the way we interact with other people. We will try to become better intercultural mediators. I will provide all materials.

Summer Assignment

In the summer, you will be asked to interview someone from a different country about their language and values. You should record the interview and present your research to the class next term.

Grading

Diary 20%

- You will be graded on your ability to express your ideas in writing.

Classwork 20%

- You will be graded on the tasks we do in class. I will collect your file from time to time, so please keep your papers in good order.

Homework 20%

- You will be graded on the homework tasks. Please make sure you do all the homework tasks.

Oral 20%

- You will be graded on your ability to express your ideas orally in the various interviews.

Final Exam 20%

- You will be graded on your ability to express your ideas in writing.

Total 100%

You will need:

- An A4 clear file for storing all your materials and homework
- A P.C. email address
- To find someone from a different country to interview in the summer. Try to find someone from outside the university if you can
- Access to a cassette/M.D. recorder for the summer assignment

Week 1: What is Culture?

Task 1.1

What is culture?

Read the definition of culture in the box and discuss it with your group.

What is culture?

Culture is “a learned set of shared interpretations about beliefs, values and norms, which affect the behaviors of a relatively large number of people”.

From Intercultural Competence
by Lustig, M. and Koester, J. (1999) p30.

Task 1.2

Fairies and milk teeth

Look at the picture of Sophie. Her front teeth have fallen out. Read the conversation and answer the questions below.

- Jenny:

Look...your front teeth have fallen out, haven` t they Sophie?
- Sophie:

Yes, they fell out last week...
- Jenny:

Really? And what did you do with them?
- Sophie:

I put them under my pillow for the fairies.
- Jenny:

Really? And why did you do that?
- Sophie:

The fairies come and take them at night...when you`re asleep...
- Jenny:

Really? And what do the fairies do with your teeth?
- Sophie:

They use them to make little fairy houses...
- Jenny:

Really?
- Sophie:

And they give you money for them...
- Jenny:

Really? How much money did you get?
- Sophie:

I got 10 pence...The fairies left it under my pillow...





Task 1.2: Questions

1. When did Sophie's front teeth fall out?
2. What did she do with them and why?
3. What do the fairies use milk teeth for?
4. What do children get in return?
5. What do Japanese children do with their milk teeth and why?



<http://www.flowerfairies.com/>



<http://fairies.artpassions.net/>



Task 1.3

What are beliefs?

Read the paragraph below. Look at the scene from the computer game Onimusha and answer the questions below.

Reading: Beliefs

What do you 'know' about the world? What do you 'believe' about the world? What is the difference between what you 'know' and what you 'believe'? Which is real and which is not? Beliefs are ways of interpreting the world that we learn through our culture and assume to be true. People are usually not conscious of their beliefs. Culturally shared beliefs are basic assumptions about what the world is like which typically go unnoticed. What do you believe about the world?

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)

1. What is the bright light in the warrior princess' hand?



2. What is KI? Define KI in English, in your own words.

3. Do you know or do you believe KI exists? Why? Why not?

Task 1.4

What are values?

Read the paragraph about values and number the items below from clean (1) to dirty (5.)

Compare your answers with your group.

Reading: Values

Values involve what a culture regards as good or bad, right or wrong, fair or unfair, just or unjust, beautiful or ugly, clean or dirty, valuable or worthless, appropriate or inappropriate, and kind or cruel. Values differ from culture to culture. Some things can be deeply valued in one culture but not so strongly in another. Some things positively valued in one culture may be negatively valued in another.

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)

Clean and Dirty

1. (....) Letting a cat sleep on your bed
2. (....) Taking a bath in water someone else has used
3. (....) Wearing shoes indoors
4. (....) Lying on your bed with your shoes on
5. (....) Wearing plastic slippers hundreds of other people have used
6. (....) Letting your dog live indoors
7. (....) Drying your hands with the same towel used for drying dishes

Task 1.5

What are norms?

Read the paragraph and identify the Japanese norms from the list below. Compare your answers with your group.

Reading: Norms

Norms are the surface characteristics of culture and are based on beliefs and values. Norms are ways of behaving and communicating, so they can easily be observed. People are expected to do or say certain things in certain situations and if a person does not do or say these things, they may be criticised. As a result, people from all cultures come to believe that their cultural norms are 'right' and sometimes that the norms of other cultures are 'wrong'. There is a strong connection between beliefs, values and norms.

Adapted from Intercultural Competence by
Lustig, M. and Koester, J. (1999)

Japanese norms?

1. (...) Ladies wear veils to cover their faces in public
2. (...) High school students spend up to twenty hours a week on club activities
3. (...) Neighbours weed the local area together on some Sunday mornings
4. (...) 18-25 year olds go to the pub and go dancing every Friday night
5. (...) High school students often take a year-off before going to university
6. (...) People change jobs and homes regularly
7. (...) People seek lifetime employment from their employer

Task 1.6

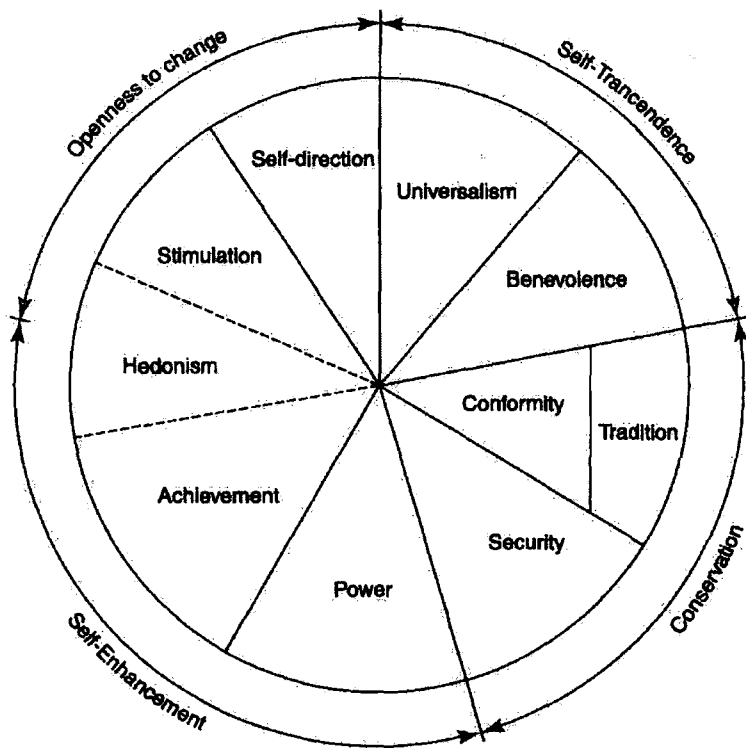
Value Types

Read the paragraph, look at the diagram and check the vocabulary.

Reading: Schwartz' Value Types

Shalom Schwartz researched values in 49 different countries and found ten universal value types a culture may have, which serve as central cultural goals. In the diagram, the ten values are arranged into four groups; openness to change, self-transcendence, conservation and self-enhancement. Cultures will probably value all the value types within one group and are less likely to value the ones grouped on the opposite side of the circle.

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)



Week 1: Homework: Task 1:

'What is Culture?'

Write a 250-word essay in English discussing the definition of culture given in Task 1.1 and adding ideas of your own. Please email your essay to me by next week at the following address: XXX

Week 2: Power and Achievement

Task 2.1

Ambitions

Answer the questions in the box. Then, read the two conversations with your partner and fill in the table below.

Questions

1. Are you ambitious? If so, what are your ambitions and why?

2. If not, why not?

| | Tom | Stephen | Laura | Alison |
|-----------------------------------|-----|---------|-------|--------|
| Are they ambitious? | | | | |
| What are their ambitions and why? | | | | |
| If not, why not? | | | | |

Alison and Tom

Alison: So how about you, Tom? You're a lawyer. You must be quite ambitious.

Tom: I suppose so. I want a top job with a big law firm in London. Social prestige and money are really important to me. I want a big house and a flashy car...preferably a Porsche!

Alison: Sounds great but the long hours wouldn't suit me! Money isn't so important to me and I don't want to be anybody else's boss. I want to start my own business and work from home. I need to be independent and I need time for my badminton. I'm in a club at Leisure World and we really want to win the championships this year. I love winning but I just do it for fun really!



What's Leisure World?

Leisure World is the name of a sports centre in Colchester, Essex. There are many kinds of clubs people can join ranging from boxing and scuba-diving to judo and badminton. The clubs meet once or twice a week and are open to all members of the public.



<http://www.colchesterleisureworld.co>

What's a 'big' house?

Lots of British people dream of having a big house. This is the kind of house Tom is dreaming about buying. It is a farmhouse in the countryside and has 5 bedrooms, 3 bathrooms, 4 receptions rooms, big gardens, and a paddock and stables for horses. It is very expensive.



<http://www.freeseerve.assertahome.com/servlets/PropertySearchControllerServlet>

Stephen and Laura

Laura: Are you ambitious, Stephen?

Stephen: No, not really. I have everything I need; a nice job, a home and a lovely girlfriend. We're planning to get married. I wouldn't change anything for the world. How about you?

Laura: Well, I want to be a politician. I'm not power-hungry but if you really want to bring about social change, you have to be in a position to make decisions that really count. I'd like to be an M.P. by the time I'm thirty!

Stephen: That sounds like a lot of hard work but I know what you mean. I have to make lots of decisions as captain of the football team, which is a big responsibility. Sometimes we win, sometimes we lose but the other players seem to respect me and I like that.



What's an M.P.?

An M.P. is a Member of Parliament; a politician elected by people in their local area to represent their interests in Parliament. M.P.s spend some time in their local area, when people can visit them to complain or inform them about social problems, so that their M.P. can discuss the problem at the Houses of Parliament in London.



<http://www.tourist-information-uk.com/parliament.htm>

What's football?

Football, or soccer, is the most popular sport in Britain. It is mostly played by men but also enjoyed by lots of women as a spectator sport. The main British league is called the Premier League. People usually support one team and like to watch matches on TV or live. The European League is also very popular.



<http://news.bbc.co.uk/sport2/hi/football/>

Task 2.2

Who values power and achievement?

Read the paragraph about power and achievement and then read the two conversations again. What does each person value? Circle one or both of the values and give a reason for your answer.

Reading: Power and Achievement

People who value power care about social status and prestige. They like to have control over other people or resources and value wealth and authority. People who value achievement care demonstrating their competence according to social standards. They want to be capable and influential. Personal success is very important to them, so they tend to be ambitious.

Adapted from Schwartz S.H. et al,
Value Priorities and Social Desirability: Much Substance, Some Style.
British Journal of Social Psychology. 36.1997.p7.

1. Laura values power/achievement because

2. Tom values power/achievement because

3. Stephen values power/achievement because

4. Alison values power/achievement because

Task 2.3

Power and achievement in your life

Are power and achievement important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I (would/would not) like to have a job with high social status because
2. Money is (not/quite/very/extremely) important to me because
3. I (do/do not) enjoy being in a position of authority because
4. Winning games is (not/quite/very/extremely) important to me because
5. Passing exams is (not/quite/very/extremely) important to me because
6. I (never/sometimes/always) try to influence people around me because

Task 2.4

Cultural Awareness Strategy 1: Comparison

Read the information below and discuss it with your group.

Cultural Awareness and Comparison

Cultural awareness is being aware of other cultures and how they operate. One approach we can take is to compare particular aspects of another culture with our own. When we are comparing cultures, we are looking specifically for points of similarity between them. To do this effectively, we must be aware of both our own culture and the other culture. This means that we must reflect upon our own culture and values in order to understand another culture.

Task 2.5

Comparing

Read the conversation below. Jane and Stephen are shopping for clothes. Jane and Stephen are comparing clothes. Underline the comparisons they make. Which of the expressions in the box do they use?

Comparing: Useful Expressions

- X is (exactly/almost/practically) the same as Y.
- X is (quite/very/rather) similar to Y in that they both....
- X is and so is Y.
- X is ... and Y is too..
- X and Y are (quite/very/rather) similar in that they both..

Jane: So, which top do you like best? The blue one, the pink one or the green one?

Stephen: Well, the blue one is nice and the green one is too.

Jane: And what about the pink one?

Stephen: It's OK.

Jane: Well, the blue one and the green one are quite similar.

Stephen: Yes, but I think that style suits you. Why don't you get them both?

Jane: Yes, I think I might.

Stephen: Come on then. Hurry up!

Task 2.6

Comparing

Look back at your sentences on power and achievement in task 2.3. Work with your partner. Identify some similarities between you.

Week 2: Homework: Task 1

Write a paragraph (5-10 sentences) about power and achievement in your life. Email it to: XXX

Week 2: Homework: Task 2

Write six questions for your summer assignment questionnaire. Write three questions to find out whether someone values power and three questions to find out whether someone values achievement. Email your questions to: XXX

Benevolence and Universalism

Task 3.1

Voluntary Work

Read the definitions of voluntary work and voluntary from the Collins Cobuild CD-Rom Dictionary. Answer the question in the box. Then, read the two conversations with your partner and fill in the table below.

- Voluntary work is done by people who are not paid for it, but who do it because they want to.
- Voluntary describes actions that you do freely, because you choose to do them and not because you have been forced to do them.

Question

1. Would you like to do some voluntary work? Why? Why not? What kind?

| | Stephen | Tom | Laura | Alison |
|--|---------|-----|-------|--------|
| What kind of voluntary work would they do? | | | | |
| Why? | | | | |



Stephen and Tom

- Stephen: Hi, Tom. How are you doing? I'm going to Iceland next week!
- Tom: Iceland? Are you going on holiday?
- Stephen: Well, it's a conservation holiday. I'm going to do some conservation work in Jokulsargljufur national park in north-west Iceland with B.T.C.V. for 2 weeks. I want to do my bit for the environment.
- Tom: Wow. That sounds exciting.
- Stephen: I'm very involved in voluntary work myself. I help raise money for Comic Relief. We raise lots of money for poor people in the U.K. and round the world and have fun at the same time, which I think is great.



What is Comic Relief?

Comic Relief raises money for charity through comedy and laughter. Since 1985 Comic Relief has raised more than £250 million for vulnerable people in the U.K., Africa and round the world. On Red Nose Day, lots of British people wear a red nose and raise money voluntarily.



<http://www.comicrelief.com/entry.shtm>

What is B.T.C.V.?

The British Trust for Conservation Volunteers organises conservation holidays to protect the environment. Volunteers pay money to take part in conservation projects in the UK and abroad, such as planting trees and clearing ponds. They even come to Japan!



Jokulsargljufur National Park,
Iceland

<http://www.btcv.org>

Laura and Alison

- Alison: So how about you, Laura? Are you interested in doing any voluntary work?
- Laura: Well, I'd probably help train my sister's athletics team, if I had enough time. My sister's in a wheelchair and doing sport has really improved the quality of her life. I'd like to raise money to help other disabled people in other places too. What about you?
- Alison: Fund-raising, probably. Our local church is over 800 years old and they need £300,000 to restore it. They're always looking for fund-raisers but so far, I haven't had the time. I'm not so religious but it's a beautiful building. It's part of our local heritage and I think that's important.



What is church restoration?

Many churches in the U.K. are extremely old and expensive to maintain. Manorbier Church, for example, needs new electricity and heating systems. Its roof, tower and windows need repairing. This will cost £300,000, so local people help raise money for the church.



<http://manorbierchurch.co.uk/>

What is wheelchair sport?

Wheelchair sport, such as track and field athletics, table tennis, rugby, archery, shooting and snooker, can help disabled people in many different ways. There are many clubs, sports camps and competitions for them. Ordinary people can volunteer help and do fund-raising.



Who is this? See:
<http://news.bbc.co.uk/sport2/hi/athletics/1025207.stm>

Task 3.2

Who values universalism and benevolence?

Read the paragraph about universalism and benevolence and then read the two conversations again. What does each person value? Circle one or both of the values and give a reason for your answer.

Reading: Universalism and Benevolence

People who value universalism care about the welfare of all people and nature as a whole (even people they don't know.) They recognise and value the fact that people of all countries and cultures, along with nature, inhabit the same universe. They value wisdom, have a strong sense of social justice and aspire towards a world at peace. They tend to be broad-minded and value equality between people. They see beauty in the world, value unity with nature and seek to protect the environment. People who value benevolence care about the welfare of people around them; people they know and see often. They are very active in helping those around them, are loyal and honest, tend to be forgiving and value true friendship.

Adapted from Schwartz S.H. et al, Value Priorities and Social Desirability:
Much Substance, Some Style.
British Journal of Social Psychology. 36.1997.p7.

1. Laura values universalism/benevolence because
2. Tom values universalism/benevolence because
3. Stephen values universalism/benevolence because
4. Alison values universalism/benevolence because

Task 3.3

Universalism and benevolence in your life

Are universalism and benevolence important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I (never/sometimes/often) donate money to charity because
2. I (would like to/probably would not) do voluntary work to help people
I don't know because
3. Spending time with friends is (not so/quite/very/extremely) important
to me because
4. Helping people close to me is (not so/quite/very/extremely) important
to me because
5. I do (very little/a lot) to help protect the environment because
6. I do (very little/a lot) to help protect animals because

Task 3.4

Cultural Awareness Strategy 2: Contrasting

Read the information below and discuss it with your group.

Cultural Awareness and Contrast

To develop our cultural awareness, another approach we can take is to contrast particular aspects of another culture with our own. When we are contrasting cultures, we are looking specifically for points of difference between them. Again, to do this effectively, we must be aware of both our own culture and the other culture, which means that we must reflect upon our own culture and values in order to understand another culture.

Task 3.5

Contrasting

Read the conversation below. Underline the contrasts made by Tom and Stephen as they discuss Stephen's conservation holiday. Which expressions do they use from the box?

Contrasting: Useful Expressions

- X (is different from/differs from) Y in that
- (Whereas/While) X....., Y
- X is (more/less)....than Y.
- X isn't as as Y.
- X doesn't as Y.

Tom: Stephen, before, you were talking about going on a conservation holiday to Iceland. Is it like a package holiday?

Stephen: Well, it's different from a package holiday in that you actually have to work.

Tom: Work? So, it's not actually a holiday?

Stephen: Well, it is a holiday but whereas you spend most of your time relaxing if you go on a package holiday, you spend your time working to protect the environment on conservation holiday.

Tom: I see.

Stephen: So personally, I think conservation holidays are more rewarding.

Task 3.6

Contrasting

Look back at your sentences on universalism and benevolence in task 3.3. Work with your partner. Contrast your ideas.

Week 2: Homework: Task 1

Write a paragraph (5-10 sentences) about universalism and benevolence in your life.
Email it to: XXX

Week 2: Homework: Task 2

Write six questions for your summer assignment questionnaire. Write three questions to find out whether someone values universalism and three questions to find out whether someone values benevolence. Email your questions to: XXX

Tradition, Conformity and Security

Task 4.1

Summer Holidays

Answer the question in the box. Then, read the two conversations with your partner and fill in the table below.

1. What are you doing in the summer holidays and why?

| | Laura | Stephen | Alison | Tom |
|--------------------------------------|-------|---------|--------|-----|
| What are they doing in the holidays? | | | | |
| Why? | | | | |

Laura and Tom

Tom: Hi, Laura. It's not long until the summer holidays. Do you have any plans?

Laura: Yes, I'm going down to Cornwall to visit my parents. They retired down there last year and I want to make sure they're OK. I'm going down with my sister and her children. It'll be nice to spend some quality time together as a family. How about you?

Tom: Well, I'm going to Ibiza for 2 weeks. All my friends are going, so I can't miss out on that! I've started shopping already! I just have to get the latest designs, the latest colours...I hate anything that looks old-fashioned. I just qualified as a lawyer, so for the first time in my life, I have a bit of money to spend, which is great!

Laura: Great! Roll on the summer!



Where is Cornwall?



Cornwall is a county in south-west England, famous for its beautiful beaches. It is a popular tourist resort in Britain and many people want to retire there.

<http://www.beautiful-cornwall.co.uk/>

Where is Ibiza?



Ibiza is a Spanish island in the Mediterranean Sea. It is a very popular tourist destination for young British people who want to sunbathe on the beach during the day and go dancing in night clubs at night. People often like to go there with a group of friends.

<http://www.red2000.com/spain/balear-es/ibiza/>

Alison and Stephen

Alison: Hi, Stephen. How are things? Do you have any plans for the summer?

Stephen: No, not really. I think I'll just relax and take it easy. Jane and I really should start saving up to get married. We'll probably just go down to the pub as usual and spend time with friends. We see the same people there every week, which is nice. And we'll probably have a few day trips in the countryside...visit a few country pubs!

Alison: Well, we'll probably go to Scotland to see some friends. We want to go to the Edinburgh festival in August and see some traditional Scottish dancing. I love all those kinds of traditions. I really want to see the Military tattoo.

Stephen: Sounds like fun.



What's a pub?



English pubs are places you go to drink and relax. They are often hundreds of years old and serve many kinds of beer. They have interesting names such as The Green Man, The Rose and Crown and The George. This one is called The Half Moon Inn. It is one of the prettiest pubs in England.

<http://www.the-halfmoon-inn.co.uk/>

What's the Edinburgh Festival?



The Edinburgh Festival is held in Scotland every August for two weeks. It attracts people from all over the world. Cultural events and shows take place all over the city. The Military Tattoo is held inside Edinburgh Castle. Lots of soldiers parade up and down and the castle is lit up at night.

<http://www.edinburgh-tattoo.co.uk/>

Task 4.2

Who values tradition, conformity and security?

Read the paragraph about tradition, conformity and security and then read the two conversations again. What does each person value? Circle one or both of the values and give a reason for your answer.

Reading: Tradition, Conformity and Security

People who value tradition accept, respect and are committed to their culture, its religion, customs and ideas. They accept their role in life and are humble. People who value conformity care about respecting social expectations and norms. They do not wish to upset or harm others and value restraint. They are obedient, value self-discipline, politeness and honour their parents and elders. People who value security care about safety, harmony and the stability of society, relationships and the self. They value family security, national security and social order. They believe that if someone does you a favour, you should do them a favour back. They also tend to value cleanliness.

Adapted from Schwartz S.H. et al, Value Priorities and Social Desirability: Much Substance, Some Style. British Journal of Social Psychology. 36.1997.p7.

1. Laura values tradition/security/conformity because

.....

2. Tom values tradition/security/conformity because

.....

3. Stephen values tradition/security/conformity because

.....

4. Alison values tradition/security/conformity because

.....

Task 4.3

Tradition, conformity and security in your life

Are tradition, conformity and security important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I think it is (not/quite/very/extremely) important to respect Japanese traditions because
2. Having a strong sense of being 'Japanese' is (not/quite/very/extremely) important to me because
3. I (never/usually/always) follow fashion and wear the same kind of clothes as everyone else because ...
4. If my parents ask me or advise me to do something, I (never/usually/always) do it because
5. If someone does me a favour, I (never/usually/always) do one back because
6. Spending quality time with my family is (not/quite/very/extremely) important to me because

Task 4.4

Cultural Awareness Strategy 3: Judge and Justify

Read about judging and justifying and discuss it with your group.

Judge and Justify

When we experience another culture, we tend to judge it as being good, bad, right or wrong, according to our own cultural standards, which can sometimes amount to prejudice. Judging is natural but we should think carefully about our judgments and give good reasons for (justify) them.

Task 4.5

Judging and Justifying

Read the conversation below. Stephen and Alison are discussing local pubs. Underline the judgments and justifications (the reasons they give). Which expressions do they use from the box?

Judging and Justifying: Useful Expressions

1. I (really like/like/don't like) X because ...
2. I think you are (right/wrong) because...
3. I totally (agree/disagree) with you because ...
4. X is not (so good/such a good idea) because
5. I think that (is/would be) a (good/bad) thing because....
6. I think it's (good/bad) that you ... because

Stephen: Alison, can you recommend any nice pubs round here?
Alison: How about The Red Lion just down the road. It sells good local ale and the atmosphere is nice.
Stephen: I really don't like that pub because its too smoky.
Alison: Well, the pub down in the village is nice but it's a bit far..
Stephen: Yes, I totally agree. It is a bit far and I don't really have much time.
Alison: What about The George? That isn't too smoky.
Stephen: That's a good idea. See you later!

Task 4.6

Judging and Justifying

Look back at your sentences on tradition, conformity and security in task 4.3. Work with your partner. Judge your partner's ideas and justify your judgment by giving a good reason.

Week 4: Homework: Task 1

Write a paragraph (5-10 sentences) about tradition, conformity and security in your life. Email it to XXX

Week 4: Homework: Task 2

Write nine questions for your summer assignment questionnaire. Write three questions each to find out whether someone values tradition, conformity and security. Email your questions to XXX

Hedonism, Stimulation and Self-Direction

Task 5.1

Free time

Answer the question in the box. Then, read the two conversations with your partner and fill in the table below.

| |
|-------------------------------------|
| 1. How do you spend your free time? |
| 2. Why? |

| | Alison | Tom | Laura | Stephen |
|---|--------|-----|-------|---------|
| How does each person spend their free time? | | | | |
| Why? | | | | |

Alison and Tom

Tom: Hi, Alison. What are you up to this weekend?

Alison: Well, on Sunday, I'm going to spend a day on a health farm. It's a bit expensive but sometimes, I just need to pamper myself and have a bit of luxury in life. You can have massages, beauty treatments and do things like Tai Chi and meditation. On Monday, I'll feel like a new woman!



Tom: Sounds nice. Well, I'm going clubbing in Birmingham with some friends on Friday night. There's a new club just opened which is supposed to be really good. We're just going to have a few drinks and really let our hair down. I love club music. It just makes you want to dance. You just can't beat the feeling.



Alison: Well, have a great time.

What is a health farm?



A health farm is a special kind of hotel you can visit for one or more days, which offers a range of services or activities to help you de-stress, get fit, lose weight, eat healthy food or simply to pamper yourself. They often have a spa and the food is always very healthy and nutritious. They are quite expensive to visit and are seen as a luxury by most people.

<http://www.healthyvenues.co.uk/>

What is clubbing?



Clubbing means to go dancing in nightclubs, which is a really popular activity amongst young people, especially on Friday and Saturday nights. The music is very loud and exciting. People often dance until the early hours of the morning and drink a lot. People may go to a few clubs in one evening.

<http://www.uk-clubbing-directory.co.uk/>

Laura and Stephen

Stephen: Hi, Laura. What are you up to this weekend?

Laura: Well, I'm going to spend a bit of time planning my next expedition to Scotland for the Duke of Edinburgh's Gold Award. I can't believe I've almost finished my gold. What will I do next? I'll have to find some other goal in life.

Stephen: Wow. That's impressive. The Duke of Edinburgh's award sounds a bit too energetic to me. I just like getting away from it all and relaxing. If I have a free weekend, I love going to Scotland, especially the Isle of Skye. If the weather's good, you can't beat it. I love the feel of the sun on your face and swimming in cold mountain streams. It's sheer pleasure. Really invigorating.

Laura: Yeah. I know what you mean. I love that too.



What is the Duke of Edinburgh's Award?



The Duke of Edinburgh's Award is an activity scheme for young people aged 14-25. Practical, cultural and adventurous activities help young people develop. There are three awards: bronze, silver and gold. Activities involve helping people in the local community, expeditions (on foot or horseback, by boat or cycle), skills and physical recreation.

<http://www.theaward.org/>

Where is the Isle of Skye?



Isle means island. The Isle of Skye is one of the many small islands off the north-west coast of Scotland. It is very remote and peaceful and has some dramatic mountains. It is popular with walkers, campers and cyclists. There are many beautiful beaches and lochs. 'Loch' is the Scottish word for 'lake.'

<http://www.skye.co.uk/index.html>

Task 5.2

Who values Hedonism, Stimulation and Self-direction?

Read the paragraph about hedonism, stimulation and self-direction and then read the two conversations again. What does each person value? Circle one, both or all three values and give reasons for your answers.

Reading: Hedonism, Stimulation and Self-direction

People who value hedonism care about the stimulation of the senses and seek pleasure in life. Enjoying life is very important to them. People who value stimulation like excitement, novelty and new challenges. They tend to be quite daring and live a varied and exciting life. People who value self-direction think that independence of thought and action is important. They like setting their own goals and work to achieve them. They like being creative, are curious about life and value freedom. They tend to make decisions independently of others.

Adapted from Schwartz S.H. et al, Value Priorities and Social Desirability:
Much Substance, Some Style. British Journal of Social Psychology.
36.1997.p7.

1. Laura values hedonism/self-direction/stimulation because

.....

2. Tom values hedonism/self-direction/stimulation because

.....

3. Stephen values hedonism/self-direction/stimulation because

.....

4. Alison values hedonism/self-direction/stimulation because

.....

Task 5.3

Hedonism, stimulation and self-direction in your life

Are hedonism, stimulation and self-direction important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I (never/rarely/sometimes/often) do things for sheer pleasure. For example, I
2. Having a good time and enjoying life (is/is not) one of my top priorities because
3.
4. I would say I (am/am not) a daring person because
5. I (never/rarely/sometimes/often) do things because they are exciting. For example, I
6. I (never/rarely/sometimes/usually) make decisions independently of others because
7. Setting goals and working to achieve them is (not so/quite/very/extremely) important to me because

Week 5: Homework: Task 1

Review Schwartz's value types and the 3 paragraphs you wrote about your values. Develop your paragraphs into an essay. Include a new paragraph on hedonism, stimulation and self-direction. Use a computer. Bring a copy of your essay to class next week and be ready to present it to the class. Email your essay to: XXX

Week 5: Homework: Task 2

Write nine questions for your summer assignment questionnaire. Write three questions each to find out whether someone values hedonism, stimulation and self-direction. Email them to: XXX

Week 5: Homework: Task 3: Value Chart

Reflect on which of Schwartz's values are the most and least important to you. Shade in the chart below.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

Value Chart

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Speeches 1

Task 6.1

Critical Evaluation

Listen to each speaker. Identify key points about their values. Identify which of Schwartz’s value types they are referring to. State your value type. Are your value types similar or different? (Circle similar or different.) Judge the speaker on each point. (Circle positive or negative.) Give a reason to justify your judgment.

| | KEY POINT | SPEAKER VALUE TYPE | MY VALUE TYPE | | JUDGE | JUSTIFY |
|----|-----------|--------------------|---------------|-----------------------|-------|---------|
| 1 | | | | SIMILAR/ DIFFERENT | + / - | |
| 2 | | | | SIMILAR/ DIFFERENT | + / - | |
| 3 | | | | SIMILAR/ DIFFERENT | + / - | |
| 4 | | | | SIMILAR/ DIFFERENT | + / - | |
| 5 | | | | SIMILAR/ DIFFERENT | + / - | |
| 6 | | | | SIMILAR/ DIFFERENT | + / - | |
| 7 | | | | SIMILAR/ DIFFERENT | + / - | |
| 8 | | | | SIMILAR/ DIFFERENT | + / - | |
| 9 | | | | SIMILAR/ DIFFERENT | + / - | |
| 10 | | | | SIMILAR/ DIFFERENT | + / - | |

Task 6.2

Questions

After each speech, ask the speaker questions to find out more information and develop your notes.

Task 6.3

Value Chart

Guess the speaker's value profile. Fill in the value chart.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Speeches 2

Task 7.1

Critical Evaluation

Listen to each speaker. Identify key points about their values. Identify which of Schwartz’s value types they are referring to. State your value type. Are your value types similar or different? (Circle similar or different.) Judge the speaker on each point. (Circle positive or negative.) Give a reason to justify your judgment.

| | KEY POINT | SPEAKER VALUE TYPE | MY VALUE TYPE | | JUDGE | JUSTIFY |
|----|-----------|--------------------|---------------|-----------------------|-------|---------|
| 1 | | | | SIMILAR/ DIFFERENT | + / - | |
| 2 | | | | SIMILAR/ DIFFERENT | + / - | |
| 3 | | | | SIMILAR/ DIFFERENT | + / - | |
| 4 | | | | SIMILAR/ DIFFERENT | + / - | |
| 5 | | | | SIMILAR/ DIFFERENT | + / - | |
| 6 | | | | SIMILAR/ DIFFERENT | + / - | |
| 7 | | | | SIMILAR/ DIFFERENT | + / - | |
| 8 | | | | SIMILAR/ DIFFERENT | + / - | |
| 9 | | | | SIMILAR/ DIFFERENT | + / - | |
| 10 | | | | SIMILAR/ DIFFERENT | + / - | |

Task 7.2

Questions

After each speech, ask the speaker questions to find out more information and develop your notes.

Task 7.3

Value Chart

Guess the speaker's value profile. Fill in the value chart.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Speeches 3

Task 8.1

Critical Evaluation

Listen to each speaker. Identify key points about their values. Identify which of Schwartz’s value types they are referring to. State your value type. Are your value types similar or different? (Circle similar or different.) Judge the speaker on each point. (Circle positive or negative.) Give a reason to justify your judgment.

| | KEY POINT | SPEAKER VALUE TYPE | MY VALUE TYPE | | JUDGE | JUSTIFY |
|----|--------------|--------------------------|---------------------|-----------------------|-------|---------|
| 1 | | | | SIMILAR/ DIFFERENT | + / - | |
| 2 | | | | SIMILAR/ DIFFERENT | + / - | |
| 3 | | | | SIMILAR/ DIFFERENT | + / - | |
| 4 | | | | SIMILAR/ DIFFERENT | + / - | |
| 5 | | | | SIMILAR/ DIFFERENT | + / - | |
| 6 | | | | SIMILAR/ DIFFERENT | + / - | |
| 7 | | | | SIMILAR/ DIFFERENT | + / - | |
| 8 | | | | SIMILAR/ DIFFERENT | + / - | |
| 9 | | | | SIMILAR/ DIFFERENT | + / - | |
| 10 | | | | SIMILAR/ DIFFERENT | + / - | |

Task 8.2

Questions

After each speech, ask the speaker questions to find out more information and develop your notes.

Task 8.3

Value Chart

Guess the speaker’s value profile. Fill in the value chart.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Week 8: Homework: Task 1

Negotiate Value Difference

Look at the value charts. You will be paired up with a student who either does not value something you do or values something you do not. Meet this person for homework, write a 2-3 minute conversation in English and bring it to class next week. Your conversation should examine the value difference, how it affects your lives and possible reasons why you value differently. Make a plan to do something. The strong valuer should suggest doing something connected with the value. The weak valuer may resist. You should both be true to your value. Be ready to present the conversation to the class next week. Also, please email a copy to: XXX

Week 8: Homework: Task 2:

My Values

Look at your speech on values. Write your value rating (e.g. +5) at the top of the first column for each value. Tick the aspects of the value you mentioned in your speech.

| | |
|--------------------------|--|
| Benevolence | |
| help people close to you | |
| loyal | |
| honest | |
| forgiving | |
| true friendship | |

| | |
|---|--|
| Self-Direction | |
| independence of action, thought and decision-making | |
| set own goals and work to achieve them | |
| creative | |
| curious | |
| freedom | |

| | |
|-------------------------|--|
| Universalism | |
| welfare of all people | |
| protect nature | |
| wisdom | |
| social justice | |
| world peace | |
| broad-minded | |
| equality between people | |
| beauty in the world | |

| | |
|--|--|
| Security | |
| safety | |
| harmony | |
| stability of self, society and relationships | |
| family security | |
| national security | |
| social order | |
| return favours | |
| cleanliness | |

| | |
|--|--|
| Tradition | |
| accept, respect and committed to own culture | |
| accept role in life | |
| humble | |

| | |
|---------------------------|--|
| Power | |
| social status | |
| prestige | |
| control over other people | |
| control over resources | |
| wealth | |
| authority | |
| Achievement | |
| demonstrate competence | |
| be capable | |
| be influential | |
| personal success | |
| ambition | |

| | |
|---------------------------|--|
| Hedonism | |
| stimulation of the senses | |
| seek pleasure in life | |
| enjoy life | |

| | |
|--------------------------|--|
| Stimulation | |
| excitement | |
| novelty | |
| new challenge | |
| daring | |
| varied and exciting life | |

| | |
|---------------------------------------|--|
| Conformity | |
| respect social expectations and norms | |
| do not wish to upset or harm others | |
| value restraint | |
| obedient | |
| self-discipline | |
| politeness | |
| honour parents and elders | |

DIARY FEEDBACK WEEKS 1-7

I have checked and graded everyone's diaries for weeks 1-7. Here are my comments. There was a very wide range of approaches taken by students. In some cases, we have had deep and meaningful discussions and in others not. The students who have scored most highly were those who engaged in a meaningful dialogue with me and who reflected insightfully on different aspects of the class. Each diary entry was graded out of 10, with two marks each for what you learned and how you felt. I also graded you on whether you offered ideas, asked questions and replied to my messages.

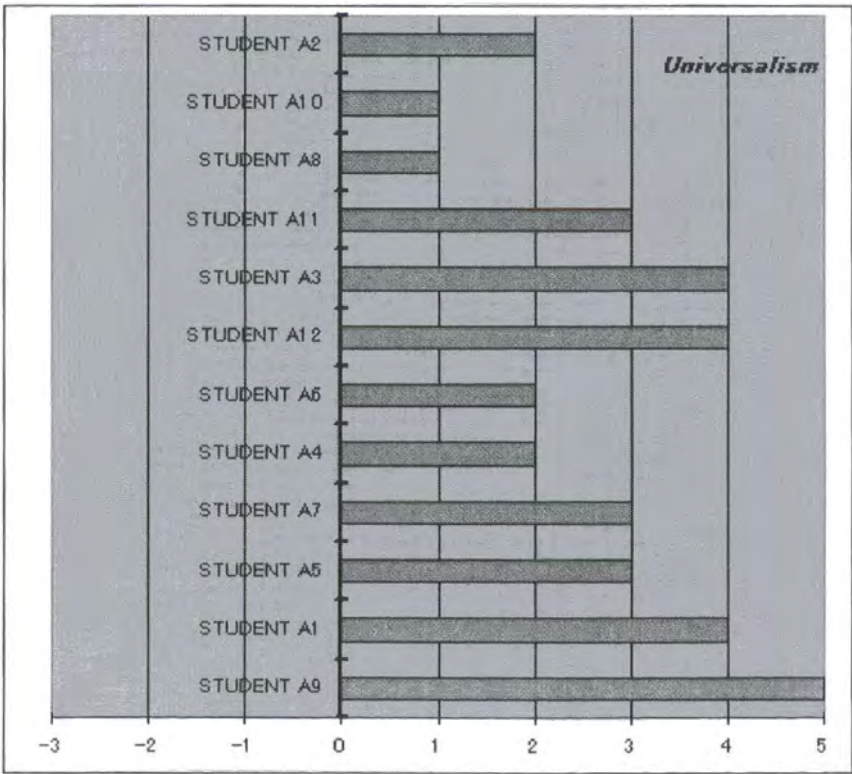
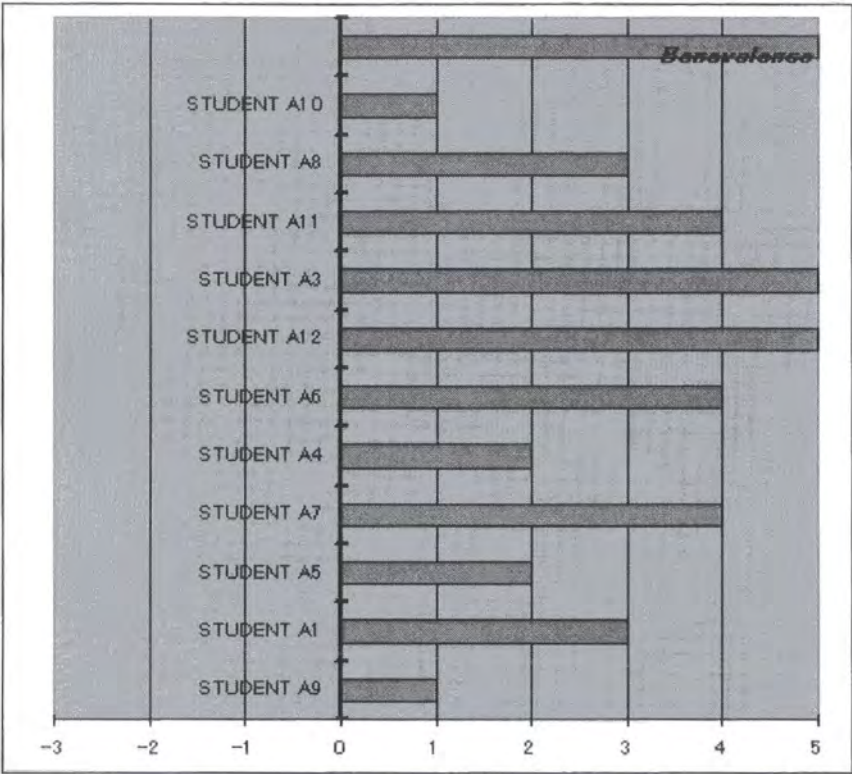
| | | |
|--------------------------------------|------|--|
| What did you learn? | (2) | |
| How did you feel? | (2) | |
| Did you offer ideas? | (2) | |
| Did you ask (me/yourself) questions? | (2) | |
| Did you answer my questions? | (2) | |
| Total | (10) | |

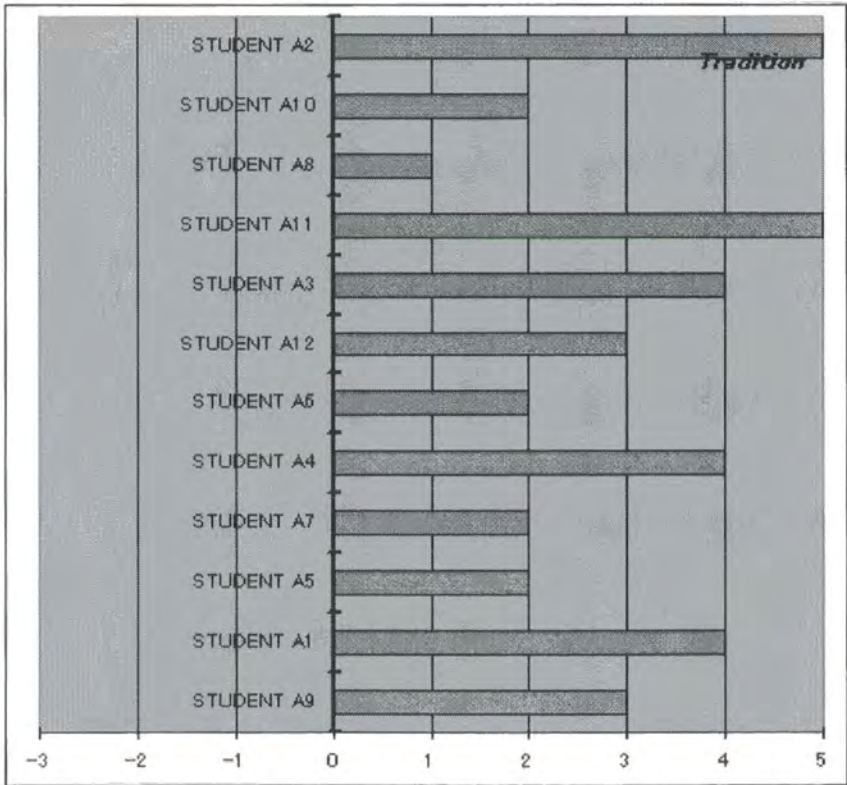
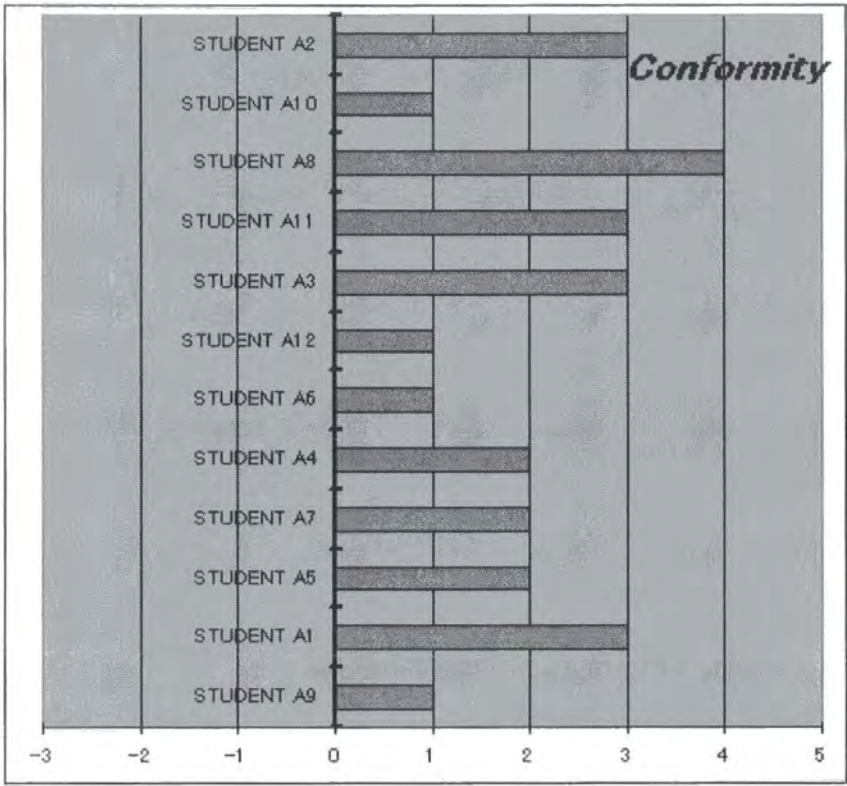
DIARY GUIDELINES WEEKS 8-15

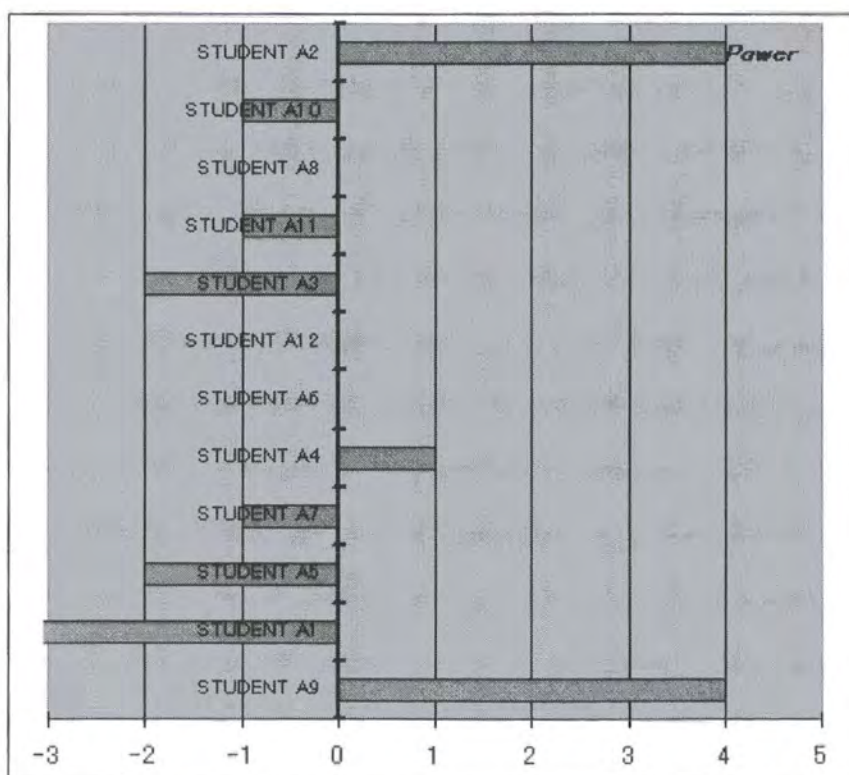
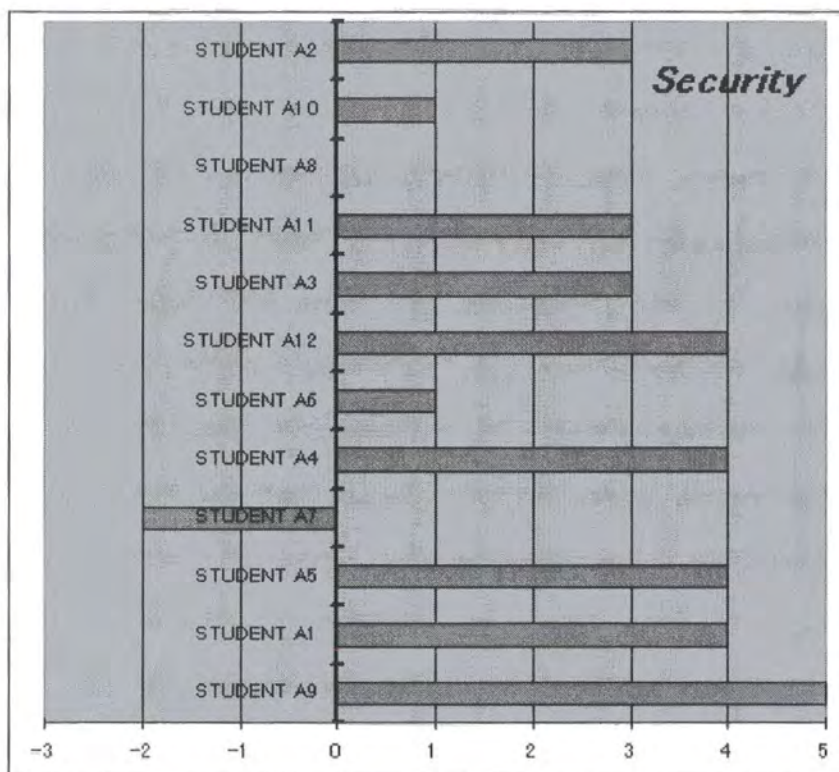
The diary is worth 20% of the grade for this term. The final grade will be the average of the grade for weeks 1-7 plus the average of the grade for weeks 8-15. For those students who want to increase their average, here are some tips:

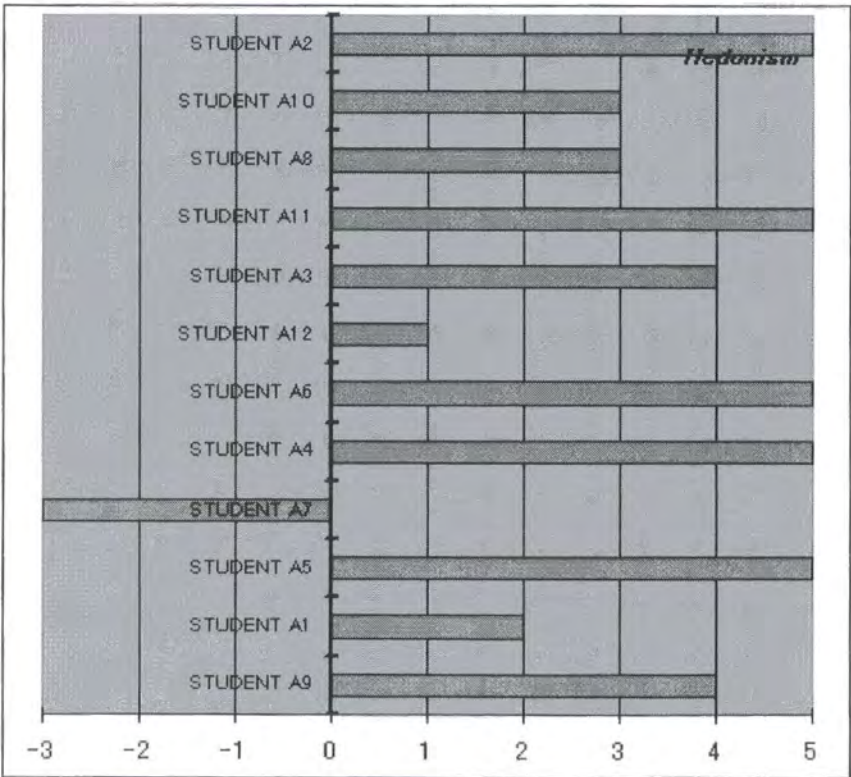
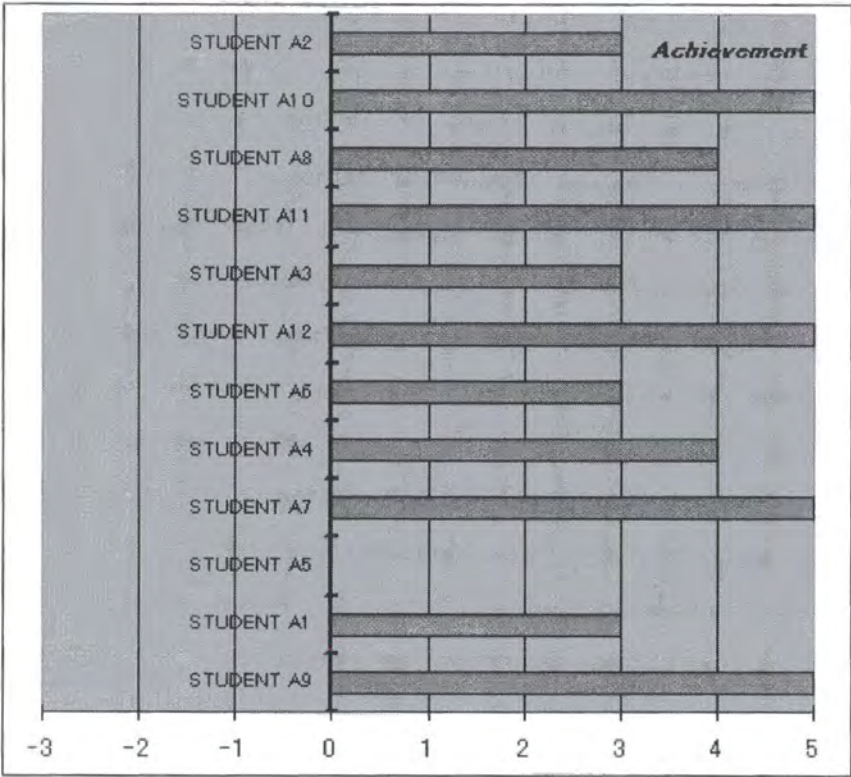
- ask me good questions in order to check your understanding
- ask me questions personally
- answer my questions or at least reply to the message politely
- offer your own ideas about and reactions to the class
- relate ideas we touch upon to your life in new and interesting ways
- identify differences in the meaning of words between Japanese and English

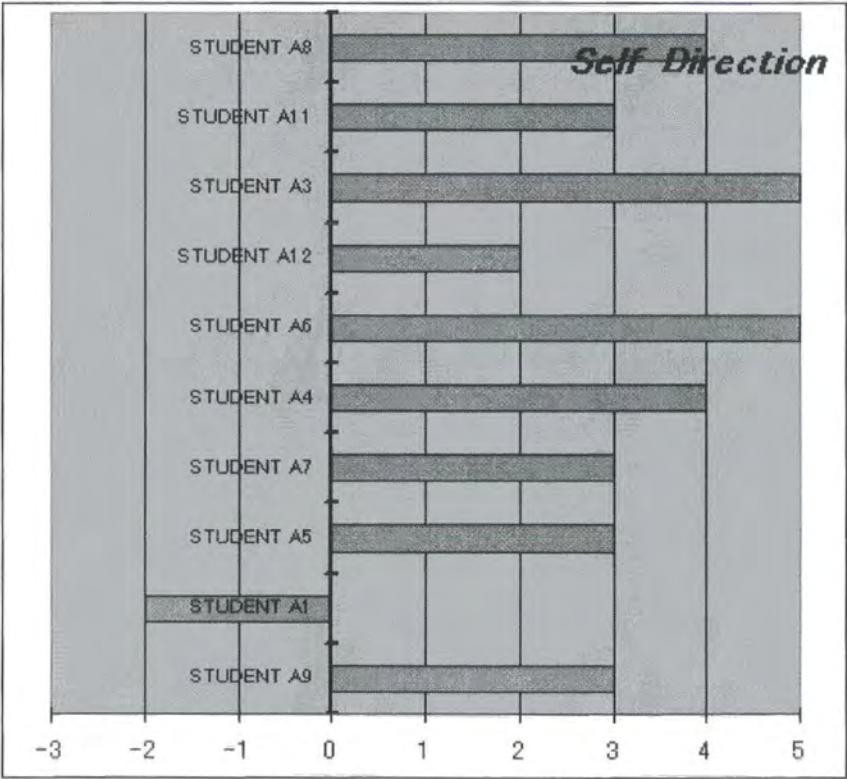
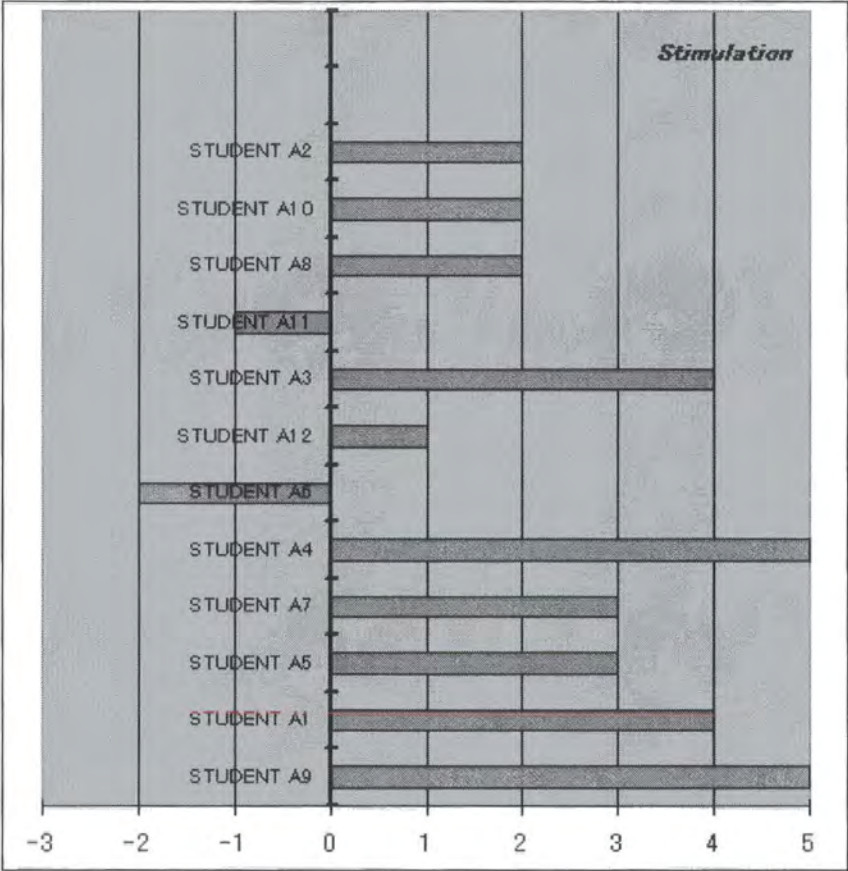
Value Charts











Course 1: Week 9

Presentations 1

Task 9.1

Present your dialogue to the class.

Task 9.2

Listen to each presentation and fill in questionnaire B below.

Week 9 Homework: Task 1

Reflect upon the discussion you and your partner had about values and fill in questionnaire A. Do not show your partner.

Week 9 Homework: Task 2

Negotiate Value Difference

You will be paired up with a student who either does not value something you do or values something you do not. If you were the strong valuer last week, you will be the weak valuer this week, and vice-versa. Meet this person for homework, write a 2-3 minute conversation in English and bring it to class next week. Your conversation should examine the value difference, how it affects your lives and possible reasons why you value differently. Make a plan to do something. The strong valuer should suggest doing something connected with the value. The weak valuer may resist. You should both be true to your value. Be ready to present the conversation to the class next week.
Email to: XXX

Week 9 Homework: Task 3

Negotiate Value Difference

After the discussion, fill in questionnaire A. Do not show your partner.

Questionnaire B

Speaker 1

Speaker 2

1. Which value is causing the conflict?
2. State the strength of YOUR value. (+/-)
3. In the conversation, what did speaker 1 want to do and why?
4. State speaker 1`s value and strength. (+/-)
5. Think about YOUR value. Give 1 adjective to describe speaker 1 (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

6. In the conversation, what did speaker 2 want to do and why?
7. State speaker 2`s value and strength. (+/-)
8. Think about YOUR value. Give 1 adjective to describe speaker 2 (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

9. What effect do you think the speakers had on each other?
 - Speaker 1
 - Speaker 2
10. Could you understand and accept each other`s position?
 - Speaker 1
 - Speaker 2
11. Could you respect and agree with each other`s position?
 - Speaker 1
 - Speaker 2

Questionnaire A

What is your partner`s name?

- 1. In the conversation, what did you want to do and why?
- 2. State your value and its strength. (+/-)
- 3. Give 1 adjective to describe yourself (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

- 4. In the conversation, what did your partner want to do and why?
- 5. State your partner`s value and its strength. (+/-)
- 6. Give 1 adjective to describe your partner (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

- 7. What effect did you and your partner have on each other?
 - I felt...
 - My partner felt....
- 8. Could you understand and accept each other`s position?
 - I could/could not because ...
 - My partner could/could not because....
- 9. Could you respect and agree with each other`s position?
 - I could/could not because ...
 - My partner could/could not because....

Course 1: Week 10

Presentations 2

Task 10.1

Present your dialogue to the class.

Task 10.2

Listen to each presentation and fill in questionnaire B below.

Week 10: Homework

Task 1: Essay: A Critical Evaluation Of My Values

Write an essay (250-500 words) on the role your values have played in your interactions with other students over the last few weeks. Look back at the following pieces of work:

- Your essay on values
- The critical evaluation sheets you filled in as you listened to all the speeches
- The questionnaires you filled in after talking to your 2 partners with different values to you
- The questionnaires you filled in after you listened to the values presentations by other pairs
- Your diary entries and our diary discussions

Think about:

- Similarities and differences you found between you and other students
- How you felt about those similarities and differences
- How your values affected the way you related to other students
- Your judgmental tendencies. (E.g. Why do you judge the way you do? Why do you like/dislike judging?)
- How other students affected your values

Deadline: Next week. Bring a copy of your essay to discuss in class next week.

Also, please email a copy to: XXX

Questionnaire B

Listen to the presentation and fill in the questionnaire below.

Speaker 1

Speaker 2

- 1. Which value is causing the conflict?
.....
- 2. State the strength of YOUR value. (+/-)
- 3. In the conversation, what did speaker 1 want to do and why?
- 4. State speaker 1`s value and strength. (+/-)
- 5. Think about YOUR value. Give 1 adjective to describe speaker 1 (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

- 6. In the conversation, what did speaker 2 want to do and why?
- 7. State speaker 2`s value and strength. (+/-)
- 8. Think about YOUR value. Give 1 adjective to describe speaker 2 (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

- 9. What effect do you think the speakers had on each other?
 - Speaker 1
 - Speaker 2
- 10. Could you understand and accept each other`s position?
 - Speaker 1
 - Speaker 2
- 11. Could you respect and agree with each other`s position?
 - Speaker 1
 - Speaker 2

Course 1: Week 11

Critical Evaluation and Mediation

Task 11.1

Critical Evaluation

Read the definition of critical evaluation below and discuss it with your group.

- In class 1, we defined culture as being beliefs, values and norms. Communicating about value difference is therefore a kind of intercultural communication, even if we are talking to people from our own country. Critical evaluation is a very important skill in intercultural communication. To make a critical evaluation of another culture, we must start by comparing and contrasting it with our own. As we notice similarities and differences, we should judge both our own culture and the other culture giving our reasons. Taking a 'critical' look at culture does not mean that we should criticize it and say it is bad. Being 'critical' means to evaluate culture using our values but then to take a step back and to reflect on our own thought processes and justify them. As we do this, we can develop critical cultural awareness.

Task 11.2

Critical Evaluation

Pair up with your partner from week 11. Discuss the disagreement you had as a result of the value difference. Make a full critical evaluation. Compare and contrast your positions by identifying similarities and differences. Judge and justify your own position and your partner's position. Fill in the Critical Evaluation Chart. Be ready to present your critical evaluation to the class.

Task 11.3

Critical Evaluation Reports and Personal Response

As you listen to the critical evaluation reports, think about your position. What do you think each pair should do? Look at the Values Reference Sheet. Which values affect your response to each pair? And why? Fill in the Critical Evaluation Reports: Personal Response Chart.

Task 11.2
Critical Evaluation Chart

(My partner`s name:)

Compare

- We are similar in that (we both/neither of us)

Contrast

- We differ in that

Judge and Justify (Self)

In my opinion,

- I because
- I because

Judge and Justify (Partner)

In my opinion,

- she because
- she because

Task 11.3
Critical Evaluation Reports: Personal Response Chart

| | | |
|----|--|----------------|
| 1. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

| | | |
|----|--|----------------|
| 2. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

| | | |
|----|--|----------------|
| 3. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

| | | |
|----|--|----------------|
| 4. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

| | | |
|----|--|----------------|
| 5. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

Task 11.4

Define: Mediate

Read the definition of mediation in the box below (from the Collins Cobuild Dictionary on CD-Rom) and discuss it with your group.

Mediate

If you mediate, you try to settle an argument between two (groups of) people by talking to both (groups) and by trying to find things they can both agree to.

Week 11: Homework: Task 1

Mediate

You will be divided into 4 groups of 3.
In each group, there will be a pair who worked together earlier plus one mediator.
The group of three should meet during the week and discuss the value conflict again.
The mediator should refer to the Values Reference Sheet and Personal Response Chart and tell the pair their own values and what their position is in the situation. The mediator should try to mediate a solution that genuinely satisfies both members of the pair. Email the conversation to me at: XXX

- Your name:
- Your partner:
- Mediator:

Week 11: Homework: Task 2

Writing: Write a definition for KOTATSU.

Week 11: Homework: Task 3: Concept

Reading: What is a concept?

Reading: What is a Concept?

Concepts are ideas people have about certain things. People often have pictures in their heads when they think of particular objects. It is easy to presume that other people's concepts are the same as our own but in fact, they can vary from person to person and from culture to culture. These differences can sometimes cause misunderstandings, especially if we are not even aware that the difference exists. In intercultural communication, we need to explore the other person's concepts and distinguish them from our own. If we can do this, we can reduce the chances of misunderstandings when we communicate with people from other cultures.

Questions

1. What is a concept?
2. What is it easy to presume?
3. What can conceptual difference sometimes cause?
4. How can we reduce misunderstandings in intercultural communication?

Values Reference Sheet

| |
|---|
| Self-Direction |
| independence of action, thought and decision-making |
| set own goals and work to achieve them |
| creative |
| curious |
| freedom |

| |
|--------------------------|
| Benevolence |
| help people close to you |
| loyal |
| honest |
| forgiving |
| true friendship |

| |
|-------------------------|
| Universalism |
| welfare of all people |
| protect nature |
| wisdom |
| social justice |
| world peace |
| broad-minded |
| equality between people |
| beauty in the world |

| |
|--|
| Tradition |
| accept, respect and committed to own culture |
| accept role in life |
| humble |

| |
|------------------------|
| Achievement |
| demonstrate competence |
| be capable |
| be influential |
| personal success |
| ambition |

| |
|---------------------------|
| Hedonism |
| stimulation of the senses |
| seek pleasure in life |
| enjoy life |

| |
|--|
| Security |
| safety |
| harmony |
| stability of self, society and relationships |
| family security |
| national security |
| social order |
| return favours |
| cleanliness |

| |
|------------------------------|
| Power |
| social status |
| prestige |
| control over other people |
| control over resources |
| wealth |
| authority |

| |
|--------------------------|
| Stimulation |
| excitement |
| novelty |
| new challenge |
| daring |
| varied and exciting life |

| |
|---|
| Self-Direction |
| independence of action, thought and decision-making |
| set own goals and work to achieve them |
| creative |
| curious |
| freedom |

| |
|---------------------------------------|
| Conformity |
| respect social expectations and norms |
| do not wish to upset or harm others |
| value restraint |
| obedient |
| self-discipline |
| politeness |
| honour parents and elders |

Course 1: Week 12

Critical Evaluation and Mediation

Task 12.1

Mediation Presentations

Listen to each mediation presentation. Consider how the values had affected the mediation process. Discuss.

Task 12.2

Stephanie's Speech on Values

Listen to Stephanie's speech on values and try to guess her value profile. Fill in the critical evaluation sheet and value chart.

Week 12: Homework: Task 1

Please look back over the notes you made about our analysis of how values affected the mediation conversations and write a report. Please email it to me.

CRITICAL EVALUATION SHEET

Listen to the speaker. Identify key points about their values. Identify which of Schwartz's value types they are referring to. State your value type. Are your value types similar or different? (Circle similar or different.) Judge the speaker on each point. (Circle positive (+) or negative (-)) Give a reason to justify your judgment.

| | KEY POINT | SPEAKER VALUE TYPE | MY VALUE TYPE | | JUDGE | JUSTIFY |
|----|--------------|--------------------------|---------------------|-----------------------|-------|---------|
| 1 | | | | SIMILAR/ DIFFERENT | + / - | |
| 2 | | | | SIMILAR/ DIFFERENT | + / - | |
| 3 | | | | SIMILAR/ DIFFERENT | + / - | |
| 4 | | | | SIMILAR/ DIFFERENT | + / - | |
| 5 | | | | SIMILAR/ DIFFERENT | + / - | |
| 6 | | | | SIMILAR/ DIFFERENT | + / - | |
| 7 | | | | SIMILAR/ DIFFERENT | + / - | |
| 8 | | | | SIMILAR/ DIFFERENT | + / - | |
| 9 | | | | SIMILAR/ DIFFERENT | + / - | |
| 10 | | | | SIMILAR/ DIFFERENT | + / - | |

Value Chart

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Clubs

Task 13.1

Concept: KOTATSU

Look back over your homework and discuss it with your group. What is a concept? Compare your definition of kotatsu with your group. How similar are the definitions? Which points did people include? Which points did they not? How clear are the definitions? Define KOTATSU for the teacher.

Task 13.2

Conversation

Read the following conversation. Keisuke is trying to describe a kotatsu to Peter. What is Peter imagining? Draw a picture in the box below.

| | |
|----------|---|
| Peter: | Keisuke. What does this word mean? Kotatsu.... |
| Keisuke: | Well, uh..a kotatsu is...well...it's like a table....and we use it to keep us warm... |
| Peter: | Oh? How does it do that? |
| Keisuke: | Well, there's a heater under the table and a futon over it... |
| Peter: | A futon? You have a mattress on top of your table to keep warm...? |
| Keisuke: | A mattress? No.... |
| Peter: | Do you sleep on the table??? |
| Keisuke: | Ur...no...well, it's hard to explain.... |

Keisuke is imagining...



<http://www8.plala.or.jp/y-naka/jiten-k.html>

Peter is imagining...

Task 13.3

Defining KOTATSU

Compare your definition of kotatsu with the one from the Japan Picture Dictionary.
(See: <http://www8.plala.or.jp/y-naka/jiten-k.html>)

Kotatsu: An electric legwarmer

An electric heating device is attached to the bottom of a table, a quilt is laid over it, and a square table top is placed on top. It's a great place to gather in the cold season for tea, meals and maybe a nap.

Task 13.4

Japanese Concept: Club

Discuss the Japanese concept of club with your group. Answer the questions together.
Assess your attitude towards clubs and give reasons.

1. Are you a member of a club? If so, what kind and why did you join?
If not, why not?
2. How many hours a week do people spend on club activities?
3. I think it is (extremely/very/quite/not so/not at all) important to join a club
4. because...
5. I think it is (extremely/very/quite/not so/not at all) important to attend club activities regularly because...

Task 13.5

Culture Conflict 1: Club

Read the conversation between Tom and Yuuya with your group. There is some conflict between them. Judge each person and give a reason.

Situation

Tom is British and he is studying at a university in Japan. He has always loved soccer, played a lot in Britain and recently joined the university soccer club, where he met Yuuya, who is Japanese and is also a member of the soccer club. It's Friday afternoon and Tom invites Yuuya to go out.

Tom: Hey, Yuuya. It's Friday! Do you want to go out tonight? We could go out for a curry and then go clubbing. You could introduce me to the Japanese club scene.

Yuuya: Well, have you forgotten about soccer club?

Tom: Soccer club? What about it?

Yuuya: I'm afraid we have soccer practice on Friday nights.

Tom: You're joking! You can't be serious!

Yuuya: Oh, I'm serious and since we've missed one or two practices recently, I don't think we should miss it tonight. Come on. It'll be fun!

Tom: (Looks surprised.) Yuuya, I totally agree that soccer's the greatest sport on earth but come on, it's only a club. And it's Friday. The God of Friday says we must go out! Let's go clubbing!

Yuuya: But why should Friday night be any different from other nights? Soccer practice is really important. I'm sorry. I can't miss it...

Judge and Justify

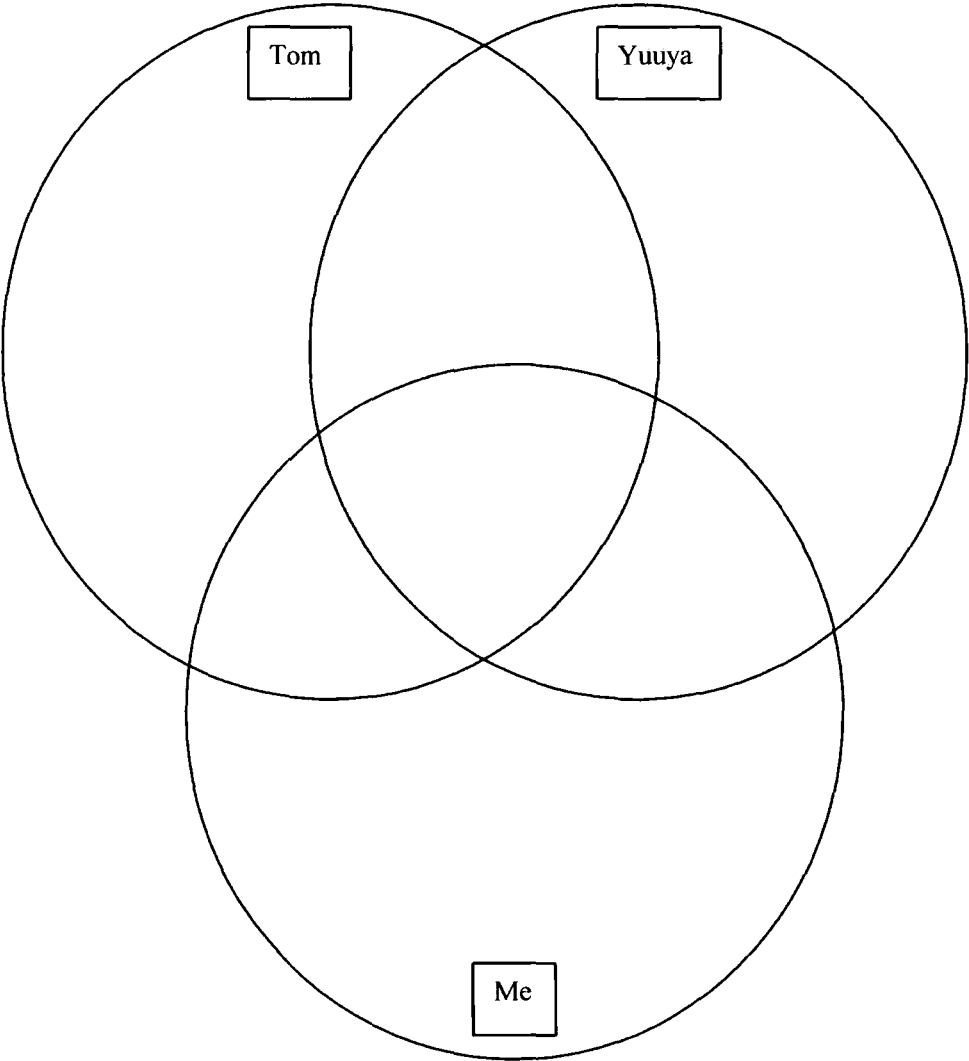
1. I think Yuuya is (extremely good/very good/good/bad/very bad/extremely good) because...
2. I think is Tom is (extremely good/very good/good/bad/very bad/extremely good) because...

Task 13.6

Culture Conflict 1: Compare and Contrast Yuuya and Tom's Values

Look at Schwartz's value types. Identify values you think are important to Tom, Yuuya and make your values clear too. Put value similarities in parts of the circles that overlap.

| | | | |
|--------------|----------------|------------|-------------|
| universalism | benevolence | power | achievement |
| security | tradition | conformity | hedonism |
| stimulation | self-direction | | |



Task 13.7

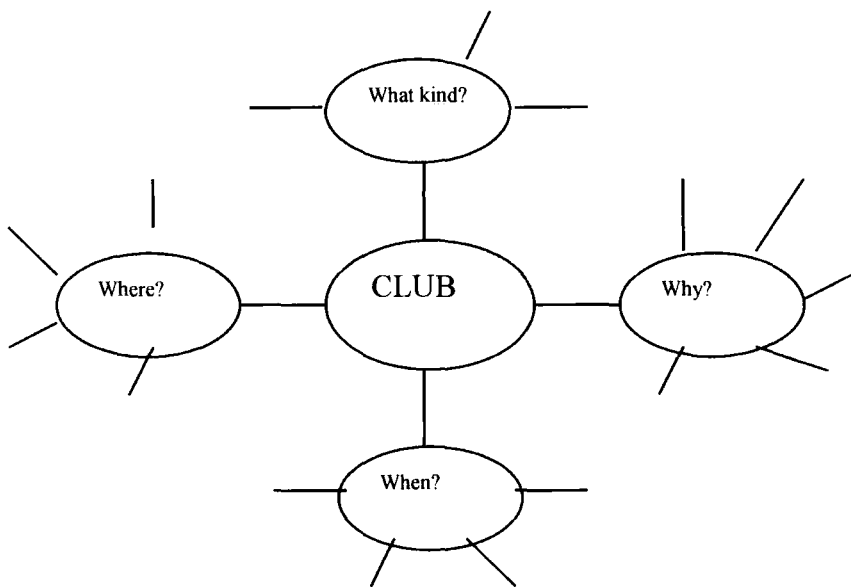
British Concept: Club

Read about clubs in Britain. Transfer the information into the mind map. Then, ask your teacher questions to find out more information. Develop the mind map.

Reading: Clubs in Britain

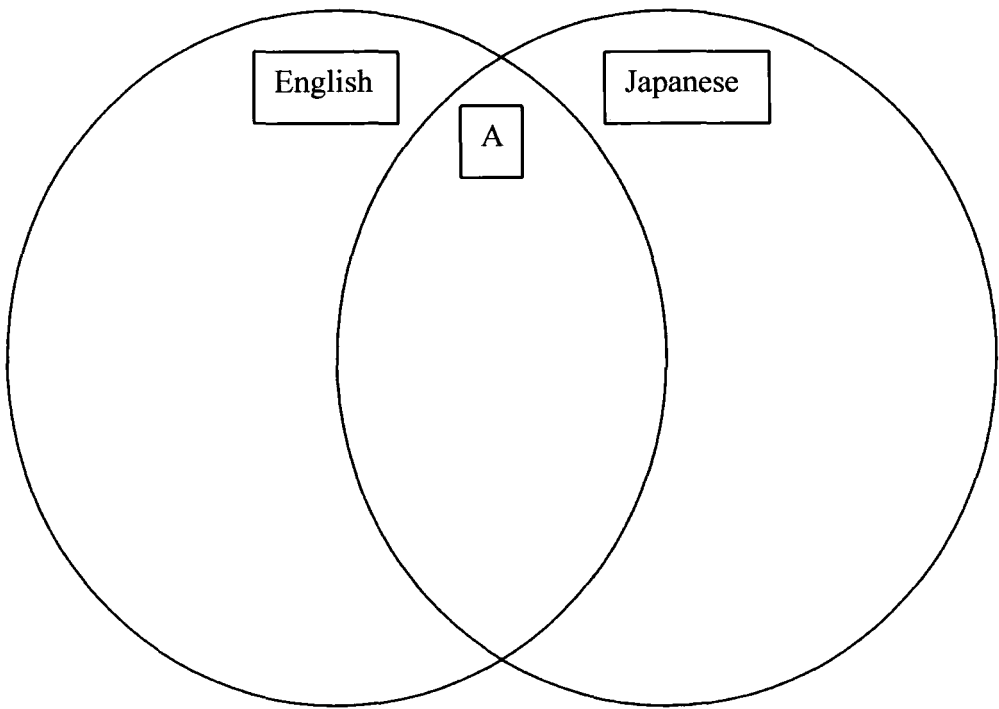
There are many different kinds of clubs in Britain such as sports clubs, art clubs and even bonsai clubs! They may be held in schools, universities, at local sports centres and at local community centres. Why do people join clubs? They join because they want to; club membership and participation is completely voluntary and people can easily leave if they want to. They may want to make friends, develop interests and skills or may join just to have fun. Clubs usually meet once or twice a week for one or two hours, though special high level sports clubs training whose members are training for competitions may meet more often. In schools, club activities are rarely held after 5pm or at weekends since schools are closed at those times.

Mind Map: Clubs in Britain



Task 13.8

Culture Conflict 1: Compare and Contrast Yuuya and Tom's Concepts
Remembering what you know about clubs in Britain and Japan, compare and contrast the English and Japanese Concepts of Club. Put similarities into area A.



Task 13.9

Culture Conflict 1: Judge and Justify
What impression do you form of each person? Make a judgment and justify your judgment by giving a reason.

1. I think Yuuya is (extremely good/very good/good/bad/very bad/extremely good) because...

2. I think Tom is (extremely good/very good/good/bad/very bad/extremely good) because...

Week 13: Homework: Task 1

Task 1: Mediate

Develop the conversation between Tom and Yuuya. Include yourself in the conversation as a (3rd person) MEDIATOR. Before you mediate, check the values you will use to help you on the values reference sheet provided. As you mediate, you should make your own values and concepts clear. Take a clear position. Try to mediate a solution that is acceptable to both Tom and Yuuya. Refer to the values reference sheet.

You:

Yuuya:

Tom:

Values Reference Sheet

Before you mediate, tick the values you will use to help you mediate the situation.

| | |
|--------------------------|--|
| Benevolence | |
| help people close to you | |
| loyal | |
| honest | |
| forgiving | |
| true friendship | |

| | |
|-------------------------|--|
| Universalism | |
| welfare of all people | |
| protect nature | |
| wisdom | |
| social justice | |
| world peace | |
| broad-minded | |
| equality between people | |
| beauty in the world | |

| | |
|--|--|
| Tradition | |
| accept, respect and committed to own culture | |
| accept role in life | |
| humble | |

| | |
|--|--|
| Security | |
| safety | |
| harmony | |
| stability of self, society and relationships | |
| family security | |
| national security | |
| social order | |
| return favours | |
| cleanliness | |

| | |
|---------------------------|--|
| Power | |
| social status | |
| prestige | |
| control over other people | |
| control over resources | |
| wealth | |
| authority | |
| Achievement | |

| | |
|------------------------|--|
| demonstrate competence | |
| be capable | |
| be influential | |
| personal success | |
| ambition | |

| | |
|---------------------------|--|
| Hedonism | |
| stimulation of the senses | |
| seek pleasure in life | |
| enjoy life | |

| | |
|--------------------------|--|
| Stimulation | |
| excitement | |
| novelty | |
| new challenge | |
| daring | |
| varied and exciting life | |

| | |
|---|--|
| Self-Direction | |
| independence of action, thought and decision-making | |
| set own goals and work to achieve them | |
| creative | |
| curious | |
| freedom | |

| | |
|---------------------------------------|--|
| Conformity | |
| respect social expectations and norms | |
| do not wish to upset or harm others | |
| value restraint | |
| obedient | |
| self-discipline | |
| politeness | |
| honour parents and elders | |

Concepts and stereotypes

Task 14.1

Definition: What is a Concept?

Read Stephanie's definition of a concept. Discuss it with your group.

- What is a concept?
- A group of ideas in the mind (understandings, thoughts or pictures) labelled as a word
- (Stephanie's definition!)

Task 14.2

Define your Concept: Hedonism

Read the definition and concepts of hedonism below. What is your concept of hedonism? Write your concept in the box below.

- Word: Hedonism
- Definition: living and behaving in ways that mean you get as much pleasure out of life as possible, according to the belief that the most important thing in life is to enjoy yourself.
(<http://dictionary.cambridge.org/define.asp?key=36508&dict=CALD>)
- (Schwartz's) Concept: stimulation of the senses
 - seek pleasure in life
 - enjoying life is very important
- (Stephanie's) Concept: hot springs
 - scuba-diving
 - mountaineering
- (NOT shopping!! This comes closer to my concept of torture!)
- (Your) Concept:
 -
 -

Task 14.3

Define your Concept: Club

Read the definition and concepts of club below. What is your concept of club? Write your concept in the box below.

Word: Club

- Definition:
- an organisation of people with a common purpose or interest, who meet regularly and take part in shared activities.
(<http://dictionary.cambridge.org/define.asp?key=14441&dict=CALD>)

(Stephanie`s) Concept (of `British clubs`):

- What kinds?
 - Many different kinds
 - E,g, sports clubs, art clubs and bonsai clubs
- Where?
 - Schools, universities, local sports centres and local community centres.
- Why join?
 - To make friends, develop interests and skills or just to have fun.
 - Membership and participation is voluntary.
 - People can easily leave.
- When?
 - Usually once/twice a week for one/two hours.
 - High level sports clubs may meet more often.
 - In schools, club activities are rarely held after 5pm/at weekends since schools are closed at those times.

(Your) Concept (of `Japanese clubs`):

- What kinds?
- Where?
- Why join?
- When?

Task 14.4

Are Concepts Useful?

Answer the questions below and discuss them with your group

1. What are the problems with Stephanie's concept of 'British clubs'?
2. and your concept of 'Japanese clubs'?

3. Why do we have such concepts in our minds?

4. Where do such concepts come from?

5. Why can such concepts be useful when we are talking about our
6. own culture?

Task 14.5

What is a Stereotype?

Read the following paragraph and answer the questions below

The world is very complex. Every moment, our senses are bombarded with hundreds of stimuli and information. How do we make sense of it all? To understand the world, we simplify and organise information in categories in our mind. A concept is a group of ideas labelled as a word. A stereotype is a group of ideas about a group of people who are labelled by (perceived) group membership (e.g. nationality, race, colour, gender, city etc..) Stereotypes are a form of generalization about some group of people. Journalist Walter Lippmann introduced the word stereotyping in 1922 to refer to way we select, organise and simplify information about people.

1. How do we make sense of the world?

2. What is a concept?

3. What is a stereotype?

4. What is stereotyping?

Task 14.6

Define your Stereotype: Germany

Consider your stereotype of Germany and write it in the box below.

- Word: Germany
- Definition: a country in Europe
- (http://dictionary.cambridge.org/define.asp?dict=L&key=HW*16733)
- Your Stereotype of 'Germany':

Task 14.7

Problems with Stereotypes

Read the paragraph below and answer the questions

Stereotypes can help us if the information in them is correct but there are three problems. Firstly, the information in the stereotype can be wrong or exaggerated. We should always check the accuracy of the information and think flexibly, sometimes consciously changing our stereotypes. Secondly, we often apply stereotypes to ALL members of a group. We presume they are similar, so we miss differences between them. We should look for differences between the person and their group. Finally, we often use stereotypes to judge people positively or negatively without knowing much about them. We may focus too much on either positive aspects (e.g. all Englishmen are gentlemen) or negative aspects (e.g. all Englishmen are reserved.) This is prejudice because we 'pre-judge' the person based on the stereotype. We should judge based on accurate information instead.

1. How can stereotypes help us?
2. What is the first problem with stereotypes? How can we solve it?
3. What is the second problem with stereotypes? How can we solve it?
4. What is the third problem with stereotypes? How can we solve it?

Course 1: Summer Assignment Guidelines 1

Schwartz's value types can provide a useful framework for interacting with and understanding other people, especially people from other countries who develop different values throughout their lives. To explore this further, please conduct a mini-research project. Follow the instructions below.

- Choose someone from another country to interview. They may be of any nationality other than Japanese but should speak English. Interview them in English.
- Explain that you are conducting a mini-research project. Ask them to help. (If they don't want to, don't push them. It should be voluntary.)

1: Interview

- Explain that we have been studying about values and show them the information about Schwartz's value types.
- Use the questionnaire you have prepared this term to interview the person. Find out as much as you can.
- Interview the person and record the interview on cassette or MD, then you can listen to it afterwards.
- Listen to the recording afterwards and either take notes or transcribe it. (Transcribe means to write it out in full.)

2: Describe Values

- Write an essay describing their values.

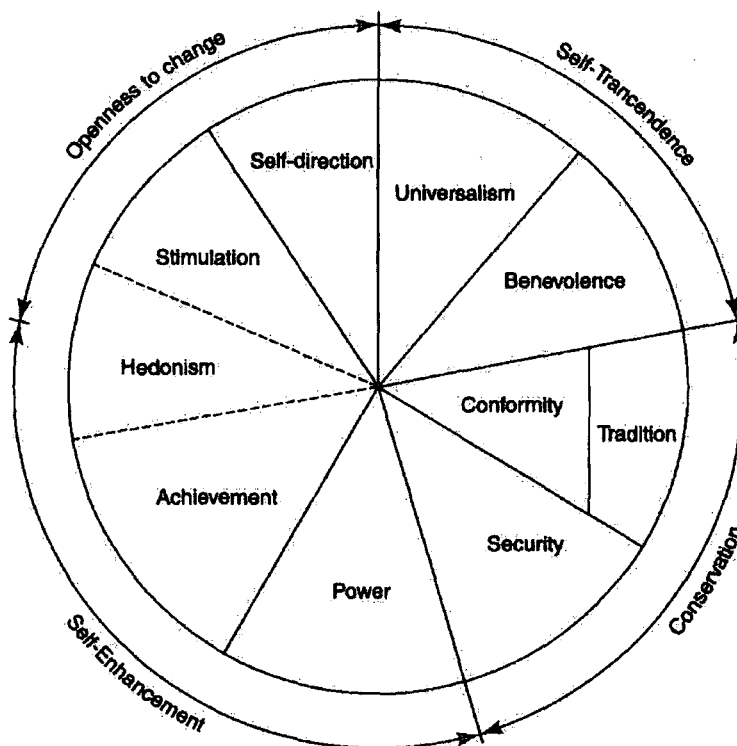
3: Critical Evaluation

- Write a critical evaluation.
- Compare and contrast your values with their values.
- Judge your own values and their values and justify your judgments with reasons.
- Hand in
- Tasks 2 and 3
- The recording and your notes/transcription

Schwartz's Value Types

Shalom Schwartz researched values in 49 different countries and found ten universal value types a culture may have, which serve as central cultural goals. In the diagram, the ten values are arranged into four groups; openness to change, self-transcendence, conservation and self-enhancement. Cultures will probably value all the value types within one group and are less likely to value the ones grouped on the opposite side of the circle.

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)



Course 1: Term 1 Test 1

Grading

| | | | |
|------------|-------------------------------|----------|-----------------|
| Section A | Stephanie`s Concept of `Club` | 5 marks | (....) |
| Section B. | Compare and Contrast Values | 5 marks | (....) |
| Section C: | Compare and Contrast Concepts | 5 marks | (....) |
| Section D: | Judge and Justify | 5 marks | (....) |
| Section E: | Mediation | 30 marks | (....) |
| | | Total | 50 marks (....) |

CRITICAL EVALUATION AND MEDIATION

A. Stephanie`s Concept of `Club`

Read Stephanie`s description of British clubs again and answer the questions below.

Reading: Clubs in Britain

There are many different kinds of clubs in Britain such as sports clubs, art clubs and even bonsai clubs! They may be held in schools, universities, at local sports centres and at local community centres. Why do people join clubs? They join because they want to; club membership and participation is completely voluntary and people can easily leave if they want to. They may want to make friends, develop interests and skills or may join just to have fun. Clubs usually meet once or twice a week for one or two hours, though special high level sports clubs training whose members are training for competitions may meet more often. In schools, club activities are rarely held after 5pm or at weekends since schools are closed at those times.

1. Is this a complete description of all British clubs? (1 mark)
2. Whose concept of `club` is this description based on? (1 mark)
3. Do you think this information is reliable? Give reasons why or why not. (3 marks)

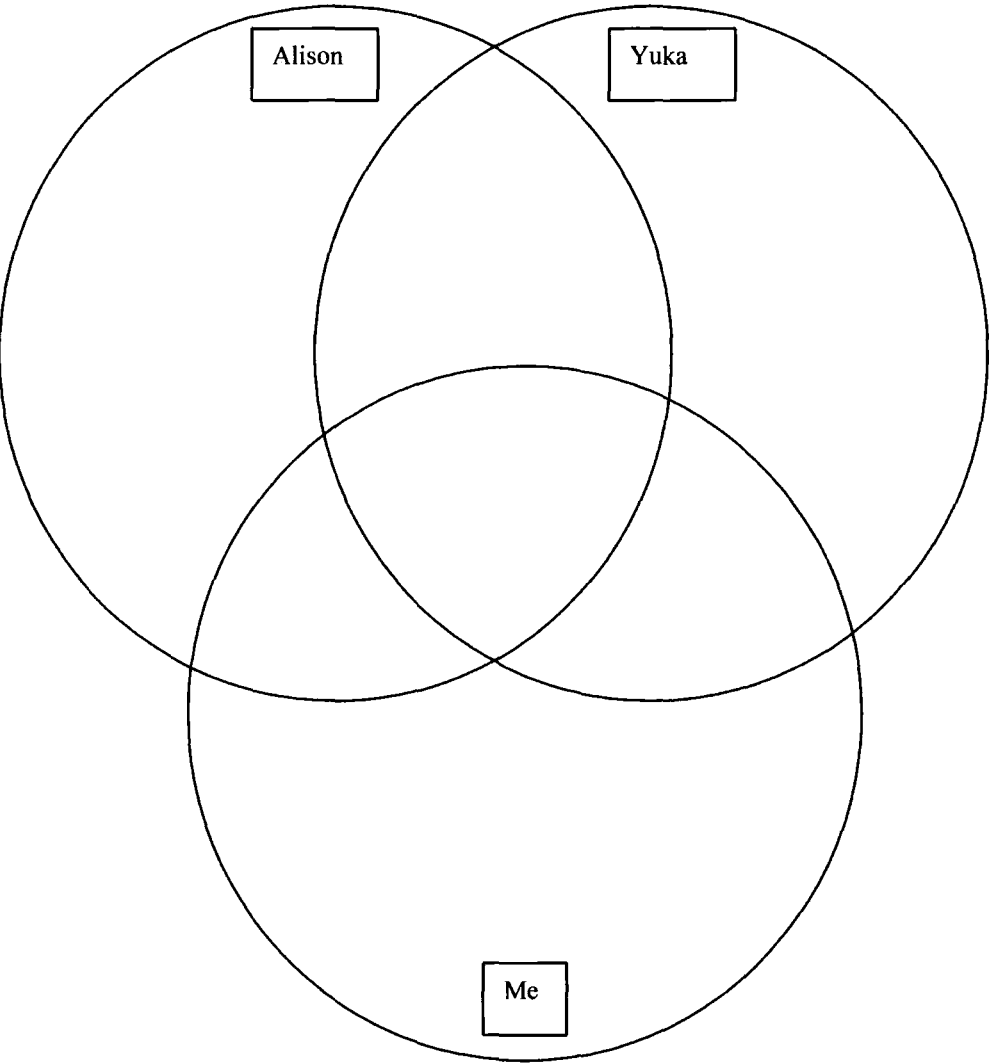
B. Compare and Contrast Values

Read the conversation between Alison and Yuka. Look at Schwartz’s value types. Identify values you think are important to Alison and Yuka and make notes. State your values.

| | |
|---|---|
| Situation | |
| Yuka is Japanese and she has recently moved to England to go to university in London. In Japan, she was a dedicated member of her school badminton team and so she has just joined the university badminton club, where she met Alison, who is also a member of the club. | |
| Alison: | Hi, Yuka. I was wondering whether you’d like to go out tonight. There’s a great film on at the moment that I want to see. |
| Yuka: | Well, we don’t have much time really, do we? I really think we should go to as many badminton practices as we can. We shouldn’t miss them! The badminton championships are next month. |
| Alison: | Well, we haven’t missed many practices recently and we’ve played really well in all the matches. I don’t think it will matter if we just miss one practice and I really want to go to the cinema. |
| Yuka: | (Looks surprised) But Alison, I thought badminton was important to you... |
| Alison: | Well, it is, but it isn’t everything. I need a social life too. There’s no point pushing ourselves if it takes the fun out of it. |
| Yuka: | Well, I don’t know. I have to go to badminton practice. I’m sorry. |
| Alison: | (Looks disappointed and surprised.) Well, that’s a shame but not to worry. Maybe another time... |

Schwartz's Value Types

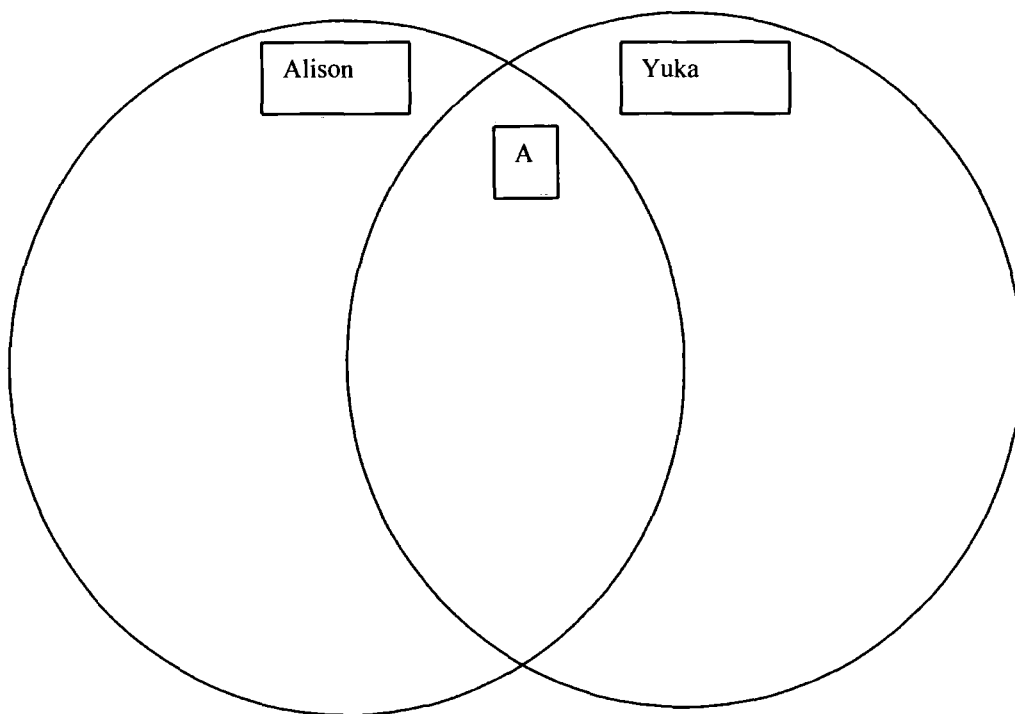
| | | | |
|--------------|----------------|------------|-------------|
| universalism | benevolence | power | achievement |
| security | tradition | conformity | hedonism |
| stimulation | self-direction | | |



(5 marks)

C: Compare and Contrast Concepts

Using information from the conversation between Alison and Yuka, and remembering what Stephanie told you about clubs in Britain, compare and contrast Alison and Yuka's (probable) concepts of 'club.'



(5 marks)

D. Judge and Justify

Judge Alison and Yuka giving reasons and referring consciously to your values.

Judge and Justify

1. I think Yuka is (extremely good/very good/good/bad/very bad/extremely good) because...
2. I think is Alison is (extremely good/very good/good/bad/very bad/extremely good) because...

(5 marks)

E. Mediate

Develop the conversation between Alison and Yuka. Include yourself in the conversation as a (3rd person) MEDIATOR. Before you mediate, answer the three questions below. As you mediate, you should make your own values and concepts clear. Take a clear position. Try to mediate a solution that is acceptable to both Alison and Yuka.

1. Which value differences will you consider? (2 marks)

2. Which conceptual differences will you consider? (2 marks)

3. Are there any other important considerations? (1 mark)

4. Write your mediation conversation below.

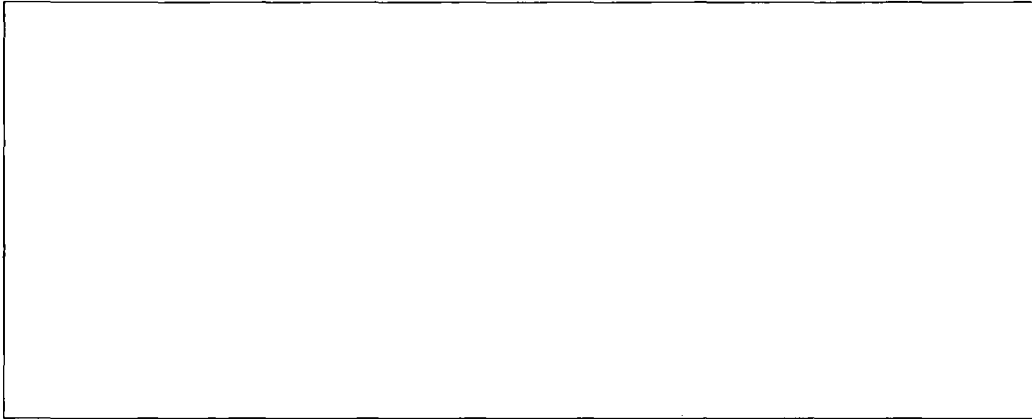
(25 marks)

Stereotypes 2

Task 15.1

Your Stereotypes: The Italians

Note your stereotype of the Italians in the box below. Mark each idea as positive (+) or negative (-).



Task 15.2

Review: What is a Stereotype?

Read the following paragraph and discuss the questions below.

The world is very complex. How do we make sense of it all? To understand the world, we simplify and organise information in categories in our mind. A stereotype is a group of ideas about a group of people who are labelled by (perceived) group membership (e.g. nationality, race, colour, gender, city etc..) Stereotypes are a form of generalization about some group of people. Journalist Walter Lippmann introduced the word stereotyping in 1922 to refer to way we select, organise and simplify information about people.

1. How do we make sense of the world?
2. What is a concept?
3. What is a stereotype?
4. What is stereotyping?

Task 15.3

Stephanie's Stereotypes: The Italians

Listen to Stephanie's stereotypes of the Italians and note them in the box below. Mark each idea as positive (+) or negative (-).

| |
|--|
| |
|--|

Task 15.4

Managing Stereotypes

Read the following paragraph and answer the questions below.

Stereotypes can help us if the information in them is correct but there are three problems. Firstly, the information in the stereotype can be wrong or exaggerated. We should always check the accuracy of the information and think flexibly, sometimes consciously changing our stereotypes. Secondly, we often apply stereotypes to ALL members of a group. We presume they are similar, so we miss differences between them. We should look for differences between the person and their group. Finally, we often use stereotypes to automatically judge people positively or negatively without knowing much about them. We may focus too much on either positive aspects (e.g. all Englishmen are gentlemen) or negative aspects (e.g. all Englishmen are reserved.) This is prejudice because we 'pre-judge' people based on information we hold in our minds as stereotypes. We should judge based on accurate information instead.

1. How can stereotypes help us?
2. What is the first problem with stereotypes?
3. How can we manage this?
4. What is the second problem with stereotypes?
5. How can we manage this?
6. What is the third problem with stereotypes?
7. How can we manage this?

Task 15.5

Managing Stereotypes: Stephanie's Stereotypes

How did the Italian people Stephanie met in Italy this summer differ from her stereotypes? Make notes in the box below.

Task 15.6

Managing Stereotypes: Your Stereotypes

How did the foreign person you interviewed this summer differ from your stereotypes of people in that country? Make notes in the boxes below.

Before

After

Course 1: Group Interview Handouts 1

Week 15: Homework

Revision Essay 1

Look at handout 1. Think carefully about the group interview you had in July. What were your main points? What points did other people make? Put the ideas together into an essay (minimum 250 words) and send it to me by email by next week.

Week 15: Homework

Revision Essay 2

Look at handouts 2 (1) and 2 (2). Think carefully about the group interview you had in July. What were your main points? What points did other people make? Put the ideas together into an essay into an essay (minimum 500 words) and send it to me by email by 22nd October.

Week 15: Handout 1

What is Stephanie trying to do?

In term 1, how did you feel about....

Pre-Course Interview

- What did you talk about?
- How did you feel after the interview?

Student Diary

- Did you do the diary? If not, why not?
- Stephanie's Diary Replies

Classes

- Talking about values
- Critical Evaluation (Compare/Contrast/Judge/Justify)
- Mediation

Homework Activities

- Discussing value differences with other students
- Mediations

Other?

Week 15: Handout 2 (1)

Comparing and Contrasting Values

1. Did you find it difficult to reflect on your values and describe them clearly?
 - STUDENT A4 said knowing herself by 'self-judgment' felt strange
2. How did you feel when you discovered similarities and differences between yourself and others?
 - STUDENT A8 felt at ease when she discovered similarities and stimulated when she found differences?
3. Did you learn about yourself and your own standards by comparing yourself with others?
 - STUDENT A4, STUDENT A1, STUDENT A6, STUDENT A7 and STUDENT A9 said they did.

Judge

4. Can we/should we/is it difficult to judge other people?
 - STUDENT A10 suggested judging is not so good because it is linked to prejudice but also suggested it is necessary for comparing cultures.

- STUDENT A5 thought she may have missed important points during the speeches?
5. How did you tend to judge similarities and differences?
- STUDENT A8 found she sometimes judged similarities negatively but still held on to the value.
 - STUDENT A1 found she judges similarities positively and differences negatively but sometimes judges differences positively if she can agree with them.
 - STUDENT A10 found she tended to judge everything positively because she values other people's values.
 - STUDENT A1 felt she should hide her negative judgment and focus on the positive points.
6. What did you learn about the way you judge people?
- STUDENT A12 discovered she and STUDENT A2 had a different foundation for judging power (money v authority); different criteria for judging based on our background and experience etc

Effect of Critical Evaluation

7. Were you influenced a lot by other people's values?
- STUDENT A3 said she noticed important aspects of values she hadn't considered before
 - STUDENT A8 STUDENT A10 and STUDENT A11 considered other points of view or ideas they hadn't considered before and found they perhaps agreed.
 - STUDENT A9 said it was possible to misjudge our own values sometimes?
 - STUDENT A11 said she realized things about herself by discovering differences between herself and other people.
 - STUDENT A11 noticed a gap between what people say and do and STUDENT A9 noticed a difference between hopes and reality.
 - STUDENT A1 said that listening to other people brought back memories she had forgotten.

Critical Evaluation

8. What did you think and feel about doing critical evaluation during the course?
- STUDENT A8 and STUDENT A1 felt uncomfortable about at the start of the course
 - STUDENT A8 and STUDENT A3 felt more comfortable after they had learned the meaning of critical.
 - STUDENT A1 got used to it

Mediation

9. You have your own values. When you were listening to all the conversations, how did you feel?

- Did you side with one person? STUDENT A10 felt she should judge them equally?

10. What position should the mediator take?

- STUDENT A7, STUDENT A10, STUDENT A11 and STUDENT A9 questioned whether it is possible for the mediator be unbiased, objective or take a middle position.
- STUDENT A1 expected the mediators to fail if they sided with one person.
- STUDENT A9 thought the mediation would fail if the mediator pushes their values onto the others or values one person more than the other.
- STUDENT A11 thought the mediator should consider both sides equally and then state their opinion 'earnestly' (which points she can or cannot agree with) to push a conclusion?
- STUDENT A9 suggested people's personalities really affected the mediation; that some mediators were more aggressive than others and some were better listeners than others.
- STUDENT A7 thought the mediator might be in a position of power; that the speakers may feel pressured to accept the decision of the mediator.
- STUDENT A7 felt STUDENT A10 was not satisfied with the process but was satisfied with the result. Is there a difference between the mediation process and the result?
- STUDENT A1, STUDENT A7 and STUDENT A9 all wondered whether the mediators really did succeed or whether people felt dissatisfied underneath.

Course 1: Week 16
Hofstede's Theory

Task 16.1

Mental Software

Watch the clip from The Matrix. What is happening to Neo?

Task 16.2

Hofstede: Mental Software

Read the paragraph below and answer the questions.

From 1973-1978, a Dutch researcher called Geert Hofstede studied cultural differences in work-related values. His basic idea is that as human beings grow up in any given culture, they develop mental programs that contain the main ideas of their culture, which are expressed through the dominant values of that culture. Just like you can load different software packages onto computers, Hofstede suggests that culture loads mental software into our minds as we grow up. His first book was called 'Cultures and Organisations: Software of the Mind.'

1. What kind of values did Hofstede research and when?
2. What is his basic idea?

Task 16.3

How do cultures differ?

Discuss the question in the box with your group and make notes below.

1. What do you think are the main types of value difference between cultures round the world?

Task 16.4

Hofstede: Four Main Dimensions of Cultural Difference

Read the paragraph below and answer the questions.

Hofstede wanted to identify the dominant values of different cultures round the world. To do this, he surveyed over 100,000 employees of IBM (a company with branches in seventy-two countries.) Hofstede identified four main dimensions of cultural difference round the world, which he called (1) power distance (2) uncertainty avoidance (3) individualism-collectivism and (4) masculinity-femininity.

1. How did Hofstede research the values of cultures round the world?
2. What four dimensions of cultural difference did he discover?

Task 16.5

A Note About Theories

Discuss the question in the box with your group and make notes below.

1. Last term we studied Schwartz's theory about similarities in values in cultures around the world. Do you think such theories are 'true'?

Task 16.6

Hofstede's Theory: A Note of Caution

Read the paragraph below and answer the questions.

How can we study culture? Imagine using different camera lenses to get different kinds of photographs of the same thing. When we are studying culture, we can use different theories to give us different views of society. Theories about culture are useful but there are always limitations. For example, Hofstede collected most of his information from men working for the same company, so their points of view may be similar and other kinds of people in their culture are not represented. Hofstede didn't research all countries in the world, so not all countries are represented. Finally, Hofstede collected his data nearly 30 years ago and the world has changed a lot since then. Nevertheless, his ideas are interesting and offer a lens we can use to analyse cultural difference.

1. How can theories about culture be useful?
2. What examples are given of the limitations of Hofstede's research?

Week 16: Homework (Group A)

Survival!

Read the survival scenario below and note down your ideas. Email your ideas to me by next week.

Survival scenario:

Imagine you and the other eleven students in this class are suddenly shipwrecked on an uninhabited island. The island is just off the coast of Norway in a very cold area but you cannot reach the mainland. You have to survive together! You are near the sea but the water is very cold and you can't see any fish near the surface. You are near a big, dark pine forest but you cannot see any animals or fruit or berries growing on the trees. It has just started snowing and you are very cold and hungry. You sit down to make a survival plan with the others. Make a list of your top ten priorities.

Week 16: Homework (Group B)

Survival!

Read the survival scenario below and note down your ideas. Email your ideas to me by next week.

Survival scenario:

Imagine you and the other eleven students in this class are suddenly shipwrecked on an uninhabited island. The island is just off the coast of Malaysia in a very warm area but you cannot reach the mainland. You have to survive together! You are near the sea and the water is very warm and you can see many different kinds of fish swimming around under the surface of the water. You are near the edge of a rain forest and it looks beautiful. You can see lots of different kinds of animals and birds and there are fruit trees everywhere. It is very hot and sunny. You feel a bit sleepy but you sit down to make a survival plan with the others. Make a list of your top ten priorities.

Power Distance 1

Task 17.1

Your Relationship with Parents and Teachers

Answer the questions. Then, read the conversations with your partner and fill in the table below.

- 1. Do you tend to ask your parents and teachers lots of questions? Why?
- 2. Why not?

- 3. Do you tend to rebel against your parents and teachers? Why? Why not?

| | Tom | Yuki | Laura | Keisuke |
|---|-----|------|-------|---------|
| Do they ask parents and teachers lots of questions? Why? Why not? | | | | |
| Do they rebel against parents and teachers? Why? Why not? | | | | |

Tom (British)

Oh, I've always been a rebel! I was really rebellious in my teens. I used to break school rules all the time and I was always late to class. My teachers used to get frustrated with me and talk to my parents, but there wasn't much they could do really. I was a pretty good student though. Teachers were always encouraging us to ask questions and I asked lots of questions. I usually got good grades, so it wasn't such a problem.

Yuki (Japanese)

I think it's important to respect my parents and teachers. I don't usually ask questions in class. I just listen to the teacher. Actually, most of my teachers don't expect me to ask questions. They say I should listen carefully and study hard to get high grades and I agree. I usually follow their advice because they have more experience than me. I don't think it's good to be rebellious. I do see some rebellious students at my school but I think they should be better behaved.

Laura (British)

At school, I used to enjoy my classes and ask lots of questions if the subjects were interesting. Lots of my students in my class were really rebellious but they often had problems at home. I'm not rebellious but I don't like to follow rules unless there's a good reason. If you ask people like teachers and parents the reasons behind rules, they often have trouble finding good reason for them. I think we should always question rules.

Keisuke (Japanese)

When I was a child, my parents told me that it's not good to ask the question 'why?' They were very strict and I was punished severely if I ever disobeyed them. I never ask my teachers questions. My teachers are very strict and if we talk in class, our teachers sometimes hit us, which really hurts. I'm not at all rebellious though. The teachers are only trying to help us and I'm grateful to them.

Task 17.2

What is Power Distance?

Read the paragraph about power distance below and then read section 17.1 again. Decide whether each person's culture is high or low power distance and give a reason for your answer.

One basic concern in all cultures is human inequality. Depending on the culture, some people might be regarded as better than others because of their wealth, age or gender, for example. Cultures also differ in the extent to which they view such status inequalities as right or wrong. Hofstede calls these cultural variations power distance. Countries with low power distance believe in questioning authority and reducing inequality. Children are taught to seek reasons or justifications for their parents' actions. Countries with high power distance believe that that organised inequality can benefit society and authority should not be questioned. These status differences may be reflected in language. Some Asian languages have different words for older brother, oldest brother, younger sister and older sister. There is more emphasis on memorisation in schools than on asking questions.

1. I think Tom's culture is high/low power distance because
2. I think Yuki's culture is high/low power distance because
3. I think Laura's culture is high/low power distance because
4. I think Keisuke's culture is high/low power distance because

Task 17.3

Survival!

Discuss your homework from last week with your group. What would your survival plan be? How does it compare with the other group?

| | Group A | Group B |
|----|---------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

Task 17.4

Why are there cultural differences in power distance?
Read the paragraph below and answer the questions.

Hofstede suggests that climate causes differences in power distance and that both population size and the distribution of wealth are also important. Colder countries tend to have a low power distance culture. Warmer countries tend to have high power distance culture. Hofstede thinks people in colder countries always had to think and behave more independently of tradition and authority in order to survive. Since it is easier to survive in warmer countries, there was less need to question authority.

1. Which three factors does Hofstede think cause cultural differences in power distance?
2. Which is the most important and why?

Week 17: Homework

Power Distance: Judge and Justify

Decide whether each cultural trait below indicates high or low power distance. Then, decide whether you think it is good or bad and give a reason for your answer. Email your answers to me by next week.

High/Low Power Distance

- Inequalities between people should be reduced.
- I think this is good/bad because...

High/Low Power Distance

- Inequalities between people are desirable.
- I think this is good/bad because...

High/Low Power Distance

- Parents treat children as equals.
- I think this is good/bad because...

High/Low Power Distance

- Parents teach children obedience.
- I think this is good/bad because...

High/Low Power Distance

- Younger people and older people treat each other as equals.
- I think this is good/bad because...

High/Low Power Distance

- Younger people are expected to show respect to older people.
- I think this is good/bad because...

Course 1: Week 18

Power Distance 2

Task 18.1

Power Distance: Judge and Justify

Discuss the homework from last week with your group and compare your answers.

Task 18.2

Anna and the King: Critical Interpretation.

Watch the video clip again. Make a critical interpretation of the situation. Who supports high power distance culture and who supports low power distance culture?

What is critical interpretation?

- Last term, we defined critical in terms of reflecting on our own values and judgments, which are often unconscious. We tried to look behind our conscious thoughts and bring our unconscious values and judgments to the surface, so that we can control them. This term, we will develop our definition of critical. We will look behind social situations to identify hidden dynamics of power. Who has power over whom and who does not? Who wants power and who does not? Why? Who wants to control who?

Task 18.3

Anna and the King: Critical Evaluation.

Watch the video clip again. Judge and justify. Who do you think is right? Who do you think is wrong? Why?

1. I think Anna values high/low power distance because
2. I think the King values high/low power distance because
3. I think Anna is right/wrong tobecause.....
4. I think the King is right/wrong tobecause.....

Week 18 :Homework 1

Essay

Watch the whole film at home. It is based on a true story. Write a 500-word essay discussing what 'power' means to Anna and the King. Give examples from the film. Judge both Anna and the King in different situations and justify. Use the questions below to help you. Deadline: 17 December 2003

1. Who has power and how do they use it?
2. Who wants power and why do they want it?

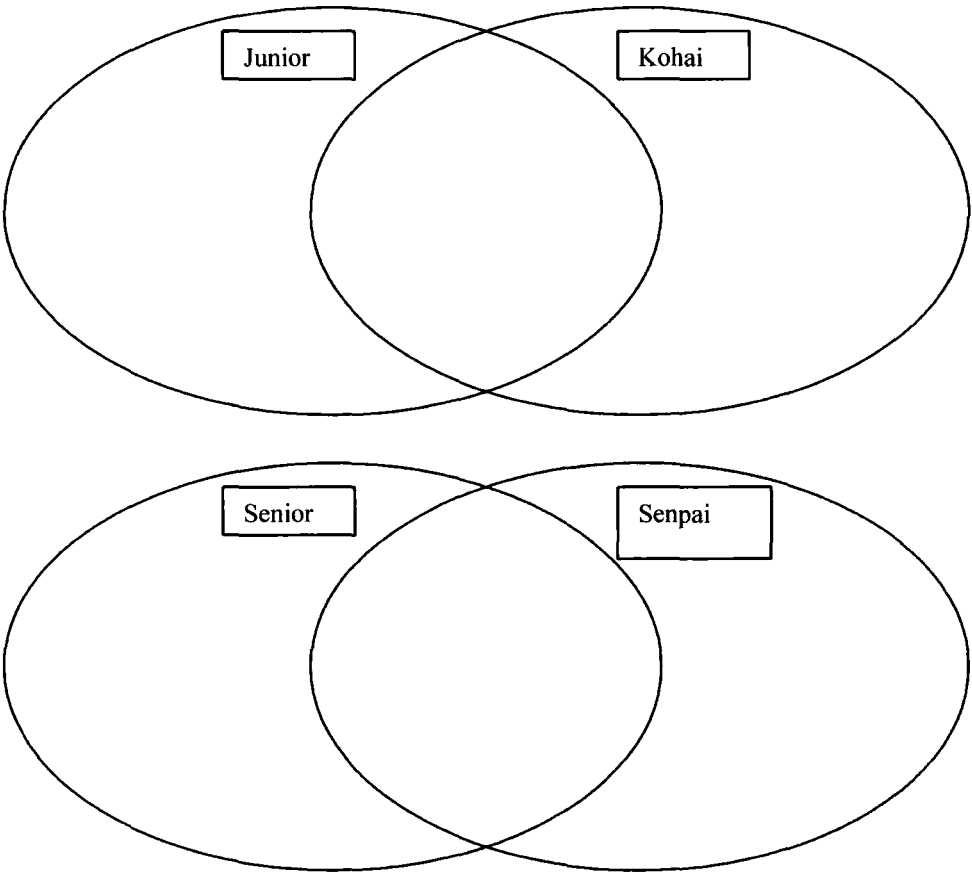
Task 18.4

British and Japanese Concepts: Junior and Senior

Read about what junior and senior do and do not mean to Stephanie in British English. Transfer the information into the chart below. Then consider what kohai and senpai mean to you in Japanese. Compare and Contrast. Complete the chart, putting similarities in the overlapping sections. Compare it with your partner.

Reading: Junior and Senior in British English

What I think of first is schools. Schools for children aged 7-11 are called junior schools. Schools for people aged 11-18 are called senior schools. We don't use these words to refer to people on an everyday basis. I have never heard British people say 'my senior says...' because we only use their names. In fact, most of the time, we don't ask people's age because it is rude and we don't focus so much on age. When hear the words junior and senior used to refer to people, it sounds either very American or very Japanese. The only exception to this is that in British English, we call retired people senior citizens.



Task 18.5

Culture Conflict: Lazy Mr Yamada

Read the conversation between Nicholas and Takashi.

Nicholas and Takashi are very good friends who teach at the same high school in Fukuoka. Nicholas is an A.L.T. and Takashi is a young English teacher. Mr Yamada is also an English teacher but he is much older than Takashi. Nicholas has noticed that Takashi is asked to do much more work than Mr Yamada. Takashi seems very stressed and Nicholas is worried about him. They are talking about pay rises and the Japanese salary system.

- Nicholas: Takashi, you look exhausted! Are you OK?
- Takashi: Yes, I have lots of work to do which just won't get done unless I do it.
- Nicholas: Yes, but I don't want you to die of overwork! Is that karoshi in Japanese?
- Takashi: Yes, karoshi! (Laughs.)
- Nicholas: I'm wondering why you do it! Are you getting paid a lot of extra money for doing overtime? Are you hoping to get promoted?
- Takashi: Well, no, this is just my usual work. I don't get paid any extra money for it. In Japan, we get a salary increase every year because of age. It doesn't really matter how much extra work we do. We get a salary increase anyway.
- Nicholas (Looks astonished.) Older people get paid more money just because they are older and it doesn't matter how much extra work they do?
- Takashi: That's right!
- Nicholas: Wow! (Looks around the staff room.) So, let's take Mr. Yamada, for example. He works in the same group as you. We all know he's a really lazy English teacher. Look at him. He's always asleep! (Mr. Yamada is snoring away at his desk.) Does he get paid more than you just because he's older?
- Takashi: Well, yes. That's the way the system works. He could help me with this work but he thinks younger people should do all the hard work!
- Nicholas (Looks shocked!) But that's not fair! Look at you! You're running yourself into the ground! (Looks at Takashi cheekily.) Why don't you ask Mr. Yamada to help you?
- Takashi: (Looks shocked.) Oh, I couldn't.
- Nicholas: Well, if you won't, I will! Rather than you die of overwork!
- Takashi: (Looks shocked!) Nicholas! Please don't!

Week 18: Homework

Critical Interpretation, Critical Evaluation and Mediation

1. First, answer the questions below. Then, include yourself in the conversation as a 3rd person mediator. Make your position clear and try to mediate some agreement. Write a conversation. Send your homework in by email by next week. Follow this structure:

- Critical Interpretation
- Compare and contrast values (Who values high/low power distance and why?)
- Compare and contrast concepts (Identify key conceptual similarities or differences)

2. Critical Evaluation

- In this situation, do you think Nicholas is good or bad and why?
- In this situation, do you think Takashi is good or bad and why?

3. Mediation

- Consider similarities and differences in Takashi and Nicholas`
- values and concepts
- Make your own values and concepts clear

Individualism and Collectivism 1

Task 19.1

Hofstede: Individualism and Collectivism

Read the paragraph below and answer the questions.

All human beings must balance concern for themselves and concern for others. In highly individualistic cultures, people are expected to take care of themselves. Independence, privacy and a strong sense of 'I' are all important. In highly collectivist cultures, loyalty to the group is important and the group is expected to take care of its members. Obligation, dependence on the group and a strong sense of 'we' are important. High power distance cultures tend to be collectivistic whereas low power distance cultures tend to be individualistic. Cultures in colder climates tend to be individualistic, whereas cultures in warmer climates tend to be collectivistic. As suggested earlier, colder climates are likely to support individual initiative and innovative solutions to problems, whereas warmer climates make individual achievements less necessary.

1. What is expected of people in individualistic cultures?
2. What is expected of people in collectivist cultures?
3. Does individualistic or collectivist culture tend to have high power distance?
4. Does individualistic culture tend to develop in warm or cold climates?
5. Do you think Japan has individualistic or collectivist culture? Why?
6. Do you think Britain has individualistic or collectivist culture? Why?

Task 19.2

Robin Hood: Critical Interpretation.

Watch the video clip. Make a critical interpretation of the situation. Who values high power distance culture and who values low power distance culture?

1. I think Robin values high/low power distance because
2. I think the men values high/low power distance because

Task 19.3

Robin Hood: Critical Evaluation.

Watch the video clip again. Judge and justify. Who do you think is right? Who do you think is wrong? Why?

1. I think Robin is right/wrong tobecause.....
2. I think the men are right/wrong tobecause.....

Task 19.4

British and Japanese Concepts: Neighbour

Read about what neighbour does and does not mean to Stephanie in British English.

Then, in a group of 6, discuss what neighbour means to you in Japanese. Write a similar paragraph.

Reading: Neighbour in British English

In Britain, these days, I hear many people complain there is no sense of community. Quite often, people never see their neighbours but in truth, I think people are busy working and simply see people outside their neighbourhood. I have not heard of any neighbourhood obligations at all. There are no appointed village leaders of any kind. I don't think people would like this idea at all and would be very suspicious of the government if they tried to introduce it. I think people are happy if they can live peacefully side by side and be tolerant of each other's lifestyles. People seem to enjoy privacy and living freely without worrying what the neighbours think.

Writing: Neighbour in Japanese

The Japanese word for neighbour is It means

Week 19: Homework

Culture Conflict: Neighbour

Now, you will be split into two groups. Do not communicate with the members of the other group until next week. Your task must be kept secret until then! First, answer the questions below. Then, include yourself in the conversation as a 3rd person mediator.

Make your position clear and try to mediate some agreement. Write a conversation.

Send your homework in by email by next week. Follow this structure:

1. Critical Interpretation

- Compare and contrast values (Who values individualism/collectivism and why?)
- Compare and contrast concepts (Identify key conceptual similarities or differences)

2. Critical Evaluation

- In this situation, do you think person A is good or bad and why?
- In this situation, do you think person B is good or bad and why?

3. Mediation

- Consider similarities and differences in person A and person B's
- values and concepts
- Make your own values and concepts clear

Week 19: Homework (Group A)

Culture Conflict: Neighbour

Read the conversation below

It is Saturday night. Risa (person A) and Peter (person B) have just started living together in XXX City. They both love hiking and since the weather forecast is really good, they are planning to get up at 6am and go hiking in Mount Kuju.

Peter: I can't wait to go to Kuju tomorrow, Risa. Shall we start packing?

Risa: OK..... (suddenly looks shocked) but Peter, I completely forgot! It's Sunday tomorrow...

Peter: Yes. So what? (smiles) Come on. Let's pack. We should have an early night.

Risa: But Peter. (looks worried.) You don't understand. We can't leave until after 9am.

Peter: What? Don't be silly. We'd miss half the day. It's not worth the effort.

Risa: Well, I'm really sorry but we can't leave until after 9am. We have to do the weeding with the neighbours.... It starts at 8 o'clock and won't finish until about 9. We have to weed in the community with the neighbours...across the road and around the park.

Peter: Oh, don't be ridiculous. That's what we pay our taxes for. That's a job for the city to do.... Let's get up early and go to Kuju.

Risa: (Stares at him uncompromisingly) I've already told you. We can't. We have no choice. We have to contribute to the local community. It's a good chance to get to know the neighbours.

Peter: Well, I'm not participating in forced labour. Japan is supposed to be a democracy. (Stares at her uncompromisingly)

Week 19: Homework (Group B)

Culture Conflict: Neighbour

Read the conversation below

Lynda (person A) and (person B) Ichiro live in a small town in England and have a cat called Kiki (but actually, Ichiro doesn't really like cats.) They have friends in the neighbourhood. Lynda and Ichiro are going on holiday for 2 weeks on a summer holiday and are wondering what to do about Kiki. She needs feeding every day while they are away on holiday.

Lynda: Oh, I can't wait to go on holiday! The beaches in Malta sound wonderful and I really want to go scuba-diving!

Ichiro: Yes, but what shall we do about Kiki. We could put her in a pet hotel but they are very expensive, at least in Japan. Still, it can't be helped. We'll have to pay.

Lynda: Oh, we don't need to do that. Let's ask Tom and Julia. I'm a bit busy this afternoon. Could you go around and ask them?

Ichiro: Me? You want me to ask them? No way! Are you mad?

Lynda Oh, go on. I really don't want to put Kiki in a cattery. She'd be so lonely. (Kiki miaows. Lynda smiles.) You're so clever, Kiki. You understand what we are saying, don't you? (Kiki miaows again. Lynda smiles again.)

Ichiro: (Looks impatient.) Yes, but I really don't want to ask them. I'm sure they are very busy.

Lynda Yes, but we help them sometimes. We took Julia to the train station more than once when her car kept breaking down last year. They're our neighbours. I'm sure they won't mind. That's what neighbours are for! (Looks confused.)

Ichiro: Well, I don't want to impose on the neighbours every time we go on holiday. I won't be able to relax. (Looks confused.)

Individualism and Collectivism 2

Task 20.1

Hofstede: Consequences of Individualism/Collectivism

Read the paragraph below and answer the questions.

Collectivistic cultures tend to be group-oriented. A consequence is that in-group members tend to distance themselves from out-group members. Out-group members are regarded as almost unimportant. This does not tend to happen in individualistic cultures as much. In-group members are not as close but out-group members are not as distant. Individualist cultures train their members to speak out as a means of resolving difficulties. Collectivistic cultures are more likely to teach avoidance, third-party intermediaries, or other face-saving techniques.

1. What is one consequence of collectivist cultures?
2. How do out-group members tend to be disregarded in collectivist cultures?
3. Does this happen in individualistic cultures?
4. How do individualistic cultures teach people to resolve problems?
5. How do collectivist cultures teach people to resolve problems?
6. Is there a Japanese translation for 'in-group' and 'out-group'?

Task 20.2

Bend it Like Beckham 1: Critical interpretation and Evaluation

Watch the video clip. An Indian couple are trying to resolve a problem.

The problem the Indian couple are trying to solve is

They try to resolve it by

Their approach is typical of individualist/collectivist culture because.....

I think they are right/wrong because.....

Bend it Like Beckham 2: Critical interpretation and Evaluation

Watch the video clip. An Irish man is trying to resolve a problem.

1. The problem the Irish man is trying to resolve is
2. He tries to resolve it by
3. His approach is typical of individualist/collectivist culture because.....
4. I think he is right/wrong because.....

Task 20.3

Tajfel: Social Identity Theory

Read the paragraph below and answer the questions.

Another important theory which relates to Hofstede's individualism and collectivism is Tajfel's Social Identity Theory. He suggests that human beings develop two aspects to their identity; personal identity and social identity. Personal identity is unique to the individual but social identity develops as people start to identify themselves with different social groups. Tajfel suggests that human beings shift frequently between the personal and social identity in different situations and people can have a range of social identities. Why? Human beings need two things (1) to identify who they are and (2) self-esteem. People need to feel good about themselves. Importantly, the need for self-esteem leads people to evaluate their in-group (and its members) more favourably than out-groups (and their members.) People tend to think things like 'my group is best' or 'your group is not as good as mine.' Such in-group bias is related to prejudice, discrimination and violence. What a problem this is!

1. According to Tajfel, what are two key aspects of human identity?
2. What two things motivate people to these identities?
3. What does the human need for self-esteem lead people to do and how does it feel?
4. Would you expect personal or social identity to be more developed in collectivist cultures or individualistic cultures and why?
5. Would you expect in-group bias to be more developed in collectivist cultures or individualistic cultures and why?

Task 20.4

Mediation: In-groups and Out-groups

For homework last week, you had to mediate a cultural conflict between two people related to individualism and collectivism. As a third person mediator, did you favour one person? If so, was that person an in-group member or an out-group member? How did it make you feel? Read your mediation conversation and answer the questions below. Then discuss your answers with your group (A or B.)

1. Did you favour one person (as a third-person mediator)?
2. If you didn't favour one person, explain why and how.
3. If you did favour one person, did you favour the in-group member or the out-group member and why? How did it make you feel?

Task 20.5

Mediation: Group A

Read the culture conflict mediated by group A. As we discuss their answers to the questions in task 20.3, make notes. (This will help you write the essay I will set for homework at the end of this class!)

It is Saturday night. Risa and Peter have just started living together in XXX City. They both love hiking and since the weather forecast is really good, they are planning to get up at 6am and go hiking in Mount Kuju.

Peter: I can't wait to go to Kuju tomorrow, Risa. Shall we start packing?

Risa: OK..... (suddenly looks shocked) but Peter, I completely forgot! It's Sunday tomorrow...

Peter: Yes. So what? (smiles) Come on. Let's pack. We should have an early night.

Risa: But Peter. (looks worried.) You don't understand. We can't leave until after 9am.

Peter: What? Don't be silly. We'd miss half the day. It's not worth the effort.

Risa: Well, I'm really sorry but we can't leave until after 9am. We have to do the weeding with the neighbours.... It starts at 8 o'clock and won't finish until about 9. We have to weed in the community with the neighbours...across the road and around the park.

Peter: Oh, don't be ridiculous. That's what we pay our taxes for. That's a job for the city to do.... Let's get up early and go to Kuju.

Risa: (Stares at him uncompromisingly) I've already told you. We can't. We have no choice. We have to contribute to the local community. It's a good chance to get to know the neighbours.

Peter: Well, I'm not participating in forced labour. Japan is supposed to be a democracy. (Stares at her uncompromisingly)

Task 20.6

Mediation: Group B

Read the culture conflict mediated by group B. As we discuss their answers to the questions in task 20.3, make notes.

Lynda and Ichiro live in a small town in England and have a cat called Kiki (but actually, Ichiro doesn't really like cats.) They have friends in the neighbourhood. Lynda and Ichiro are going on holiday for 2 weeks on a summer holiday and are wondering what to do about Kiki. She needs feeding every day while they are away on holiday.

Lynda: Oh, I can't wait to go on holiday! The beaches in Malta sound wonderful and I really want to go scuba-diving!

Ichiro: Yes, but what shall we do about Kiki. We could put her in a pet hotel but they are very expensive, at least in Japan. Still, it can't be helped. We'll have to pay.

Lynda: Oh, we don't need to do that. Let's ask Tom and Julia. I'm a bit busy this afternoon. Could you go around and ask them?

Ichiro: Me? You want me to ask them? No way! Are you mad?

Lynda Oh, go on. I really don't want to put Kiki in a cattery. She'd be so lonely. (Kiki miaows. Lynda smiles.) You're so clever, Kiki. You understand what we are saying, don't you? (Kiki miaows again. Lynda smiles again.)

Ichiro: (Looks impatient.) Yes, but I really don't want to ask them. I'm sure they are very busy.

Lynda Yes, but we help them sometimes. We took Julia to the train station more than once when her car kept breaking down last year. They're our neighbours. I'm sure they won't mind. That's what neighbours are for! (Looks confused.)

Ichiro: Well, I don't want to impose on the neighbours every time we go on holiday. I won't be able to relax. (Looks confused.)

Week 20: Homework

Essay: Mediation and In-Group Bias

Considering Hofstede's theory about individualism and collectivism, Tajfel's social identity theory and your own observations (both in and out of class), write a 250-word essay on mediation and in-group bias. The deadline is 20 November

Masculinity and Femininity 1

Task 21.1

Hofstede: Masculinity and Femininity

Read the paragraph below and answer the questions.

Some cultures value achievement, assertiveness and acquiring wealth. Others focus more on caring for others and quality of life. Hofstede calls these variations masculinity and femininity. Cultures high in masculinity believe in achievement and ambition, judge people on the basis of their performance and display material goods that have been acquired (such as expensive clothes, handbags, houses and cars.) Manliness is very important. Cultures high in femininity care more about improving the quality of life, equality between the sexes and caring roles for both women and men. Again, Hofstede suggests climate is important. Masculine cultures tend to live in warmer climates near the equator, and feminine cultures typically reside in colder climates away from the equator. Cold-weather climates require men and women to develop survival skills that foster equality.

1. What kind of things do cultures high in masculinity value?
2. What kind of things do cultures high in femininity value?
3. Why does Hofstede think some cultures develop masculinity?
4. Why does Hofstede think some cultures develop femininity?
5. Do you think Japan is high in masculinity or femininity? Why?

Task 21.2

Lara Croft: Critical Interpretation.

Watch the video clip. Focus on Lara and the group of three British men but consider the writer's hidden messages about masculinity, femininity and power. Answer the questions below.

1. Do you think the writer values masculinity or femininity? Why?
2. What message do you think the writer wants to send about power?

Task 21.3

Lara Croft: Critical Evaluation.

Watch the video clip again. Focus on Lara only. What is your reaction to her?

1. Is your reaction to Lara positive, negative or a bit of both? Why?
2. From your reaction to this clip, what can you learn about your values?
3. Do you agree or disagree with the writer's message about power? Why?

Task 21.4

Angelina Jolie 1: What kind of woman is she?

Angelina Jolie's next film, *Beyond Borders*, is going to be released very soon. Read the description below. What is it about? Why do you think she might have chosen to star in this kind of film?

Set against the backdrop of the world's most dangerous hot spots, this thrilling romantic adventure stars Academy Award winner Angelina Jolie as Sarah Jordan, a sheltered American socialite living in London. When she meets Nick Callahan (Clive Owen) a renegade doctor, his commitment to humanitarian efforts in war-torn nations moves her deeply. Driven by her passion for Nick and his life's work, Sarah risks everything to embark on a perilous journey that leads to the volatile far corners of the earth.

See: <http://www.beyondbordersmovie.com/>

Task 21.5

Angelina Jolie 2: What kind of woman is she?

Read the BBC article about Angelina Jolie. Answer the questions below.

1. When was the article published?
2. Which award did Angelina Jolie recently win and who awarded it to her?
3. Why did she win it?
4. What position has she held since 2001?
5. How many war zones has she visited?
6. Does she have any children?
7. What kind of woman do you think Angelina Jolie is?
8. Would you like to be this kind of woman? Why? Why not?

Task 21.6

British and Japanese Concepts: Woman

Read about what the word 'woman' means to Stephanie in British English. Then think about what the Japanese word means to you personally. Make a list of points. Do not use a dictionary. Then, discuss your ideas.

Woman: Stephanie's Concept

The first thing I think of is independence and the ability to be able to survive on my own in any environment. This means I need emotional, psychological and economic flexibility, strength and independence. This also means I need a job! Independence is a positive thing in my mind but I also want companionship and to share my life with my partner, family, friends and animals on equal terms as far as possible. My sense of being a woman is to be independent yet connected to the world around me (the whole world, not just the country or area where I was born) through choice rather than obligation and to take part in making it a better place for everyone. To me, being a woman means to be strong, capable, natural, free, creative and socially responsible.

Woman: Your Concept

The Japanese word for 'woman' is

When I think of this word, I think of

Week 21: Homework

Anticipating Cultural Conflict: Masculinity/Femininity

Critical Interpretation: Compare and Contrast

- Identify similarities and differences between your concept about being a 'woman' to Stephanie's
- Considering Hofstede's theory about masculinity and femininity, Schwartz's value types and Stephanie's description of her concept of 'woman', identify similarities and differences between your values and Stephanie's values
- If you have any questions, ask Stephanie in your diary this week

Critical Evaluation: Judge and Justify

- Judge and justify your concepts/values
- Judge and justify Stephanie's concepts/values

Anticipate Cultural Conflict

- Imagine a situation where differences between your concepts/values about womanhood (if any) could cause some kind of cultural conflict with a person like Stephanie.
- Write a conversation

- Email it to me by next week.

Course 1: Week 22

Masculinity and Femininity 2

Task 22.1

Mediation: Masculinity and Femininity

Last week, you wrote a conversation to illustrate how you think cultural conflict based on masculinity and femininity might emerge in specific situations. Now we will look at some of those conversations and discuss them together. Make notes below.

Task 22.2

Task 22.4

Jamie Oliver: Critical Interpretation.

Watch the video clip again. Make a critical interpretation of the situation. Answer the questions below.

1. Do you think Jamie values masculinity or femininity? Why?
2. What message do you think Jamie wants to send about power?

Task 22.5

Jamie Oliver: Critical Evaluation.

Watch the video clip again. Judge and justify. Answer the questions below.

1. From your reaction to this clip, do you think you value masculinity or femininity? Why?
2. Do you think Jamie's message about power is good or bad? Why?

Task 22.6

Critical Analysis: Project

You have already had lots of practice at comparing and contrasting values and concepts, making critical interpretations and evaluations. Now, you are going to take part in a critical analysis project related to intercultural communication. You will work in pairs or small groups. Write an essay (minimum 250 words) and hand in by 17 December. You will present your essay on 14 January. Follow the steps below to plan your project.

STEP 1:

Choose a specific social situation common in Japan or in a foreign culture (e.g. arranged marriage.) This can be either Japanese or foreign but it should relate to at least one of the cultural dimensions we have studied so far:

- Power Distance
- Individualism/Collectivism
- Masculinity/Femininity

Describe it briefly in your own words. Use pictures if you like.

STEP 2:

Identify key values or concepts, comparing and contrasting with Japanese and English concepts where necessary.

STEP 3:

Make a critical interpretation. Relate your interpretation to Hofstede's cultural dimensions. Focus on the hidden messages about power.

E.g. Who has power? How do they use it? Who wants power and why? Who benefits from the situation.

STEP 4:

Make a critical evaluation. Judge and justify. Make your own values and concepts clear. State which aspects you think are good and bad and why.

Week 22: Homework

Critical Analysis: Project

Follow the steps below to plan your project. Talk to your partner/group. Complete step 1 and hand in next week.

STEP 1:

The specific social situation we have chosen is

Course 1: Week 23

COURSE 1 Summer Assignment Presentations

Four students will present their summer assignments (critical interpretation and critical evaluation.) Listen carefully to their critical evaluation (the way they judged the interviewee according to their own values.) Answer the question below.

Speaker 1

- 1. What did you learn about the presenter’s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 2

- 1. What did you learn about the presenter’s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 3

- 1. What did you learn about the presenter’s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 4

- 1. What did you learn about the presenter’s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Week 23: Discussion Point and Homework

Read STUDENT A9’s Critical Interpretation, Critical Evaluation and Mediation of the culture conflict between Takashi and Nicholas. (Week 18: Lazy Mr Yamada.) Discuss the quotation and questions below. Write a paragraph for homework summarizing your opinion and email it me.

‘We cannot say which system is wrong or correct.’

- 1. Why does STUDENT A9 suggest we can’t judge which system is better?
- 2. Do you agree or disagree?

Course 1: Week 24

Week 24: Summer Assignment Presentations

Four students will present their summer assignments (critical interpretation and critical evaluation.) Listen carefully to their critical evaluation (the way they judged the interviewee according to their own values.) Answer the question below.

Speaker 1

- 1. What did you learn about the presenter`s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 2

- 1. What did you learn about the presenter`s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 3

- 1. What did you learn about the presenter`s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 4

- 1. What did you learn about the presenter`s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Week 24: Discussion Point and Homework

Read the quotation from STUDENT A3 below (in which she says she can't judge) and how she mediated the situation with Lazy Mr Yamada (when she clearly judges and even wants to start a revolution!) Discuss the questions. Write a paragraph for homework summarizing your opinion and email it me.

I don't want to, I can't, judge...

STUDENT A3 (last week's class after she gave her presentation on her summer assignment)

1. Why do you think STUDENT A3 feels she can judge in some situations and not others?
2. Do you feel like this too?
3. What determines when it's OK to judge and when it's not?
4. If we say 'I can't judge', does it always mean 'I can't'? What different things can it really mean? For example:
 - 'I don't want to judge'
 - 'I actually judge negatively but don't want to say it.'
 - E.g. STUDENT A9 did this when I asked you to judge Jasminder's parents.

Course 1: Week 25

Week 25: Summer Assignment Presentations

Four students will present their summer assignments (critical interpretation and critical evaluation.) Listen carefully to their critical evaluation (the way they judged the interviewee according to their own values.) Answer the question below.

Speaker 1

1. What did you learn about the presenter`s values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Speaker 2

1. What did you learn about the presenter`s values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Speaker 3

1. What did you learn about the presenter`s values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Speaker 4

1. What did you learn about the presenter`s values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Week 25 Homework

During the holidays, please work on your pre-course interview assignment and catch up with any homework you did not do this term (from week 15.) And don`t forget to write your diary this week!

Uncertainty Avoidance 1

Task 26.1

New Year's Resolutions

Listen to Stephanie's New Year's Resolution and then write one of your own below.

| |
|--|
| |
|--|

Task 26.2

Hofstede: Uncertainty Avoidance

Read the paragraph below and answer the questions.

When will you die? What will happen to you in your old age? What will happen tomorrow? The future will always be unknown in some respects. One concern of all cultures is how they will cope with uncertainty. Hofstede defines uncertainty avoidance as follows: 'the extent to which the members of a particular culture feel threatened by uncertain or unknown situations.' Countries low in uncertainty avoidance do not feel threatened by uncertainty. They aim to reduce the number of rules in society and tolerate people who do not follow them. They tend to take risks, try new things and accept change. Countries high in uncertainty avoidance tend to feel threatened by uncertainty and try to reduce it by creating and obeying many rules. They tend to resist social change because change is uncertain and therefore threatening. Table 1 (below) provides a numerical rating of the fifty countries and three regions on the uncertainty avoidance dimension.

1. How does Hofstede define uncertainty avoidance?
2. What kind of things do cultures high in uncertainty avoidance value?
3. What kind of things do cultures low in uncertainty avoidance value?
4. Do you think Japanese culture today tends to value high or low uncertainty avoidance?
5. In your life, do you avoid uncertainty or not?

TABLE 1: RATINGS OF FIFTY COUNTRIES AND THREE REGIONS ON HOFSTEDE'S UNCERTAINTY AVOIDANCE DIMENSION

| | Uncertainty Avoidance | | Uncertainty Avoidance |
|----------------|-----------------------|---------------|-----------------------|
| Greece | 193 | Ecuador | 6 |
| Portugal | 160 | Germany | -2 |
| Guatemala | 148 | Thailand | -6 |
| Uruguay | 143 | Iran | -27 |
| Belgium | 119 | Finland | -27 |
| Salvador | 119 | Switzerland | -31 |
| Japan | 110 | West Africa | -48 |
| Yugoslavia | 94 | Netherlands | -52 |
| Peru | 89 | East Africa | -56 |
| France | 85 | Australia | -60 |
| Chile | 85 | Norway | -64 |
| Spain | 85 | South Africa | -68 |
| Costa Rica | 85 | New Zealand | -68 |
| Panama | 85 | Indonesia | -72 |
| Argentina | 85 | Canada | -72 |
| Turkey | 81 | U.S.A. | -81 |
| South Korea | 81 | Philippines | -89 |
| Mexico | 69 | India | -106 |
| Israel | 65 | Malaysia | -122 |
| Colombia | 60 | Great Britain | -126 |
| Venezuela | 44 | Ireland | -126 |
| Brazil | 44 | Hong Kong | -157 |
| Italy | 40 | Sweden | -151 |
| Pakistan | 19 | Denmark | -176 |
| Austria | 19 | Jamaica | -218 |
| Taiwan | 15 | Singapore | -239 |
| Arab Countries | 11 | | |

(A large positive score means the country prefers to avoid uncertainty. A large negative score means the country does not prefer to avoid uncertainty. The average score is zero.)

Source: Adapted from Intercultural Competence (3rd edition)
by M. Lustig and J. Koester. P119.

Task 26.3

Angela's Ashes: Critical Interpretation.

Watch the video clip. Answer the question below.

1. What is the little boy doing and why?
2. What religion do you think he is?

Task 26.4

Confession and Uncertainty Avoidance

Listen to Stephanie talk about the role of confession in the Catholic Church. Take notes below.

Task 26.5

What are the Ten Commandments?

Read (a version of) the Ten Commandments. Answer the questions below.

The first four commandments tell us how to behave toward God.

- ... there is only one God and we should serve only Him.
- ... we should not make idols, which are images of other gods. He doesn't want us to make anything or anybody more important in our lives than Him.
- ... we should not use God's name as a swear word.
- ... keep the seventh day holy. God made all the world in six days and on the seventh day he rested. He wants us to use one day a week for resting and thanking God.

The next six rules tell us how to behave toward each other.

- ... we should honor our parents. That means we need to obey our parents.
- ... do not kill.
- ... married couples should be faithful to each other.
- ... do not steal.
- ... don't tell lies about others.
- ... don't want something that belongs to someone else.

Source: <http://www.childrensermons.com/sermons/commands.htm>

1. How would you describe the Ten Commandments in terms of beliefs, values and norms?
2. Do you have anything similar in Japan?

Task 26.6

Negative Self-Judgment and Culture

Fill in the blanks below with words from the list. Use each word once.

- values
- negatively
- soul
- forgiveness
- heaven
- Commandments
- change
- negatively
- uncertainty

When people make New Year's Resolutions in Britain, they judge themselves (.....) and promise to (.....) for the better in the coming year. When Catholics go to confession, they consider which of the Ten (.....) they have broken judge themselves (.....) using the Ten Commandments as standards of measurement confess their sins and ask God for (.....). The role of confession is to encourage people to lead a 'good' life based on Catholic (.....) and purify the (.....) so that if the person dies, they can go to (.....) for certain! This reduces (.....) about what happens after we die!

Week 26: Homework 1

STUDENT A1's Discussion Point

Read the quotation below taken from STUDENT A1's week 25 diary about self-judgment. What role does self-judgment play in critical evaluation? What role does it play in your life and in Japanese culture? Write a paragraph and email it to me.

- 'The key is how judge ourselves. If the interviewer judge positive herself, she will judge the interviewee negatively. The opposite theory also holds good.Judging myself positively is related on confidence or proud. Judging myself negatively is related on enhancement or loosing identity.'

Week 26: Homework 2

Preparation: End-of-Course Interview

At the end of January, you will have your end-of-course interviews in small groups. In July, I provided all the topics for discussion. This time, I would like you to contribute. Please look back over the course from October 2003, your homework and diaries. Think of 2 interesting questions for discussion related to critical evaluation. Please email them to me

Uncertainty Avoidance 2

Task 27.1

Reducing Uncertainty: Old Age

Discuss the questions below with your partner and then ask Stephanie.

- 1. Who do you hope will look after you in your old age?
- 2. What steps will you take to provide for your old age?

Task 27.2

Reducing Uncertainty: The Property Ladder

Read the article about how Tony and Beryl Bannister climbed the property ladder in the UK. Read the questions and fill in the tables below.

What was the buying price, selling price and profit for each house?
(1 pound = 190 yen)

| | Buying Price (Pounds) | Selling Price (Pounds) | Profit (Pounds) | Profit (Yen) |
|------------|--------------------------|---------------------------|-----------------|-----------------|
| Property 1 | | | | |
| Property 2 | | | | |
| Property 3 | | | | |
| Property 4 | | | | |
| Property 5 | | | | |

How did they develop each house?

| | |
|------------|--|
| Property 1 | |
| Property 2 | |
| Property 3 | |
| Property 4 | |
| Property 5 | |

Task 27.3

Read Stephanie's summary of an article which appeared in the Japan Times newspaper on November 13th 2001. Answer the questions below.

Most homeowners in Japan fall into a trap. When they retire, their house is worthless and if they want to sell their land, they have to pay to have their house demolished. Elderly Japanese people find themselves stuck in worthless houses that cannot be sold. Japanese people did not consider selling their homes in the past, ignored maintenance and the market for used homes never developed. Now, life expectancy in Japan is very high and elderly people can be trapped in unsuitable homes for decades. The tradition for the eldest son to take over the family home is fading fast. The younger generation tends to move out into smaller apartments with their families. In Britain, when you retire, you can sell your house and perhaps move to a smaller, warmer house near the hospital. Then you sell that house and move into a care home. You can go on and on without losing the value of your asset. Doing that in Japan would be financial suicide. Though well-constructed, well-maintained homes can be sold later in life, very few Japanese people build and maintain strong houses. They don't even wonder why their houses are valued at zero after 20 years because they take this lifestyle for granted.

Summarised from 'Worthless family homes plague nation'
by Isabel Reynolds.

The Japan Times.

Tuesday November 13th 2001.

1. What trap do most Japanese homeowners fall into?
2. Why did the market for used homes never develop in Japan?
3. Which Japanese tradition is fading fast and why?
4. How can British people use their property to support their old age?
5. Do Japanese homes have to lose their value?

Task 27.4

Uncertainty Avoidance: Critical Evaluation

We are going to consider positive and negative points about each system. Use information from both texts given. Please note the article in The Japan Times was not written by a Japanese person and may contain some bias. Therefore, also use your own general knowledge housing systems and social norms in Japan.

| | Difference | Judge Japanese system (+ or -) | Judge British system (+ or -) |
|---|------------|--------------------------------------|-------------------------------------|
| 1 | | | |
| 2 | | | |
| 3 | | | |
| 4 | | | |
| 5 | | | |
| 6 | | | |

Task 27.5

Critical Evaluation: Ideals

As we have studied how to make a critical evaluation, we focused on comparing and contrasting value differences, judging using our own values and justifying our judgments with reasons. Consider the two concurring opinions below. Give your opinion.

- 'Judging myself positively is related on confidence or proud. Judging myself negatively is related on enhancement or loosing identity. I should separate between personal feeling and value evaluation, then I have to focus on what I should do and our society should be. That point will give me the hint how to live....The best thinking chance is when I encounter the person who has difference values.'

STUDENT A1's week 25 diary

- I agree with STUDENT A1 in that when we encounter cultural difference, it catches our attention and makes us think! We need a little time to understand and evaluate it. We may have emotional reactions related to confidence and pride. We may feel threatened or we may see a chance for self-improvement. If we can overcome these emotional reactions, we can then use our mind to think about our ideal values. If we can refer to our ideal values as we evaluate ourselves and cultural difference through critical evaluation, we have a chance to improve both ourselves and society.

Stephanie's opinion

Task 27.6

Caring for the Elderly: Ideals

Consider what would be the ideal system for caring for the elderly. Make a list of points in the box below.

Week 27: Homework

STUDENT A1's Discussion Point

Consider STUDENT A1's opinion. Write a paragraph expressing your opinion for homework and please email it to me.

- 'Judging myself positively is related on confidence or proud. Judging myself negatively is related on enhancement or loosing identity. I should separate between personal feeling and value evaluation, then I have to focus on what I should do and our society should be. That point will give me the hint how to live....The best thinking chance is when I encounter the person who has difference values.'

STUDENT A1's week 25 diary

Course 1: Group Interview Handouts 2

Value Difference

- Is finding differences good or bad? (STUDENT A10)

Critical Skills

- How can we define critical skills and did our critical skills develop or not? (STUDENT A6)

Judging

- Is it possible for us to judge others objectively? (STUDENT A10)
- Do you think it is rude to judge other culture without its cultural background? I think judging other culture without having enough knowledge or information is something we should not do. It is too rude and impolite, I think. Then I must consider how much information I need before judging. (STUDENT A9)
- Do you really think judging is necessary? If necessary what is it for, what is your reason to judge for? In my judgments, as far as we judge other culture, we never understand them and cannot accustom to them. The most important things is just accept them as natural, when we face new culture. (STUDENT A9)
- I said I cannot judge or cannot say good or bad about universalism first. But After finishing my speech, by being asked about it, I could make my idea and judge very clearly. (STUDENT A5: Week 24 Student Diary)
- About both negative and positive judgment, I choose this, as I said in the class, I think this is the most ideal way (STUDENT A5: Week 27 Student Diary)
- I felt that we tend to judge people positively, because we know there are many ways of thinking, and these are connected with their own culture or custom and experiences, etc. Moreover, if people's opinion is different from mine, I can often find positive points in them. Therefore, we can accept them even if these are different from our own. (STUDENT A12: Week 24 Student Diary)

Standards for Judgment

- I felt that STUDENT A10 tried to judge her interviewee positively. So her judgement started from the result of judging that is evaluating positively, next (she) thought the reason....whether (something is) natural or not is one of her standard for judgement. (STUDENT A1: Week 25 Student Diary)
- `in the case of judging negatively, if we can remember our aim or what I want to do, we can judge whether I had better receive the interviewee's opinion or not. Our aim can be a standard, I think. Therefore, I wrote it was important to think what we should do or our society should be. ` (STUDENT A1: Week 25 Student Diary)

Patterns of Judgment

- If 2 people's values are totally different direction, person tends to show negative attitude, like minus critical comments. but even there are different points between 2 people's value, as long as their value points are in same direction, person tends to give positive comments toward opponent. It can be one tendency. But I think there is a case that I can agree and give positive comments with the

- person who has totally different value. Because one value has many aspects and if we have different focusing point toward one value, it might lead different value direction. moreover even though the value point is not same at all with mine, I may agree with his or her idea. (STUDENT A6: Week 24 Student Diary)
- Do we tend to criticize people who value the opposite to us? (STUDENT A6)
- if speaker criticize people's value, speaker's value is opposite. And if speaker agree people's value, speaker's value and people's value are same. It's my guess. (STUDENT A3: Week 23 Student Diary)
- I found that almost of the presenter didn't say "it is bad or wrong" clearly when they have negative image. On the other hand, when they have positive image they said positive words clearly like "good or it's OK or I agree." I wonder why this tendency happens. Is this situation happening in only in Japan? (STUDENT A10: Week 24 Student Diary)
- I think we, Japanese, have the concept that to say bad things about someone is what we shouldn't do and it is like an abuse. (STUDENT A8: Week 24 Homework)
- firstly, I felt at ease when I found similarities in other's description and when I found differences, I wonder my idea is bad. I know there are many value types in my head, but I felt uneasiness to show to everyone actually. However, gradually I can enjoy finding different opinion. (STUDENT A11: Revision Essay 2)
- I think it depend on which direction I want to be. If I want to be like strong woman, and interviewee want to be strong, then I will judge her positively. If I want to be like weak woman, and interviewee want to be weak, then I will judge her positively. (STUDENT A9: Week 26 Homework)

Effects of Negative Judgment

- If I judge other people negatively, will people feel denied or contradicted as a result? (STUDENT A3)
- Do you feel sorry for criticizing someone? Do you hesitate to criticize peoples fault? (STUDENT A5)
- Do you feel bad or think negatively when you are criticized by somebody? (STUDENT A5)
- After my speech, I was so upset ...I decided to judge my interviewee's opinion and describe my feeling about it clearly. I ... know that in Japan to express something bad to someone is not so good, but I realized I need to do so. ... In this sense, it succeeded. However, I hadn't expect that I (would feel so) shocked. (STUDENT A8: Week 24 ? Student Diary)
- i made a speech with critical evaluation. That time ... i feel like im being a bad person... (but i do it even if i hide that i do some critical evaluation to the person i meet, anyway). (STUDENT A4: Week 25 Student Diary)

Avoiding Negative Judgment

- STUDENT A12 evaluated her interviewee well when she found out any similarities, but she seemed to avoid evaluation when she faced on differences. This tendency applies to me... in my case, it comes from security and

conformity... in my case, it comes from security and conformity. When I encountered a difference, I have to be clear the point, but I couldn't. Because I'm afraid that these questions may break the conversation atmosphere. because I'm afraid that these questions may break the conversation atmosphere. (STUDENT A1: Week 25 Student Diary)

- ..why sometimes do we hide our actual feelings ..? Especially, between countries and cultures, what and when we hide is different, I wonder. For example, some of our class never try to say something negative about interviewee's opinion, even if they were shocked by these. (STUDENT A8: Week 25 ? Student Diary)
- About People who did only positive judgment, I understand their opinion but I think actually they did negative judgment because we are human so there must be some unconscious bad or negative feeling. (STUDENT A5: Week 27 Student Diary)
- I think "I can't judge" means "I'm neutral" or when they found both of advantage and disadvantage. I also think it tend to happen when they have negative image, so ti means "Actually judge negatively but don't want to say." (STUDENT A10: Week 26 Homework)

Judgment and Relationships

- I think the reason why we have done biased judge (especially positively) is connected with the fear that interviewee and COURSE members feel me unkind or spiteful. So to protect self, most members judged the interviewee positively and showed the other members that I am a safe person. (STUDENT A1: Week 25 Student Diary)
- When ... people ... communicate ..., there might be some difference on their value, ways of thinking or concept. It is natural We will feel unpleasantness.... It is actually no one's fault. But if I am in such situation, I want him or her to tell me why they feel so or to know why I feel. ... I don't want to make some "wall" avoiding our interaction. To know and to discuss what and why they feel unpleasant and pleasant is good thing, I think. In Japan, to explain the unpleasant feeling is not considered as good thing. I can understand it well, but...if we avoid explaining them, we are all alone and can't interact in real sense. (STUDENT A8: Week 23 Student Diary)
- I know the perfect shape of a relationship ...not (to) hide your true self, but you need some time to show everything. If you don't take care words, attitude at (the start) of the relationship, you might lose opportunities to show ... your true self. If its the long-term relationship, I don't wanna hide myself, but i always want to take care words and attitude toward the person, cuz its really important to make a relationship. (STUDENT A4: Week 25 Students Diary)
- Stephanie always respects me to show my ideas or thoughts and at the same time she always tried to bring out my hidden, unconscious thinking through the class. (If I) show all of my ideas or thought, then Stephanie trusts me. On the other hand, if I do not show all of my ideas, then Stephanie do(es) not trust me. I think this is the way British people trust other people and how to be honest to others. (STUDENT A9: Essay on Pre-Course Interview)

Emotional Judgment and Ideals

- What do you think about ideal and our emotion? (STUDENT A7)
- I also have doubt that whether we can value without personal feeling. (STUDENT A9: Week 27 Homework)
- I think we judge only by personal feelings is bad but personal feelings is needed to...judge. (STUDENT A3: Week 27 Student Diary)
- When we face new culture or new value, we feel like or dislike. I guess, I should understand such our natural feeling, like and dislike. (STUDENT A9: Essay on Pre-Course Interview)
- ..my idea is that when we 'feel' something positive or negative, I always reconsider why I felt in that way. It sometimes helps me to clear my values and how I think about. I found it through the classes. (STUDENT A7: Week 27 Student Diary)
- I think both head and heart are equal. Therefore I do not need the rule. It depends on the situation. I usually follow my feelings, however I sometimes need to follow my head (ideal). (STUDENT A7: Week 27 Student Diary)
- I sometimes judge someone from my emotion. Even if I can understand the person's background, I forget to think it equally and am influenced by collectivistic idea just because I cannot agree with him/her emotionally. (STUDENT A7: Week 24 Homework)
- I could not define my values because I had two standards: ideal and emotion. But now, I think these two are connected in our mind. Emotion and ideal are sometimes same, for example, if I 'envy' someone who are extremely rich, it shows that I value power (wealth) (STUDENT A7: Week 27 Student Diary)
- How do you always deal with your emotion? If you judge someone's opinion negatively, do you think of it as your prejudice? (STUDENT A7)
- Judging myself positively is related on confidence or proud. Judging myself negatively is related on enhancement or losing identity. I should separate between personal feeling and value evaluation, then I have to focus on what I should do and our society should be. That point will give me the hint how to live. (STUDENT A1 Week 25 Student Diary)
- To separate personal feeling or liking and value evaluation is ideal but we are human so it is impossible. No matter how we try to evaluate objectively, we use personal feeling somehow unconsciously. I don't understand why (STUDENT A1) thought that we should focus on what I should do and what our society should be? I think Judging myself and others is to know what I am; identity. (STUDENT A5: Week 27 Homework)
- Even if we want to improve ourselves or want to make our society better, what we think positive, good or right doesn't means those are positive, good, right or best....Human are always moving around. (STUDENT A9 Essay on Pre-Course Interview)

Contradiction and Ideals

- During the classes, I sometimes wondered ... which point is true, when a speaker (had) contradictions. Now I can understand both...are true. ... The aim is not keeping consistency, but finding more ideal self. To find more ideal one,

critical evaluation is essential as you said. At last, I may get the meaning of critical evaluation. (STUDENT A1 Week 25 Student Diary)

- I sometimes make myself better than what I am, it is difficult to describe, but maybe I sometimes talk about my ideal opinion even though I act in different way. (STUDENT A7: Week 25 Student Diary)

Value Change

- Do people's really values change through contact with other people's values or by being judged? (STUDENT A3)
- If i am influenced by other's value and i accept it, I just accept some part of their idea. this is just a part of my value. (STUDENT A6: Week 26 Homework)
- Self-Judgment
- I think it is difficult for everyone to judge oneself, because people do which they think it is good. So, I think sometimes it is necessary for people to consider oneself objectively. (STUDENT A10: Week 20 Student Diary)
- I think self-judgment is essential to consider critical evaluation because it is (our) standard..... reversed, we can see that critical evaluation reflects our hidden self-judgment. (STUDENT A7: Week 27 Homework)
- I don't think judging myself negatively is related on enhancement or loosing identity. If I agree with other's value or opinion about it, I don't change myself basically. (STUDENT A6: Week 26 Homework)

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Course 2: Week 1

TERM 1 COURSE OUTLINE

In the course 2 classes, we will explore cultural difference in language and values.

Weeks 1-7

In the first half of this term, we will study Schwartz's value types to help you reflect on your own values and how they differ from people around you. We will explore how our values affect our relationships with other people and how we can become intercultural mediators; people who can build bridges of understanding between people of different cultural backgrounds. I will provide all materials.

Weeks 8-15

In the second half of this term, we will explore language and conceptual differences between Japanese and English, see how this also affects the way we interact with other people. We will try to become better intercultural mediators. I will provide all materials.

Summer Assignment

In the summer, you will be asked to interview someone from a different country about their language and values. You should record the interview and present your research to the class next term.

Grading

Diary 20%

- You will be graded on your ability to express your ideas in writing.

Classwork 20%

- You will be graded on the tasks we do in class. I will collect your file from time to time, so please keep your papers in good order.

Homework 20%

- You will be graded on the homework tasks. Please make sure you do all the homework tasks.

Oral 20%

- You will be graded on your ability to express your ideas orally in the various interviews.

Final Exam 20%

- You will be graded on your ability to express your ideas in writing.

Total 100%

You will need:

- An A4 clear file for storing all your materials and homework
- A P.C. email address
- To find someone from a different country to interview in the summer. Try to find someone from outside the university if you can
- Access to a cassette/M.D. recorder for the summer assignment

Week 1: What is Culture?

Task 1.1

What is culture?

Read the definition of culture in the box and discuss it with your group.

What is culture?

Culture is 'a learned set of shared interpretations about beliefs, values and norms, which affect the behaviors of a relatively large number of people.'

From Intercultural Competence
by Lustig, M. and Koester, J. (1999) p30.

Task 1.2

Fairies and milk teeth

Look at the picture of Sophie. Her front teeth have fallen out. Read the conversation and answer the questions below.

Jenny: Look...your front teeth have fallen out, haven't they Sophie?

Sophie: Yes, they fell out last week...

Jenny: Really? And what did you do with them?

Sophie: I put them under my pillow for the fairies.

Jenny: Really? And why did you do that?

Sophie: The fairies come and take them at night...when you're asleep...

Jenny: Really? And what do the fairies do with your teeth?

Sophie: They use them to make little fairy houses...

Jenny: Really?

Sophie: And they give you money for them...

Jenny: Really? How much money did you get?

Sophie: I got 10 pence...The fairies left it under my pillow...



Task 1.2: Questions

1. When did Sophie's front teeth fall out?
2. What did she do with them and why?
3. What do the fairies use milk teeth for?
4. What do children get in return?
5. What do Japanese children do with their milk teeth and why?



<http://www.flowerfairies.com/>



<http://fairies.artpassions.net/>



Task 1.3

What are beliefs?

Read the paragraph below. Look at the scene from the computer game Onimusha and answer the questions below.

Reading: Beliefs

What do you 'know' about the world? What do you 'believe' about the world? What is the difference between what you 'know' and what you 'believe'? Which is real and which is not? Beliefs are ways of interpreting the world that we learn through our culture and assume to be true. People are usually not conscious of their beliefs. Culturally shared beliefs are basic assumptions about what the world is like which typically go unnoticed. What do you believe about the world?

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)

1. What is the bright light in the warrior princess' hand?

2. What is KI? Define KI in English, in your own words.



3. Do you know or do you believe KI exists? Why? Why not?

Task 1.4

What are values?

Read the paragraph about values and number the items below from clean (1) to dirty (5.)

Compare your answers with your group.

Reading: Values

Values involve what a culture regards as good or bad, right or wrong, fair or unfair, just or unjust, beautiful or ugly, clean or dirty, valuable or worthless, appropriate or inappropriate, and kind or cruel. Values differ from culture to culture. Some things can be deeply valued in one culture but not so strongly in another. Some things positively valued in one culture may be negatively valued in another.

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)

Clean and Dirty

1. (...) Letting a cat sleep on your bed
2. (...) Taking a bath in water someone else has used
3. (...) Wearing shoes indoors
4. (...) Lying on your bed with your shoes on
5. (...) Wearing plastic slippers hundreds of other people have used
6. (...) Letting your dog live indoors
7. (...) Drying your hands with the same towel used for drying dishes

Task 1.5

What are norms?

Read the paragraph and identify the Japanese norms from the list below. Compare your answers with your group.

Reading: Norms

Norms are the surface characteristics of culture and are based on beliefs and values. Norms are ways of behaving and communicating, so they can easily be observed. People are expected to do or say certain things in certain situations and if a person does not do or say these things, they may be criticised. As a result, people from all cultures come to believe that their cultural norms are 'right' and sometimes that the norms of other cultures are 'wrong'. There is a strong connection between beliefs, values and norms.

Adapted from Intercultural Competence by
Lustig, M. and Koester, J. (1999)

Japanese norms?

1. (...) Ladies wear veils to cover their faces in public
2. (...) High school students spend up to twenty hours a week on club activities
3. (...) Neighbours weed the local area together on some Sunday mornings
4. (...) 18-25 year olds go to the pub and go dancing every Friday night
5. (...) High school students often take a year-off before going to university
6. (...) People change jobs and homes regularly
7. (...) People seek lifetime employment from their employer

Task 1.6

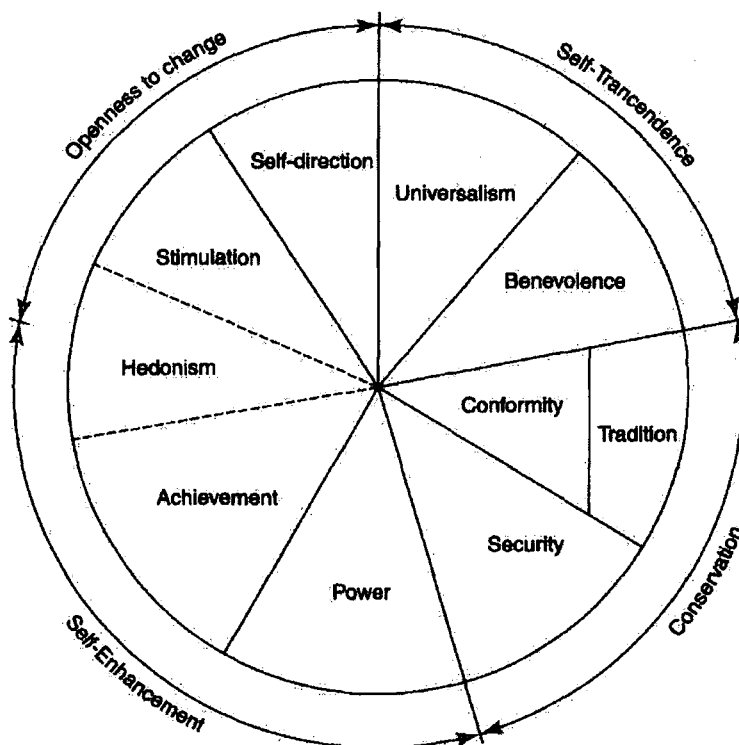
Value Types

Read the paragraph, look at the diagram and check the vocabulary.

Reading: Schwartz' Value Types

Shalom Schwartz researched values in 49 different countries and found ten universal value types a culture may have, which serve as central cultural goals. In the diagram, the ten values are arranged into four groups; openness to change, self-transcendence, conservation and self-enhancement. Cultures will probably value all the value types within one group and are less likely to value the ones grouped on the opposite side of the circle.

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)



Week 1: Homework

Task 1: 'What is Culture?'

Write a 250-word essay in English discussing the definition of culture given in Task 1.1 and adding ideas of your own. Please email your essay to me by next week at the following address: XXX

Week 2: Power and Achievement

Task 2.1

Ambitions

Answer the questions in the box. Then, read the two conversations with your partner and fill in the table below.

| |
|---|
| <p>Questions</p> <p>1. Are you ambitious? If so, what are your ambitions and why?</p> <p>2. If not, why not?</p> |
|---|

| | Tom | Stephen | Laura | Alison |
|-----------------------------------|-----|---------|-------|--------|
| Are they ambitious? | | | | |
| What are their ambitions and why? | | | | |
| If not, why not? | | | | |

Alison and Tom

Alison: So how about you, Tom? You're a lawyer. You must be quite ambitious.

Tom: I suppose so. I want a top job with a big law firm in London. Social prestige and money are really important to me. I want a big house and a flashy car...preferably a Porsche!

Alison: Sounds great but the long hours wouldn't suit me! Money isn't so important to me and I don't want to be anybody else's boss. I want to start my own business and work from home. I need to be independent and I need time for my badminton. I'm in a club at Leisure World and we really want to win the championships this year. I love winning but I just do it for fun really!



What's Leisure World?

Leisure World is the name of a sports centre in Colchester, Essex. There are many kinds of clubs people can join ranging from boxing and scuba-diving to judo and badminton. The clubs meet once or twice a week and are open to all members of the public.



<http://www.colchesterleisureworld.co>

What's a 'big' house?

Lots of British people dream of having a big house. This is the kind of house Tom is dreaming about buying. It is a farmhouse in the countryside and has 5 bedrooms, 3 bathrooms, 4 receptions rooms, big gardens, and a paddock and stables for horses. It is very expensive.



<http://www.freeserve.assertahome.com/servlets/PropertySearchControllerServlet>

Stephen and Laura

Laura: Are you ambitious, Stephen?

Stephen: No, not really. I have everything I need; a nice job, a home and a lovely girlfriend. We're planning to get married. I wouldn't change anything for the world. How about you?

Laura: Well, I want to be a politician. I'm not power-hungry but if you really want to bring about social change, you have to be in a position to make decisions that really count. I'd like to be an M.P. by the time I'm thirty!

Stephen: That sounds like a lot of hard work but I know what you mean. I have to make lots of decisions as captain of the football team, which is a big responsibility. Sometimes we win, sometimes we lose but the other players seem to respect me and I like that.



What's an M.P.?

An M.P. is a Member of Parliament; a politician elected by people in their local area to represent their interests in Parliament. M.P.s spend some time in their local area, when people can visit them to complain or inform them about social problems, so that their M.P. can discuss the problem at the Houses of Parliament in London.



<http://www.tourist-information-uk.com/parliament.htm>

What's football?

Football, or soccer, is the most popular sport in Britain. It is mostly played by men but also enjoyed by lots of women as a spectator sport. The main British league is called the Premier League. People usually support one team and like to watch matches on TV or live. The European League is also very popular.



<http://news.bbc.co.uk/sport2/hi/football/>

Task 2.2

Who values power and achievement?
Read the paragraph about power and achievement and then read the two conversations again. What does each person value? Circle one or both of the values and give a reason for your answer.

Reading: Power and Achievement

People who value power care about social status and prestige. They like to have control over other people or resources and value wealth and authority. People who value achievement care demonstrating their competence according to social standards. They want to be capable and influential. Personal success is very important to them, so they tend to be ambitious.

Adapted from Schwartz S.H. et al,
Value Priorities and Social Desirability: Much Substance, Some Style.
British Journal of Social Psychology. 36.1997.p7.

1. Laura values power/achievement because

.....

2. Tom values power/achievement because

.....

3. Stephen values power/achievement because

.....

4. Alison values power/achievement because

.....

Task 2.3

Power and achievement in your life

Are power and achievement important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I (would/would not) like to have a job with high social status because
2. Money is (not/quite/very/extremely) important to me because
3. I (do/do not) enjoy being in a position of authority because
4. Winning games is (not/quite/very/extremely) important to me because
5. Passing exams is (not/quite/very/extremely) important to me because
6. I (never/sometimes/always) try to influence people around me because.....

Task 2.4

Communication Strategy 1: Reflecting

Read the information below and discuss it with your group.

What is reflecting?

A useful communication strategy is reflecting. When we listen to someone make a point, we can reflect their point back to them like a mirror, using the same words. If we have misunderstood the point, we will reflect inaccurately but we give the other person a chance to correct our understanding. If we have understood the point, we will reflect accurately and this can help make the point clearer. Reflecting can help increase understanding and reduce misunderstanding.

Task 2.5

Reflecting

Read the conversation below. Jane and Stephen are shopping for clothes. Jane reflects two of Stephen's points. Underline the parts where Jane reflects Stephen. Which of the expressions in the box does she use?

Reflecting: Useful Expressions

1. Can I just check something with you?
2. So, if I'm understanding you properly,...
3. Right, so what you're saying is...
4. Just a minute, let me see if I've got this right. You think that
5. OK, so you

Jane: So, which top do you like best? The blue one or the green one?

Stephen: The blue one is OK but (1) the green one is nicer.

Jane: And what about the pink one?

Stephen: It's OK.

Jane: Just a minute, let me see if I've got this right. You think the green one is nicer.

Stephen: Yes, that's right, but Jane, I am starving. I can't do any more shopping today. (2) I have to eat, otherwise, I'm going to drop dead on the spot!

Jane: OK, so you have to eat.

Stephen: Yes! Come on. Hurry up!

Task 2.6

Reflecting

Look back at your sentences on power and achievement in task 2.3. Work with your partner. Take it in turns to be SPEAKER and UNDERSTANDER. The SPEAKER should tell the UNDERSTANDER the points made in their sentences. The UNDERSTANDER should reflect the points accurately.

Week 2: Homework: Task 1

Write a paragraph (5-10 sentences) about power and achievement in your life. Email it to: XXX

Week 2: Homework: Task 2

Write six questions for your summer assignment questionnaire. Write three questions to find out whether someone values power and three questions to find out whether someone values achievement. Email your questions to: XXX

Benevolence and Universalism

Task 3.1

Voluntary Work

Read the definitions of voluntary work and voluntary from the Collins Cobuild CD-Rom Dictionary. Answer the question in the box. Then, read the two conversations with your partner and fill in the table below.

Voluntary work is done by people who are not paid for it, but who do it because they want to.

Voluntary describes actions that you do freely, because you choose to do them and not because you have been forced to do them.

Question

1. Would you like to do some voluntary work? Why? Why not? What kind?

| | Stephen | Tom | Laura | Alison |
|--|---------|-----|-------|--------|
| What kind of voluntary work would they do? | | | | |
| Why? | | | | |

Stephen and Tom

- Stephen: Hi, Tom. How are you doing? I'm going to Iceland next week!
- Tom: Iceland? Are you going on holiday?
- Stephen: Well, it's a conservation holiday. I'm going to do some conservation work in Jokulsargljufur national park in north-west Iceland with B.T.C.V. for 2 weeks. I want to do my bit for the environment.
- Tom: Wow. That sounds exciting.
- Stephen: I'm very involved in voluntary work myself. I help raise money for Comic Relief. We raise lots of money for poor people in the U.K. and round the world and have fun at the same time, which I think is great.



What is Comic Relief?

Comic Relief raises money for charity through comedy and laughter. Since 1985 Comic Relief has raised more than £250 million for vulnerable people in the U.K., Africa and round the world. On Red Nose Day, lots of British people wear a red nose and raise money voluntarily.



<http://www.comicrelief.com/entry.shtml>

What is B.T.C.V.?

The British Trust for Conservation Volunteers organises conservation holidays to protect the environment. Volunteers pay money to take part in conservation projects in the UK and abroad, such as planting trees and clearing ponds. They even come to Japan!



Jokulsargljufur National Park,
Iceland

Laura and Alison

- Alison: So how about you, Laura? Are you interested in doing any voluntary work?
- Laura: Well, I'd probably help train my sister's athletics team, if I had enough time. My sister's in a wheelchair and doing sport has really improved the quality of her life. I'd like to raise money to help other disabled people in other places too. What about you?
- Alison: Fund-raising, probably. Our local church is over 800 years old and they need £300,000 to restore it. They're always looking for fund-raisers but so far, I haven't had the time. I'm not so religious but it's a beautiful building. It's part of our local heritage and I think that's important.



What is church restoration?

Many churches in the U.K. are extremely old and expensive to maintain. Manorbier Church, for example, needs new electricity and heating systems. Its roof, tower and windows need repairing. This will cost £300,000, so local people help raise money for the church.



<http://manorbierchurch.co.uk/>

What is wheelchair sport?

Wheelchair sport, such as track and field athletics, table tennis, rugby, archery, shooting and snooker, can help disabled people in many different ways. There are many clubs, sports camps and competitions for them. Ordinary people can volunteer help and do fund-raising.



Who is this? See:
<http://news.bbc.co.uk/sport2/hi/athletics/1025207.stm>

Task 3.2

Who values universalism and benevolence?

Read the paragraph about universalism and benevolence and then read the two conversations again. What does each person value? Circle one or both of the values and give a reason for your answer.

Reading: Universalism and Benevolence

People who value universalism care about the welfare of all people and nature as a whole (even people they don't know.) They recognise and value the fact that people of all countries and cultures, along with nature, inhabit the same universe. They value wisdom, have a strong sense of social justice and aspire towards a world at peace. They tend to be broad-minded and value equality between people. They see beauty in the world, value unity with nature and seek to protect the environment. People who value benevolence care about the welfare of people around them; people they know and see often. They are very active in helping those around them, are loyal and honest, tend to be forgiving and value true friendship.

Adapted from Schwartz S.H. et al, Value Priorities and Social Desirability:
Much Substance, Some Style.
British Journal of Social Psychology. 36.1997.p7.

1. Laura values universalism/benevolence because

.....

2. Tom values universalism/benevolence because

.....

3. Stephen values universalism/benevolence because

.....

4. Alison values universalism/benevolence because

.....

Task 3.3

Universalism and benevolence in your life

Are universalism and benevolence important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I (never/sometimes/often) donate money to charity because
2. I (would like to/probably would not) do voluntary work to help people I don't know because
3. Spending time with friends is (not so/quite/very/extremely) important to me because
4. Helping people close to me is (not so/quite/very/extremely) important to me because
5. I do (very little/a lot) to help protect the environment because
6. I do (very little/a lot) to help protect animals because

Task 3.4

Communication Strategy 2: Focusing

Read the information below and discuss it with your group.

What is Focusing?

When we listen to someone else's ideas, their ideas may still be developing. We can help a speaker develop their ideas by choosing a point and focusing on it by asking questions about it. We can create chances for the speaker to develop their ideas to help us understand them better.

Task 3.5

Focusing

Read the conversation below. Underline the parts where Tom focuses Stephen's ideas about conservation. Which expressions does he use from the box?

Focusing: Useful Expressions

1. Earlier, you said What exactly did you mean?
2. Before, you were talking about Can you tell me a bit more about that?
3. What did you mean when you said....?
4. Can you tell me anything else about that?
5. What do you mean exactly?

Tom: Stephen, before, you were talking about going to Iceland. Can you tell me a bit more about that?

Stephen: Well, it's a 2-week conservation holiday and we'll be doing some path work.

Tom: Path work? What do you mean exactly?

Stephen: Well, I think we'll be repairing some of the paths and perhaps building some new ones. I'm not sure exactly.

Tom: Is building new paths part of conservation?

Stephen: Well, I suppose it is, if it helps protect the area around the paths.

Tom: Hmm. Interesting.

Task 3.6

Focusing

Look back at your sentences on universalism and benevolence in task 3.3. Work with your partner. Take it in turns to be SPEAKER and UNDERSTANDER. The SPEAKER should tell the UNDERSTANDER their ideas. The UNDERSTANDER should focus and develop their ideas.

Week 2: Homework: Task 1

Write a paragraph (5-10 sentences) about universalism and benevolence in your life.
Email it to: XXX

Week 2: Homework: Task 2

Write six questions for your summer assignment questionnaire. Write three questions to find out whether someone values universalism and three questions to find out whether someone values benevolence. Email your questions to: XXX

Tradition, Conformity and Security

Task 4.1

Summer Holidays

Answer the question in the box. Then, read the two conversations with your partner and fill in the table below.

1. What are you doing in the summer holidays and why?

| | Laura | Stephen | Alison | Tom |
|--------------------------------------|-------|---------|--------|-----|
| What are they doing in the holidays? | | | | |
| Why? | | | | |

Laura and Tom

Tom: Hi, Laura. It's not long until the summer holidays. Do you have any plans?

Laura: Yes, I'm going down to Cornwall to visit my parents. They retired down there last year and I want to make sure they're OK. I'm going down with my sister and her children. It'll be nice to spend some quality time together as a family. How about you?

Tom: Well, I'm going to Ibiza for 2 weeks. All my friends are going, so I can't miss out on that! I've started shopping already! I just have to get the latest designs, the latest colours...I hate anything that looks old-fashioned. I just qualified as a lawyer, so for the first time in my life, I have a bit of money to spend, which is great!

Laura: Great! Roll on the summer!



Where is Cornwall?



Cornwall is a county in south-west England, famous for its beautiful beaches. It is a popular tourist resort in Britain and many people want to retire there.

<http://www.beautiful-cornwall.co.uk/>

Where is Ibiza?



Ibiza is a Spanish island in the Mediterranean Sea. It is a very popular tourist destination for young British people who want to sunbathe on the beach during the day and go dancing in night clubs at night. People often like to go there with a group of friends.

<http://www.red2000.com/spain/balear-es/ibiza/>

Alison and Stephen

Alison: Hi, Stephen. How are things? Do you have any plans for the summer?

Stephen: No, not really. I think I'll just relax and take it easy. Jane and I really should start saving up to get married. We'll probably just go down to the pub as usual and spend time with friends. We see the same people there every week, which is nice. And we'll probably have a few day trips in the countryside...visit a few country pubs!



Alison: Well, we'll probably go to Scotland to see some friends. We want to go to the Edinburgh festival in August and see some traditional Scottish dancing. I love all those kinds of traditions. I really want to see the Military tattoo.



Stephen: Sounds like fun.

What's a pub?



English pubs are places you go to drink and relax. They are often hundreds of years old and serve many kinds of beer. They have interesting names such as The Green Man, The Rose and Crown and The George. This one is called The Half Moon Inn. It is one of the prettiest pubs in England.

<http://www.the-halfmoon-inn.co.uk/>

What's the Edinburgh Festival?



The Edinburgh Festival is held in Scotland every August for two weeks. It attracts people from all over the world. Cultural events and shows take place all over the city. The Military Tattoo is held inside Edinburgh Castle. Lots of soldiers parade up and down and the castle is lit up at night.

<http://www.edinburgh-tattoo.co.uk/>

Task 4.2

Who values tradition, conformity and security?
Read the paragraph about tradition, conformity and security and then read the two conversations again. What does each person value? Circle one or both of the values and give a reason for your answer.

Reading: Tradition, Conformity and Security

People who value tradition accept, respect and are committed to their culture, its religion, customs and ideas. They accept their role in life and are humble. People who value conformity care about respecting social expectations and norms. They do not wish to upset or harm others and value restraint. They are obedient, value self-discipline, politeness and honour their parents and elders. People who value security care about safety, harmony and the stability of society, relationships and the self. They value family security, national security and social order. They believe that if someone does you a favour, you should do them a favour back. They also tend to value cleanliness.

Adapted from Schwartz S.H. et al, Value Priorities and Social Desirability:
Much Substance, Some Style. British Journal of Social Psychology.
36.1997.p7.

1. Laura values tradition/security/conformity because

.....

2. Tom values tradition/security/conformity because

.....

3. Stephen values tradition/security/conformity because

.....

4. Alison values tradition/security/conformity because

.....

Task 4.3

Tradition, conformity and security in your life

Are tradition, conformity and security important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I think it is (not/quite/very/extremely) important to respect Japanese traditions because
2. Having a strong sense of being 'Japanese' is (not/quite/very/extremely) important to me because
3. I (never/usually/always) follow fashion and wear the same kind of clothes as everyone else because ...
4. If my parents ask me or advise me to do something, I (never/usually/always) do it because
5. If someone does me a favour, I (never/usually/always) do one back because
6. Spending quality time with my family is (not/quite/very/extremely) important to me because

Task 4.4

Communication Strategy 3: Disclosing

Read about disclosing and discuss it with your group.

What is Disclosing?

Disclosing is telling the other person our own ideas to help us find out more about their ideas because the speaker can compare and contrast their ideas with our own.

Task 4.5

Disclosing

Read the conversation below. Stephen is looking for a pub. Underline the ideas that Alison discloses to find out what kind of pub he is looking for. Which expressions does she use from the box?

Disclosing: Useful Expressions

1. I like....
2. I think....
3. In my case, I....
4. As for me,.....
5. The most important thing for me is.....
6. I always find that....

Stephen: Alison, can you recommend any nice pubs round here?
Alison: Pubs? I know lots of nice pubs...
Stephen: Well, what would you recommend?
Alison: Um. As for me, I like the country pubs out in the villages. I just love the traditional atmosphere but they are a bit far...
Stephen: I just need a beer. I don't want to go too far.
Alison: Well, I like the The Red Lion just down the road. It sells good local ale and the atmosphere is nice.
Stephen: Sounds great. See you later!

Task 4.6

Disclosing

Look back at your sentences on tradition, conformity and security in task 4.3. Work with your partner. Take it in turns to be SPEAKER and UNDERSTANDER. The SPEAKER should tell the UNDERSTANDER their ideas. The UNDERSTANDER should disclose to help develop their ideas.

Week 4: Homework: Task 1

Write a paragraph (5-10 sentences) about tradition, conformity and security in your life. Email it to XXX

Week 4: Homework: Task 2

Write nine questions for your summer assignment questionnaire. Write three questions each to find out whether someone values tradition, conformity and security. Email your questions to XXX

Hedonism, Stimulation and Self-Direction

Task 5.1

Free time

Answer the question in the box. Then, read the two conversations with your partner and fill in the table below.

3. How do you spend your free time?

4. Why?

| | Alison | Tom | Laura | Stephen |
|---|--------|-----|-------|---------|
| How does each person spend their free time? | | | | |
| Why? | | | | |

Alison and Tom

Tom: Hi, Alison. What are you up to this weekend?

Alison: Well, on Sunday, I'm going to spend a day on a health farm. It's a bit expensive but sometimes, I just need to pamper myself and have a bit of luxury in life. You can have massages, beauty treatments and do things like Tai Chi and meditation. On Monday, I'll feel like a new woman!



Tom: Sounds nice. Well, I'm going clubbing in Birmingham with some friends on Friday night. There's a new club just opened which is supposed to be really good. We're just going to have a few drinks and really let our hair down. I love club music. It just makes you want to dance. You just can't beat the feeling.



Alison: Well, have a great time.

What is a health farm?



A health farm is a special kind of hotel you can visit for one or more days, which offers a range of services or activities to help you de-stress, get fit, lose weight, eat healthy food or simply to pamper yourself. They often have a spa and the food is always very healthy and nutritious. They are quite expensive to visit and are seen as a luxury by most people.

<http://www.healthyvenues.co.uk/>

What is clubbing?



Clubbing means to go dancing in nightclubs, which is a really popular activity amongst young people, especially on Friday and Saturday nights. The music is very loud and exciting. People often dance until the early hours of the morning and drink a lot. People may go to a few clubs in one evening.

<http://www.uk-clubbing-directory.co.uk/>

Laura and Stephen

Stephen: Hi, Laura. What are you up to this weekend?

Laura: Well, I'm going to spend a bit of time planning my next expedition to Scotland for the Duke of Edinburgh's Gold Award. I can't believe I've almost finished my gold. What will I do next? I'll have to find some other goal in life.

Stephen: Wow. That's impressive. The Duke of Edinburgh's award sounds a bit too energetic to me. I just like getting away from it all and relaxing. If I have a free weekend, I love going to Scotland, especially the Isle of Skye. If the weather's good, you can't beat it. I love the feel of the sun on your face and swimming in cold mountain streams. It's sheer pleasure. Really invigorating.

Laura: Yeah. I know what you mean. I love that too.



What is the Duke of Edinburgh's Award?



The Duke of Edinburgh's Award is an activity scheme for young people aged 14-25. Practical, cultural and adventurous activities help young people develop. There are three awards: bronze, silver and gold. Activities involve helping people in the local community, expeditions (on foot or horseback, by boat or cycle), skills and physical recreation.

<http://www.theaward.org/>

Where is the Isle of Skye?



Isle means island. The Isle of Skye is one of the many small islands off the north-west coast of Scotland. It is very remote and peaceful and has some dramatic mountains. It is popular with walkers, campers and cyclists. There are many beautiful beaches and lochs. 'Loch' is the Scottish word for 'lake.'

<http://www.skye.co.uk/index.html>

Task 5.2

Who values Hedonism, Stimulation and Self-direction?

Read the paragraph about hedonism, stimulation and self-direction and then read the two conversations again. What does each person value? Circle one, both or all three values and give reasons for your answers.

Reading: Hedonism, Stimulation and Self-direction

People who value hedonism care about the stimulation of the senses and seek pleasure in life. Enjoying life is very important to them. People who value stimulation like excitement, novelty and new challenges. They tend to be quite daring and live a varied and exciting life. People who value self-direction think that independence of thought and action is important. They like setting their own goals and work to achieve them. They like being creative, are curious about life and value freedom. They tend to make decisions independently of others.

Adapted from Schwartz S.H. et al, Value Priorities and Social Desirability:
Much Substance, Some Style. British Journal of Social Psychology.
36.1997.p7.

1. Laura values hedonism/self-direction/stimulation because
2. Tom values hedonism/self-direction/stimulation because
3. Stephen values hedonism/self-direction/stimulation because
4. Alison values hedonism/self-direction/stimulation because

Task 5.3

Hedonism, stimulation and self-direction in your life

Are hedonism, stimulation and self-direction important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I (never/rarely/sometimes/often) do things for sheer pleasure. For example, I
2. Having a good time and enjoying life (is/is not) one of my top priorities because
3. I would say I (am/am not) a daring person because
4. I (never/rarely/sometimes/often) do things because they are exciting. For example, I
5. I (never/rarely/sometimes/usually) make decisions independently of others because
6. Setting goals and working to achieve them is (not so/quite/very/extremely) important to me because

Week 5: Homework: Task 1

Review Schwartz's value types and the 3 paragraphs you wrote about your values. Develop your paragraphs into an essay. Include a new paragraph on hedonism, stimulation and self-direction. Use a computer. Bring a copy of your essay to class next week and be ready to present it to the class. Email your essay to: XXX

Week 5: Homework: Task 2

Write nine questions for your summer assignment questionnaire. Write three questions each to find out whether someone values hedonism, stimulation and self-direction. Email them to: XXX

Week 5: Homework: Task 3: Value Chart

Reflect on which of Schwartz's values are the most and least important to you. Shade in the chart below.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

Value Chart

| | | | | | | | | | | |
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| -5 | | | | | | | | | | |

Speeches 1

Task 6.1

Speaker

Listen to the speech and take notes in the box below.

Task 6.2

After the speech, reflect, focus and disclose to find out more information and develop your notes.

Task 6.2

Then, try to guess their value profile and fill in the value chart.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

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| -4 | | | | | | | | | | |
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Speeches 2

Task 7.1

Speaker

Listen to the speech and take notes in the box below.

Task 7.2

After the speech, reflect, focus and disclose to find out more information and develop your notes.

Task 7.3

Then, try to guess their value profile and fill in the value chart.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

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| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Speeches 3

Task 8.1

Speaker

Listen to the speech and take notes in the box below.

Task 8.2

After the speech, reflect, focus and disclose to find out more information and develop your notes.

Task 8.3

Then, try to guess their value profile and fill in the value chart.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

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| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
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| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Week 8: Homework: Task 1

Negotiate Value Difference

Look at the value charts. You will be paired up with a student who either does not value something you do or values something you do not. Meet this person for homework, write a 2-3 minute conversation in English and bring it to class next week. Your conversation should examine the value difference, how it affects your lives and possible reasons why you value differently. Make a plan to do something. The strong valuer should suggest doing something connected with the value. The weak valuer may resist. You should both be true to your value. Be ready to present the conversation to the class next week. Also, please email a copy to: XXX

Week 8: Homework: Task 2

My Values

Look at your speech on values. Write your value rating (e.g. +5) at the top of the first column for each value. Tick the aspects of the value you mentioned in your speech.

| | |
|--|--|
| Security | |
| safety | |
| harmony | |
| stability of self, society and relationships | |
| family security | |
| national security | |
| social order | |
| return favours | |
| cleanliness | |

| | |
|---------------------------|--|
| Hedonism | |
| stimulation of the senses | |
| seek pleasure in life | |
| enjoy life | |

| | |
|--------------------------|--|
| Stimulation | |
| excitement | |
| novelty | |
| new challenge | |
| daring | |
| varied and exciting life | |

| | |
|--|--|
| Tradition | |
| accept, respect and committed to own culture | |
| accept role in life | |
| humble | |

| | |
|---------------------------------------|--|
| Conformity | |
| respect social expectations and norms | |
| do not wish to upset or harm others | |
| value restraint | |
| obedient | |
| self-discipline | |
| politeness | |
| honour parents and elders | |

| | |
|---|--|
| Self-Direction | |
| independence of action, thought and decision-making | |
| set own goals and work to achieve them | |
| creative | |
| curious | |
| freedom | |

| | |
|--------------------------|--|
| Benevolence | |
| help people close to you | |
| loyal | |
| honest | |
| forgiving | |
| true friendship | |

| | |
|-------------------------|--|
| Universalism | |
| welfare of all people | |
| protect nature | |
| wisdom | |
| social justice | |
| world peace | |
| broad-minded | |
| equality between people | |
| beauty in the world | |

| | |
|---------------------------|--|
| Power | |
| social status | |
| prestige | |
| control over other people | |
| control over resources | |
| wealth | |
| authority | |
| Achievement | |
| demonstrate competence | |
| be capable | |
| be influential | |
| personal success | |
| ambition | |

DIARY FEEDBACK WEEKS 1-7

I have checked and graded everyone's diaries for weeks 1-7. Here are my comments. There was a very wide range of approaches taken by students. In some cases, we have had deep and meaningful discussions and in others not. The students who have scored most highly were those who engaged in a meaningful dialogue with me and who reflected insightfully on different aspects of the class. Each diary entry was graded out of 10, with two marks each for what you learned and how you felt. I also graded you on whether you offered ideas, asked questions and replied to my messages.

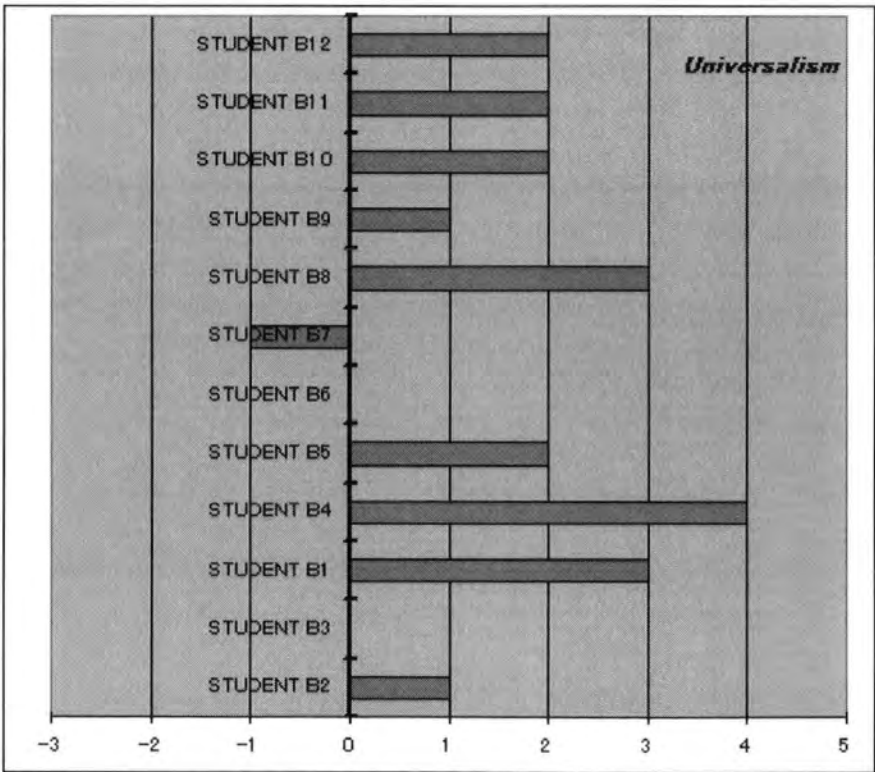
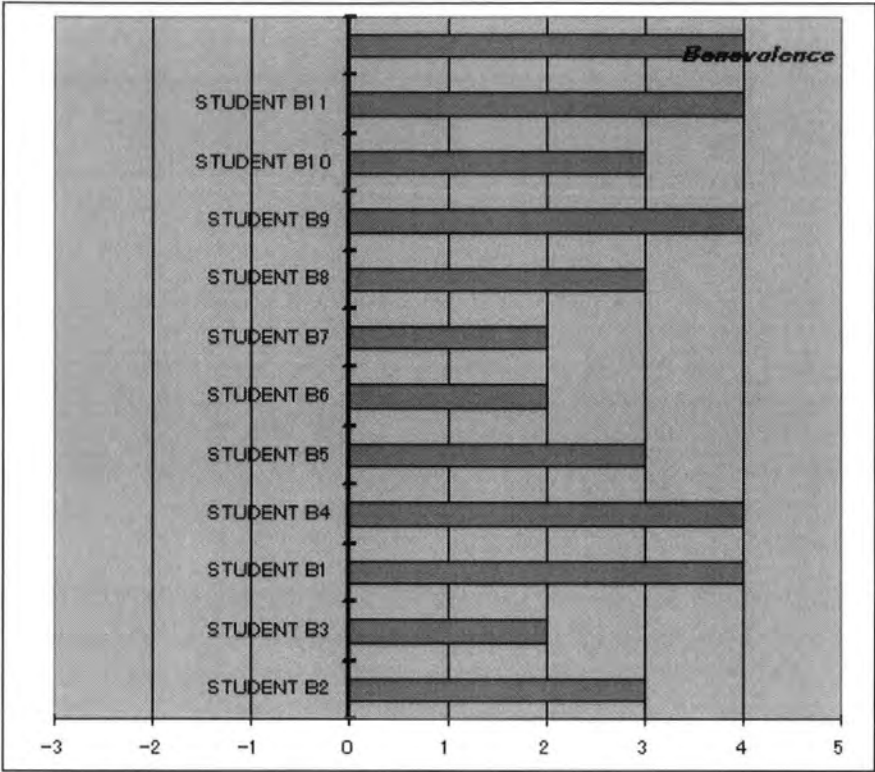
| | | |
|--------------------------------------|------|--|
| What did you learn? | (2) | |
| How did you feel? | (2) | |
| Did you offer ideas? | (2) | |
| Did you ask (me/yourself) questions? | (2) | |
| Did you answer my questions? | (2) | |
| Total | (10) | |

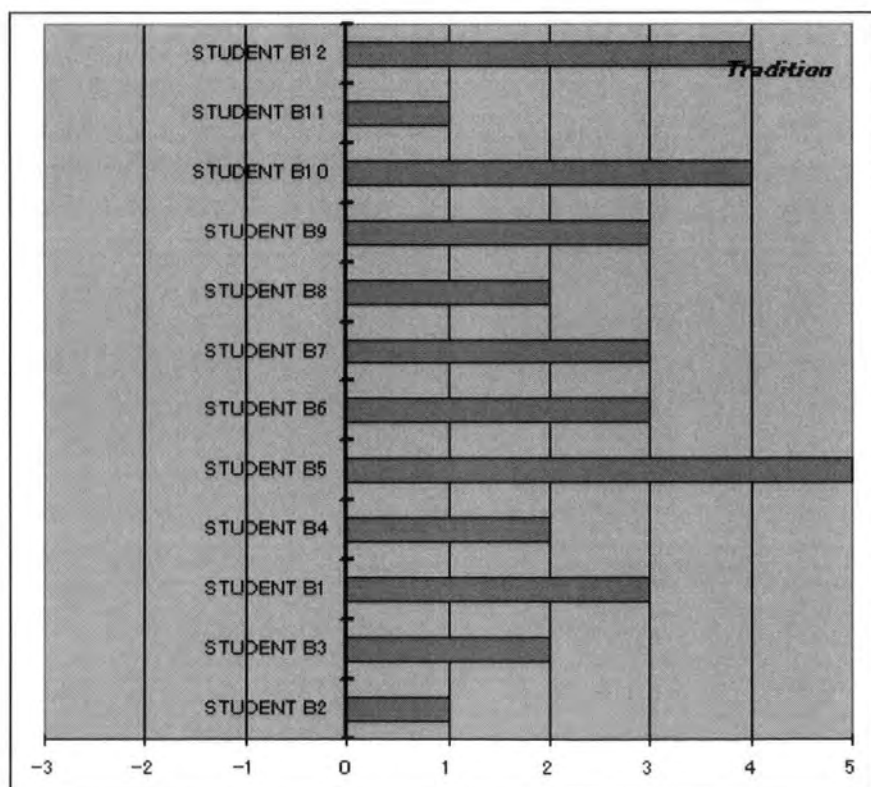
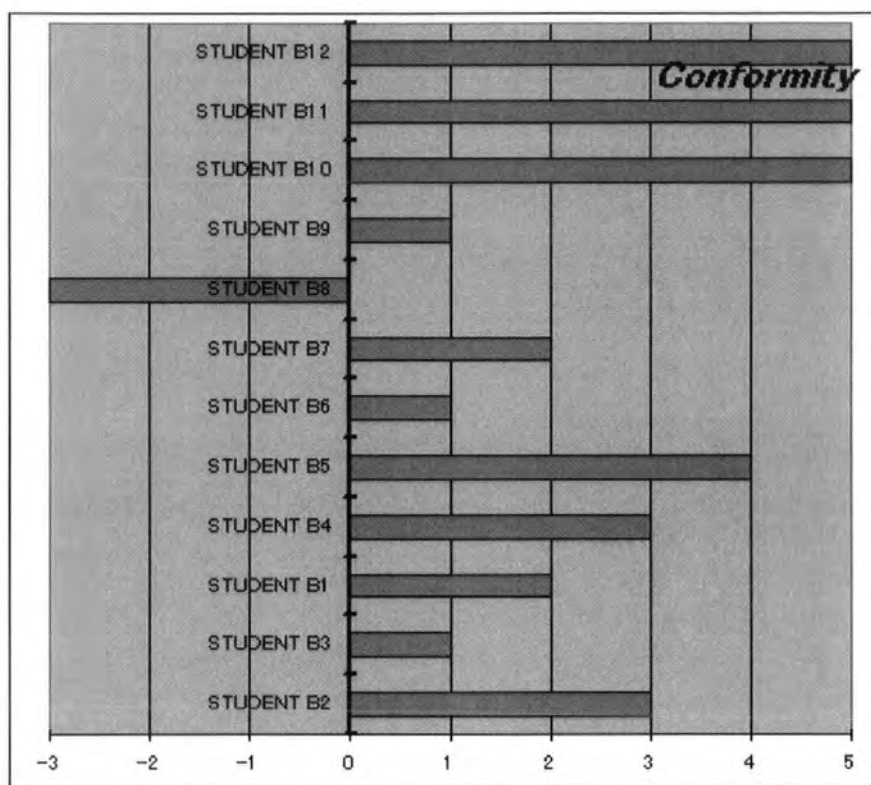
DIARY GUIDELINES WEEKS 8-15

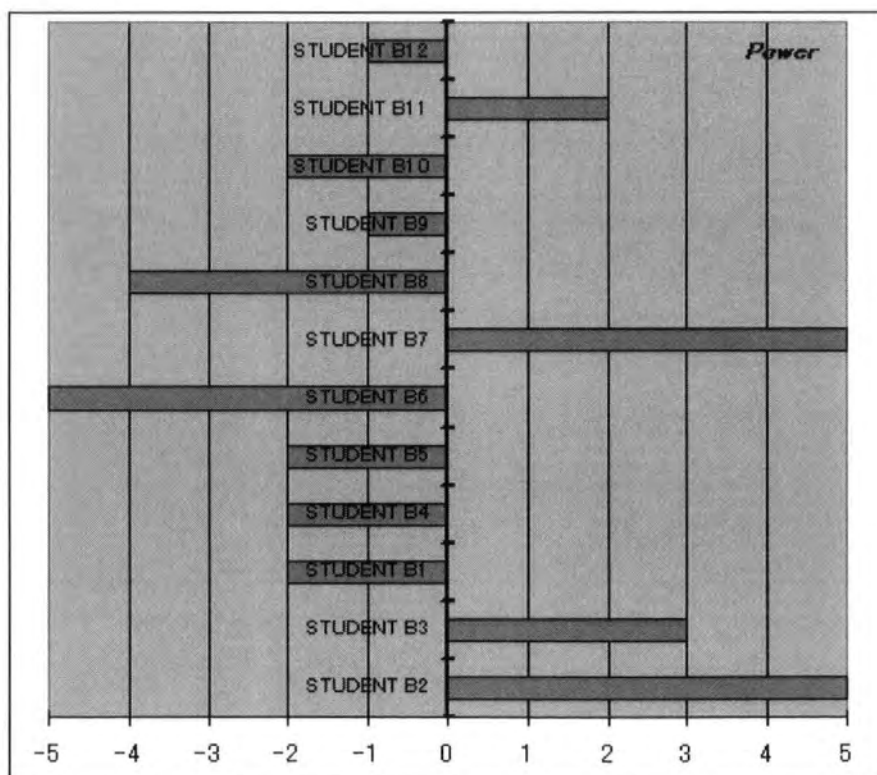
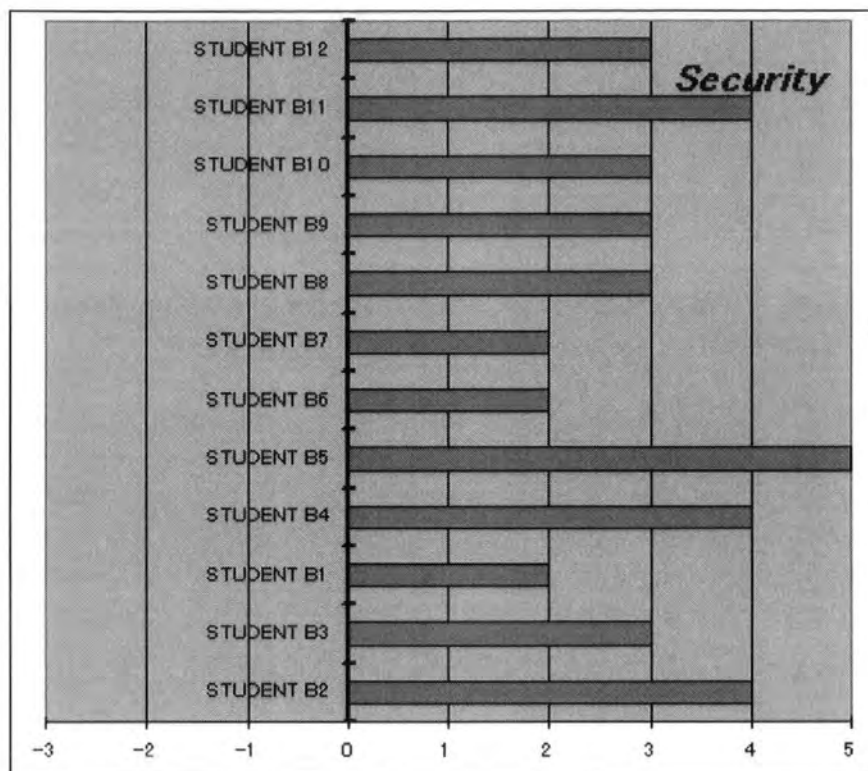
The diary is worth 20% of the grade for this term. The final grade will be the average of the grade for weeks 1-7 plus the average of the grade for weeks 8-15. For those students who want to increase their average, here are some tips:

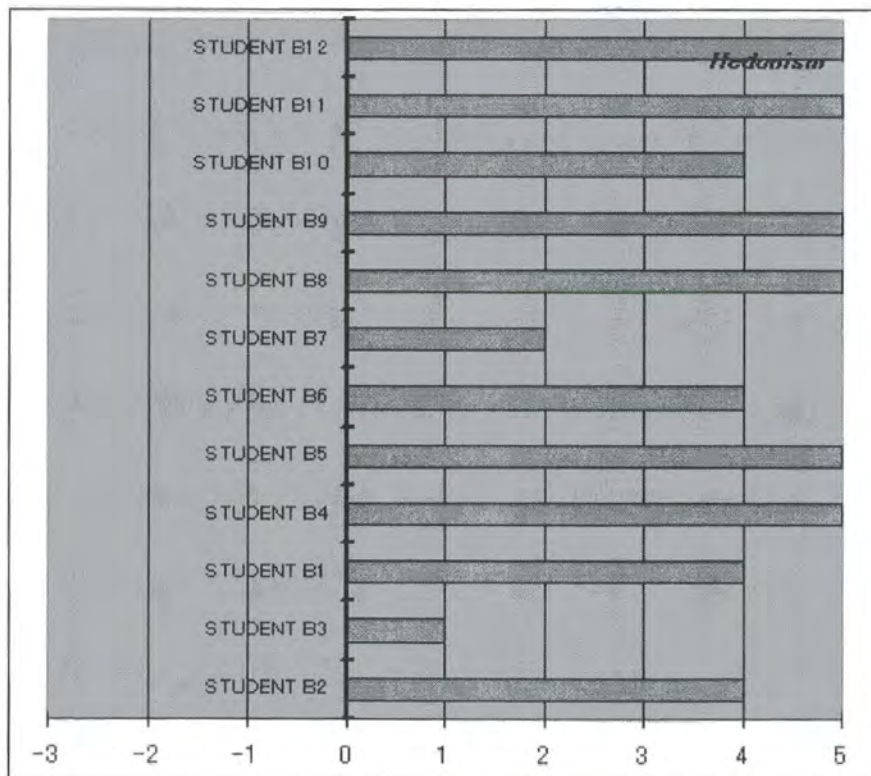
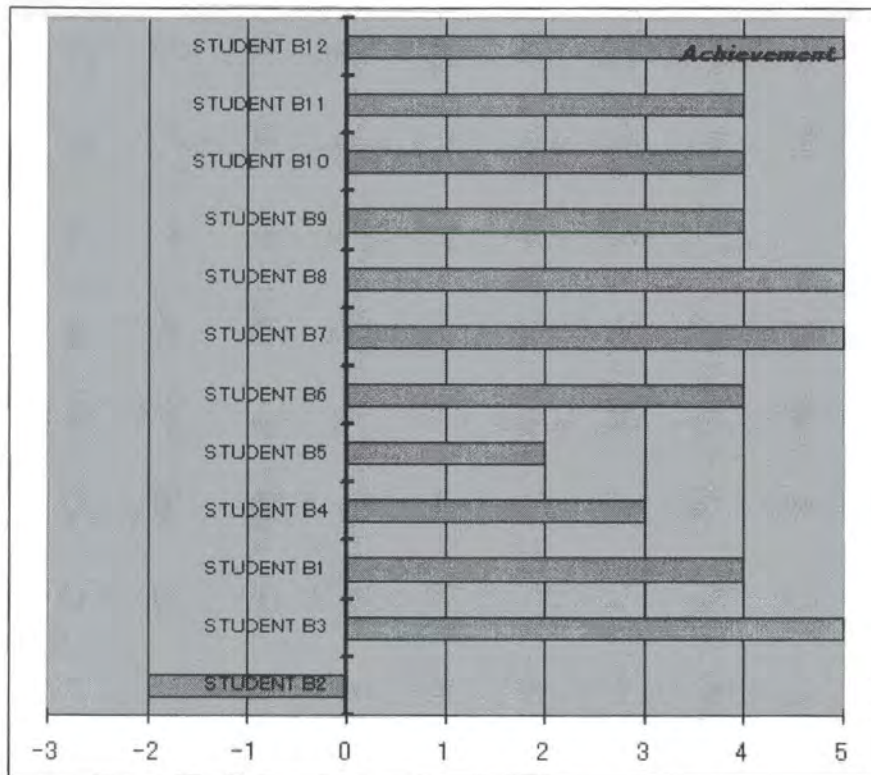
- ask me good questions in order to check your understanding
- ask me questions personally
- answer my questions or at least reply to the message politely
- offer your own ideas about and reactions to the class
- relate ideas we touch upon to your life in new and interesting ways
- identify differences in the meaning of words between Japanese and English

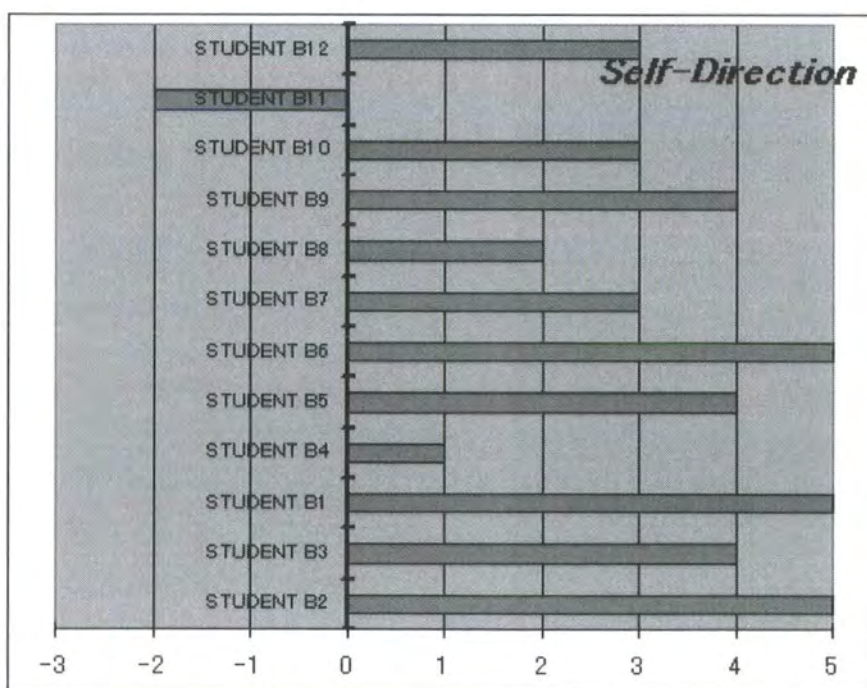
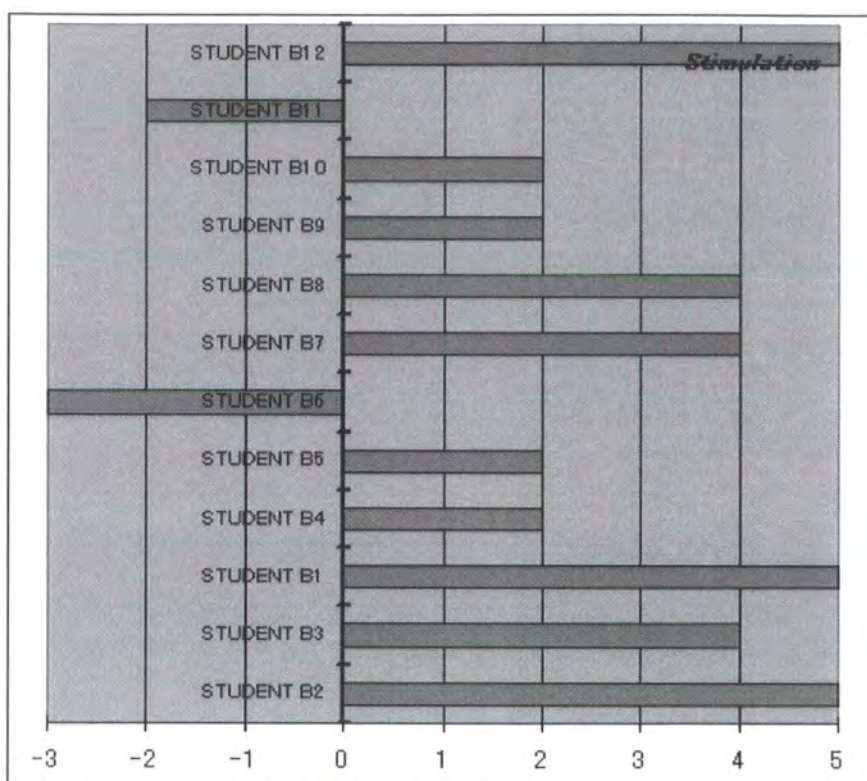
Value Charts











Course 2: Week 9

Presentations 1

Task 9.1

Present your dialogue to the class.

Task 9.2

Listen to the speakers and fill in questionnaire B. Don't take sides.

Week 9: Homework: Task 1

Questionnaire A

Reflect upon the discussion you and your partner had about values. Fill in questionnaire A. Do not show your partner.

Week 9: Homework: Task 2

Negotiate Value Difference

You will be paired up with a student who either does not value something you do or values something you do not. If you were the strong valuer last week, you will be the weak valuer this week, and vice-versa. Meet this person for homework, write a 2-3 minute conversation in English and bring it to class next week. Your conversation should examine the value difference, how it affects your lives and possible reasons why you value differently. Make a plan to do something. The strong valuer should suggest doing something connected with the value. The weak valuer may resist. You should both be true to your value. Be ready to present the conversation to the class next week.
Email to: XXX

Week 9: Homework: Task 3

Questionnaire A

After the conversation has finished, fill in questionnaire A. Do not show your partner.

Questionnaire B

Speaker 1

Speaker 2

Which value was the cause of conflict?

In the conversation, what did each speaker (not) want to do and why?

Speaker 1

Speaker 2

What effect do you think the conversation had on each speaker and why?
What did you think each speaker probably thought and felt afterwards?

Speaker 1

Speaker 2

Do you feel the speakers understood and accepted each other's positions?
Why? Why not?

Speaker 1

Speaker 2

Do you feel the speakers respected and agreed with each other's positions?
Why? Why not?

Speaker 1

Speaker 2

Questionnaire A

What is your partner's name?

.....

Which value was the cause of conflict?

.....

In the conversation, what did you (not) want to do and why?

What effect did the conversation have on you and why? What did you think and feel afterwards?

Do you feel your partner understood and accepted your position? Why? Why not?

Do you feel your partner respected and /agreed with your position? Why? Why not?

Course 2: Week 10

Presentations 2

Task 10.1

Present your dialogue to the class.

Task 10.2

Listen to each presentation and fill in questionnaire B below. Don't take sides.

Week 10: Homework: Task 1

Essay: The Role of Values in Conversation

Consider the observations you made of the conversations based on value difference.

Write an essay on the role of values in conversation. Length: 250 words. Deadline: Next week. Please bring a copy of your essay to class to discuss

Also, please email a copy to: XXX

Questionnaire B

Speaker 1

Speaker 2

1. Which value was the cause of conflict?
2. In the conversation, what did each speaker (not) want to do and why?
 - Speaker 1
 - Speaker 2
3. What effect do you think the conversation had on each speaker and why? What did you think each speaker probably thought and felt afterwards?
 - Speaker 1
 - Speaker 2
4. Do you feel the speakers understood and accepted each other's positions? Why? Why not?
 - Speaker 1
 - Speaker 2
5. Do you feel the speakers respected and agreed with each other's positions? Why? Why not?
 - Speaker 1
 - Speaker 2

Empathy and Mediation

Task 11.1

Empathy

Read the definition of empathy below and discuss the questions below with your group.

- In class 1, we defined culture as being beliefs, values and norms. Communicating about value difference is therefore a kind of intercultural communication, even if we are talking to someone from our own country. Empathy is a very important skill in intercultural communication. It is the ability to look at a situation through the eyes of another person; to see things as they see them; put yourself in someone else's shoes. To do this, you need to suspend your own values and ideas temporarily. You should not judge the other person. You should use your understanding of differences in values and ideas in order to describe the situation accurately from the other person's point of view. You have to use your imagination in order to do this. The communication strategies of reflecting, focusing and disclosing can help us get the information we need to be able to empathize with the other person.

Questions:

1. What is empathy?
2. Is it easy to suspend your values temporarily?
3. Is it easy not to judge the other person using your own values?
4. Is it easy to see a situation from another person's perspective?

Task 11.2

Reflect, focus and disclose

Pair up with your partner from week 11. Discuss the disagreement you had as a result of the value difference. The SPEAKER should explain their position carefully referring to questionnaire A. The UNDERSTANDER should reflect, focus and disclose in order to understand the situation from the other person's perspective. Fill in Questionnaire B. When you have finished, swap roles.

Questionnaire B

Explore the perspective of your partner and fill in the questionnaire below.

1. What is your partner's name?
.....
2. Which value was the cause of conflict?
.....
3. In the conversation, what did your partner (not) want to do and why?
4. What effect did the conversation have on your partner and why? What did your partner think and feel afterwards?
5. Did your partner feel you partner understood and accepted their position? Why? Why not?
6. Did your partner feel you respected and agreed with their position? Why? Why not?

Task 11.3

Empathize

Each person should describe their partner’s point of view accurately and non-judgmentally to the class. The other person may correct until they are satisfied with the description.

Task 11.4

Define: Mediate

Read the definition of mediation in the box below (from the Collins Cobuild Dictionary on CD-Rom.) Discuss it with your group.

Mediate

If you mediate, you try to settle an argument between two (groups of) people by talking to both (groups) and by trying to find things they can both agree to.

Week 11: Homework: Task 1

Mediate

You will be divided into 4 groups of 3.

In each group, there will be a pair who worked together earlier plus one mediator.

The group should discuss the value conflict again. The mediator should listen carefully to both sides of the argument and not refer to their own values, judge or take sides. The mediator should use the communication skills of empathy (reflect, focus and disclose) to explore the perspective of each member of the pair. The mediator should use this information to try to mediate a solution that genuinely satisfies both members of the pair. Email the conversation to me at: XXX

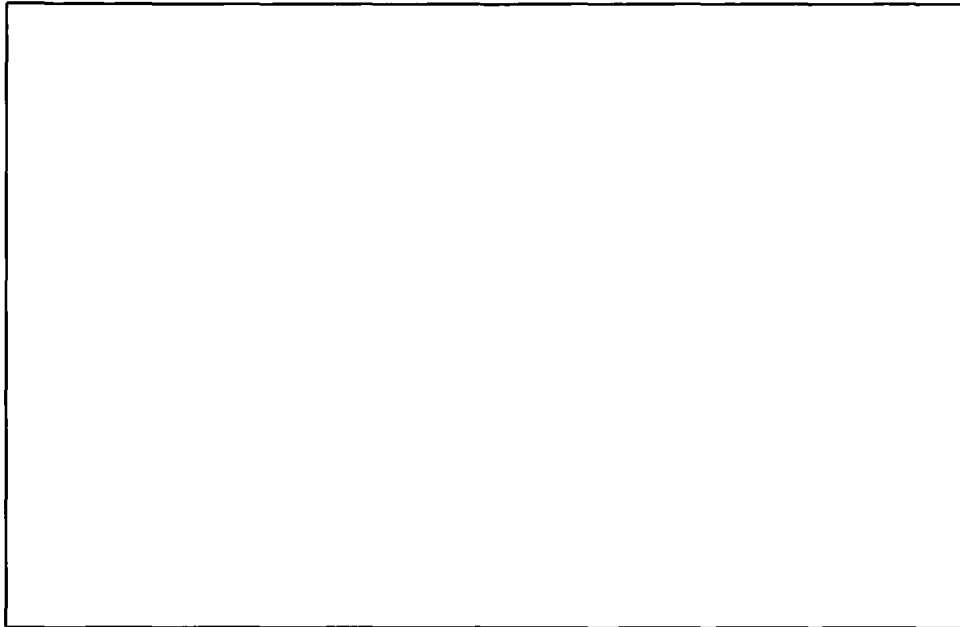
Your name:

Your partner:

Mediator:

Week 11: Homework: Task 2

Writing: Write a definition for KOTATSU.

**Week 11: Homework: Task 3**

Concept

Reading: What is a concept?

Reading: What is a Concept?

Concepts are ideas people have about certain things. People often have pictures in their heads when they think of particular objects. It is easy to presume that other people's concepts are the same as our own but in fact, they can vary from person to person and from culture to culture. These differences can sometimes cause misunderstandings, especially if we are not even aware that the difference exists. In intercultural communication, we need to explore the other person's concepts and distinguish them from our own. If we can do this, we can reduce the chances of misunderstandings when we communicate with people from other cultures.

Questions

1. What is a concept?
2. What is it easy to presume?
3. What can conceptual difference sometimes cause?
4. How can we reduce misunderstandings in intercultural communication?

Course 2: Week 12

Empathy and Mediation

Task 12.1

Mediation Presentations

Listen to each mediation presentation. Consider how the values had affected the mediation process. Discuss.

Task 12.2

Stephanie's Speech on Values

Listen to Stephanie's speech on values and try to guess her value profile. Fill in the value chart.

Week 12: Homework: Task 1

Essay on Mediation

Please look back over the notes you made about our analysis of how values affected the mediation conversations and write a report. Please email it to me.

Questions

1. What happens to the values in the mediation process?
2. Did empathy (taking other people's perspectives) help the mediation process or not?

Value Chart

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

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Clubs 1

Task 13.1

Concept: KOTATSU

Look back over your homework and discuss it with your group. What is a concept? Compare your definition of kotatsu with your group. How similar are the definitions? Which points did people include? Which points did they not? How clear are the definitions? Define KOTATSU for the teacher.

Task 13.2

Conversation

Read the following conversation. Keisuke is trying to describe a kotatsu to Peter. What is Peter imagining? Draw a picture in the box below.

Peter: Keisuke. What does this word mean? Kotatsu....
Keisuke: Well, uh..a kotatsu is...well...it's like a table....and we use it to keep us warm...
Peter: Oh? How does it do that?
Keisuke: Well, there's a heater under the table and a futon over it...
Peter: A futon? You have a mattress on top of your table to keep warm...?
Keisuke: A mattress? No....
Peter: Do you sleep on the table???
Keisuke: Ur...no...well, it's hard to explain....

Keisuke is imagining...



<http://www8.plala.or.jp/y-naka/jiten-k.html>

Peter is imagining...

Task 13.3

Defining KOTATSU

Compare your definition of kotatsu with the one from the Japan Picture Dictionary.
(See: <http://www8.plala.or.jp/y-naka/jiten-k.html>)

Kotatsu: An electric legwarmer

An electric heating device is attached to the bottom of a table, a quilt is laid over it, and a square table top is placed on top. It's a great place to gather in the cold season for tea, meals and maybe a nap.

Task 13.4

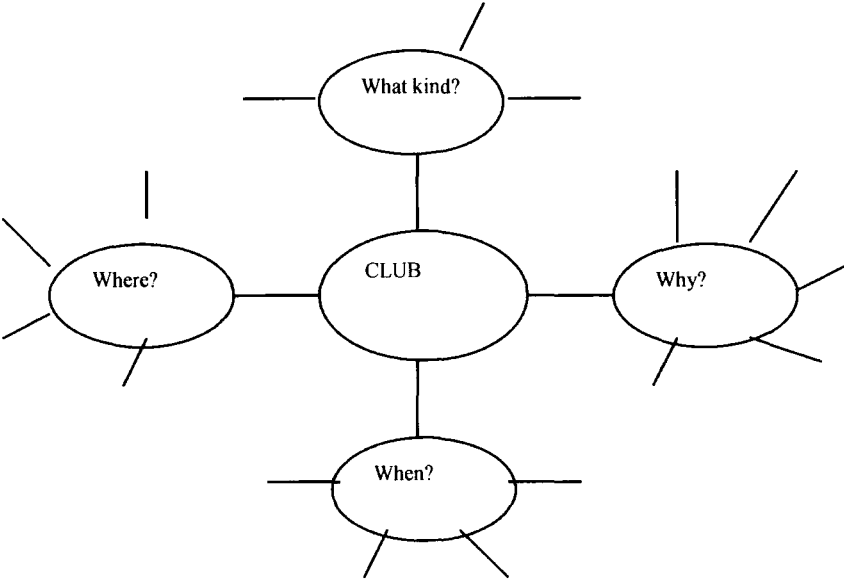
British Concept: Club

Read about clubs in Britain. Transfer the information into the mind map. Then, find out more information from your teacher by asking questions and using your communication skills; reflect, focus and disclose. Develop the mind map.

Reading: Clubs in Britain

There are many different kinds of clubs in Britain such as sports clubs, art clubs and even bonsai clubs! They may be held in schools, universities, at local sports centres and at local community centres. Why do people join clubs? They join because they want to; club membership and participation is completely voluntary and people can easily leave if they want to. They may want to make friends, develop interests and skills or may join just to have fun. Clubs usually meet once or twice a week for one or two hours, though special high level sports clubs training whose members are training for competitions may meet more often. In schools, club activities are rarely held after 5pm or at weekends since schools are closed at those times.

Mind Map: Clubs in Britain



Task 13.5

Japanese Concept: Club

Discuss Japanese concept of club with your group and make a mind map.

Mind Map: Clubs in Japan

Task 13.6

Culture Conflict: Club

Look at the notes you made about British and Japanese clubs. Read the conversation between Tom and Yuuya with your group. There is some conflict between them.

Situation

Tom is British and he is studying at a university in Japan. He has always loved soccer, played a lot in Britain and recently joined the university soccer club, where he met Yuuya, who is Japanese and is also a member of the soccer club. It's Friday afternoon and Tom invites Yuuya to go out.

Tom: Hey, Yuuya. It's Friday! Do you want to go out tonight? We could go out for a curry and then go clubbing. You could introduce me to the Japanese club scene.

Yuuya: Well, have you forgotten about soccer club?

Tom: Soccer club? What about it?

Yuuya: I'm afraid we have soccer practice on Friday nights.

Tom: You're joking! You can't be serious!

Yuuya: Oh, I'm serious and since we've missed one or two practices recently, I don't think we should miss it tonight. Come on. It'll be fun!

Tom: (Looks surprised.) Yuuya, I totally agree that soccer's the greatest sport on earth but come on, it's only a club. And it's Friday. The God of Friday says we must go out! Let's go clubbing!

Yuuya: But why should Friday night be any different from other nights? Soccer practice is really important. I'm sorry. I can't miss it...

Task 13.7

Culture Conflict 1: Empathize: Describe Tom's Concept

Remembering what you know about clubs in Britain, empathize with Tom. Suspend your concepts and values and do not judge. Imagine you are Tom. Describe his concept of 'club' as accurately as you can. Try to see the situation through his eyes. Use the 1st person pronoun 'I'.

Tom's Concept of Club

I think a club is.....

Task 13.8

Culture Conflict 1: Empathize: Describe Tom`s Values

Referring to Schwartz`s value types, empathize with Tom. Suspend your concepts and values and do not judge. Imagine you are Tom. Describe his values as accurately as you can. Use the 1st person pronoun `I`.

| | | | |
|--------------|----------------|------------|-------------|
| universalism | benevolence | power | achievement |
| security | tradition | conformity | hedonism |
| stimulation | self-direction | | |

Tom`s Values

I value.....

Task 13.9

Culture Conflict: Empathize: Describe Yuuya's Concept

Remembering what you know about clubs in Japan, empathize with Yuuya. Suspend your concepts and values and do not judge. Imagine you are Yuuya. Describe his concept of 'club' as accurately as you can. Try to see the situation through his eyes. Use the 1st person pronoun 'I'.

Yuuya's Concept of Club

I think a club is.....

Task 13.10

Culture Conflict 1: Empathize: Describe Yuuya's Values

Referring back to Schwartz's value types, empathize with Yuuya. Suspend your concepts and values and do not judge. Imagine you are Yuuya. Describe his values as accurately as you can. Use the 1st person pronoun 'I'.

Yuuya's Values

I value.....

Week 12 Homework: Task

Mediate

Develop the conversation between Tom and Yuuya. Include yourself in the conversation as a (3rd person) MEDIATOR. You should be neutral. Try not to let your values and concepts intrude. Use all the points you made in the empathy sections and your understanding of conceptual and value difference to help you. Reflect, focus and disclose. Try to mediate a solution that is acceptable to both Tom and Yuuya.

You:

Tom:

Yuuya:

Concepts and stereotypes

Task 14.1

Definition: What is a Concept?

Read Stephanie's definition of a concept. Discuss it with your group.

- What is a concept?
- A group of ideas in the mind (understandings, thoughts or pictures) labelled as a word
- (Stephanie's definition!)

Task 14.2

Define your Concept: Hedonism

Read the definition and concepts of hedonism below. What is your concept of hedonism? Write your concept in the box below.

- Word: Hedonism
- Definition: living and behaving in ways that mean you get as much pleasure out of life as possible, according to the belief that the most important thing in life is to enjoy yourself.
(<http://dictionary.cambridge.org/define.asp?key=36508&dict=CALD>)
- (Schwartz's) Concept: stimulation of the senses
 - seek pleasure in life
 - enjoying life is very important
- (Stephanie's) Concept: hot springs
 - scuba-diving
 - mountaineering
- (NOT shopping!! This comes closer to my concept of torture!)
- (Your) Concept:
 -
 -

Task 14.3

Define your Concept: Club

Read the definition and concepts of club below. What is your concept of club? Write your concept in the box below.

Word: Club

- Definition:
- an organisation of people with a common purpose or interest, who meet regularly and take part in shared activities.
(<http://dictionary.cambridge.org/define.asp?key=14441&dict=CALD>)

(Stephanie`s) Concept (of `British clubs`):

- What kinds?
 - Many different kinds
 - E,g, sports clubs, art clubs and bonsai clubs
- Where?
 - Schools, universities, local sports centres and local community centres.
- Why join?
 - To make friends, develop interests and skills or just to
 - have fun.
 - Membership and participation is voluntary.
 - People can easily leave.
- When?
 - Usually once/twice a week for one/two hours.
 - High level sports clubs may meet more often.
 - In schools, club activities are rarely held after 5pm/at weekends since schools are closed at those times.

(Your) Concept (of `Japanese clubs`):

- What kinds?
- Where?
- Why join?
- When?

Task 14.4

Are Concepts Useful?

Answer the questions below and discuss them with your group

1. What are the problems with Stephanie's concept of 'British clubs' and your concept of 'Japanese clubs'?
2. Why do we have such concepts in our minds?
3. Where do such concepts come from?
4. Why can such concepts be useful when we are talking about our own culture?

Task 14.5

What is a Stereotype?

Read the following paragraph and answer the questions below

The world is very complex. Every moment, our senses are bombarded with hundreds of stimuli and information. How do we make sense of it all? To understand the world, we simplify and organise information in categories in our mind. A concept is a group of ideas labelled as a word. A stereotype is a group of ideas about a group of people who are labelled by (perceived) group membership (e.g. nationality, race, colour, gender, city etc..) Stereotypes are a form of generalization about some group of people. Journalist Walter Lippmann introduced the word stereotyping in 1922 to refer to way we select, organise and simplify information about people.

1. How do we make sense of the world?
2. What is a concept?
3. What is a stereotype?
4. What is stereotyping?

Task 14.6

Define your Stereotype: Germany

Consider your stereotype of Germany and write it in the box below.

- Word: Germany
- Definition: a country in Europe
- (http://dictionary.cambridge.org/define.asp?dict=L&key=HW*16733)
- Your Stereotype of 'Germany':

Task 14.7

Problems with Stereotypes

Read the paragraph below and answer the questions

Stereotypes can help us if the information in them is correct but there are three problems. Firstly, the information in the stereotype can be wrong or exaggerated. We should always check the accuracy of the information and think flexibly, sometimes consciously changing our stereotypes. Secondly, we often apply stereotypes to ALL members of a group. We presume they are similar, so we miss differences between them. We should look for differences between the person and their group. Finally, we often use stereotypes to judge people positively or negatively without knowing much about them. We may focus too much on either positive aspects (e.g. all Englishmen are gentlemen) or negative aspects (e.g. all Englishmen are reserved.) This is prejudice because we 'pre-judge' the person based on the stereotype. We should judge based on accurate information instead.

1. How can stereotypes help us?
2. What is the first problem with stereotypes? How can we solve it?
3. What is the second problem with stereotypes? How can we solve it?
4. What is the third problem with stereotypes? How can we solve it?

Course 2: Summer Assignment Guidelines 1

Schwartz's value types can provide a useful framework for interacting with and understanding other people, especially people from other countries who develop different values throughout their lives. To explore this further, please conduct a mini-research project. Follow the instructions below.

- Choose someone from another country to interview. They may be of any nationality other than Japanese but should speak English. Interview them in English.
- You will have to meet them twice, so please check they have the time.
- Explain that you are conducting a mini-research project. Ask them to help. (If they don't want to, don't push them. It should be voluntary.)

1. Interview

Explain that we have been studying about values and show them the information about Schwartz's value types.

- Use the questionnaire you have prepared this term to interview the person. Find out as much as you can.
- Use your skills of empathy to explore the other person's perspective. Reflect, focus and disclose.
- Interview the person and record the interview on cassette or MD, then you can listen to it afterwards.
- Listen to the recording afterwards and either take notes or transcribe it. (Transcribe means to write it out in full.)

2. Describe Values

Write essay 1 describing their values. Try to describe their perspective accurately.

3. Develop Accuracy

Meet the person again, show them your essay and ask them to identify any inaccuracies. Use your skills of empathy to clarify points and explore their perspective further.

Write essay 2 describing their values more accurately

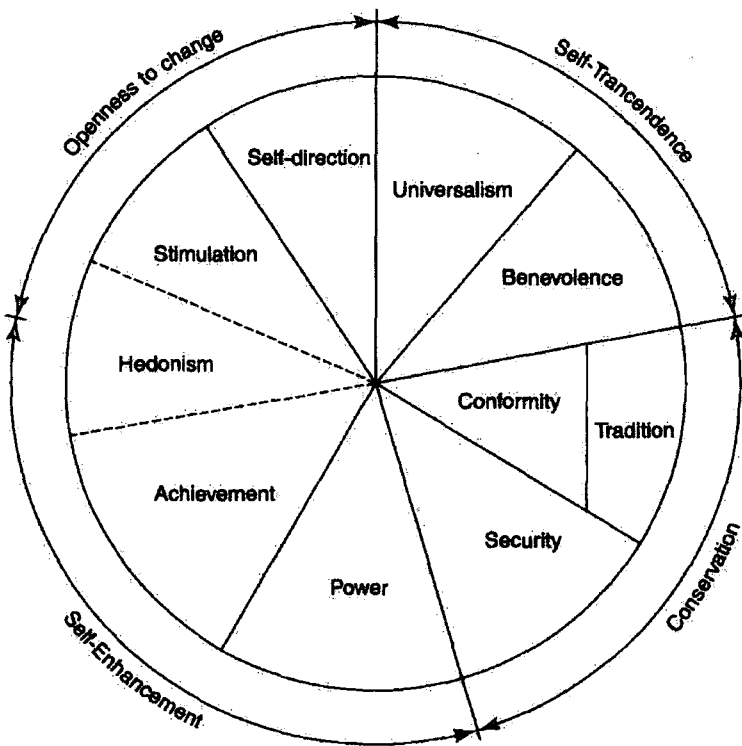
Hand in

- Tasks 2 and 3
- The recording and your notes/transcription
- Schwartz's Value Types

Schwartz's Value Types

Shalom Schwartz researched values in 49 different countries and found ten universal value types a culture may have, which serve as central cultural goals. In the diagram, the ten values are arranged into four groups; openness to change, self-transcendence, conservation and self-enhancement. Cultures will probably value all the value types within one group and are less likely to value the ones grouped on the opposite side of the circle.

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)



Course 2: Term 1 Test 1

Grading

| | | | |
|------------|-------------------------------|----------|--------|
| Section A | Stephanie's Concept of 'Club' | 5 marks | (....) |
| Section B. | Describe Alison's Concept | 4 marks | (....) |
| Section C: | Describe Alison's Values | 4 marks | (....) |
| Section D: | Describe Yuka's Concept | 4 marks | (....) |
| Section E: | Describe Yuka's Values | 4 marks | (....) |
| Section F: | Mediation | 29 marks | (....) |
| Total | | 50 marks | (....) |

EMPATHY AND MEDIATION

A. Stephanie's Concept of 'Club'

Read Stephanie's description of British clubs again and answer the questions below.

Reading: Clubs in Britain

There are many different kinds of clubs in Britain such as sports clubs, art clubs and even bonsai clubs! They may be held in schools, universities, at local sports centres and at local community centres. Why do people join clubs? They join because they want to; club membership and participation is completely voluntary and people can easily leave if they want to. They may want to make friends, develop interests and skills or may join just to have fun. Clubs usually meet once or twice a week for one or two hours, though special high level sports clubs training whose members are training for competitions may meet more often. In schools, club activities are rarely held after 5pm or at weekends since schools are closed at those times.

1. Is this a complete description of all British clubs? (1 mark)
2. Whose concept of 'club' is this description based on? (1 mark)
3. Do you think this information is reliable? Give reasons why or why not. (3 marks)

Empathy: Describing Perspectives

Read the conversation between Alison and Yuka. Empathize with Alison and Yuka. Describe their values and concepts from their perspectives.

Situation

Yuka is Japanese and she has recently moved to England to go to university in London. In Japan, she was a dedicated member of her school badminton team and so she has just joined the university badminton club, where she met Alison, who is also a member of the club.

Alison: Hi, Yuka. I was wondering whether you'd like to go out tonight. There's a great film on at the moment that I want to see.

Yuka: Well, we don't have much time really, do we? I really think we should go to as many badminton practices as we can. We shouldn't miss them! The badminton championships are next month.

Alison: Well, we haven't missed many practices recently and we've played really well in all the matches. I don't think it will matter if we just miss one practice and I really want to go to the cinema.

Yuka: (Looks surprised) But Alison, I thought badminton was important to you...

Alison: Well, it is, but it isn't everything. I need a social life too. There's no point pushing ourselves if it takes the fun out of it.

Yuka: Well, I don't know. I have to go to badminton practice. I'm sorry.

B: Describe Alison`s Concept

Remembering what you know about clubs in Britain, empathize with Alison. Suspend your concepts and values and do not judge. Imagine you are Alison. Describe her concept of `club` as accurately as you can. Try to see the situation through her eyes. Use the 1st person pronoun `I`.

Alison`s Concept of Club

I think a club is....

(4 marks)

C: Describe Alison`s Values

Referring to Schwartz`s value types, empathize with Alison. Suspend your concepts and values and do not judge. Imagine you are Alison. Describe her values as accurately as you can. Use the 1st person pronoun `I`.

| | | | |
|--------------|----------------|------------|-------------|
| universalism | benevolence | power | achievement |
| security | tradition | conformity | hedonism |
| stimulation | self-direction | | |

Alison`s Values

I value.....

(4 marks)

D: Describe Yuka's Concept

Remembering what you know about clubs in Japan, empathize with Yuka. Suspend your concepts and values and do not judge. Imagine you are Yuka. Describe her concept of 'club' as accurately as you can. Try to see the situation through her eyes. Use the 1st person pronoun 'I'.

Yuka's Concept of Club

I think a club is.....

(4 marks)

E: Describe Yuka's Values

Referring to Schwartz's value types, empathize with Yuka. Suspend your concepts and values and do not judge. Imagine you are Yuka. Describe her values as accurately as you can. Use the 1st person pronoun 'I'.

Yuka's Values

I value.....

(4 marks)

F. Mediate

Develop the conversation between Alison and Yuka. Include yourself in the conversation as a (3rd person) MEDIATOR. Before you mediate, answer the questions below. Use them to help you mediate a solution that is acceptable to both Alison and Yuka.

1. What is empathy? (1 mark)

2. You have your own perspective. When you empathize, which two parts of your perspective should you suspend? (2 marks)

3. What is the role of the mediator? (1 mark)

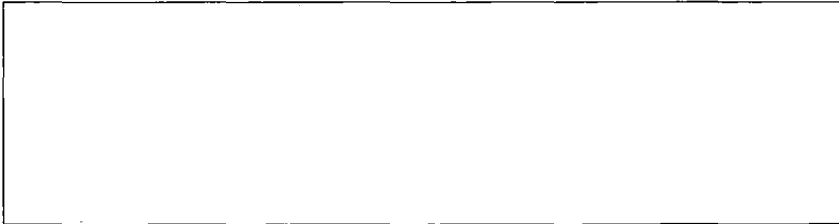
4. Write your mediation conversation below. Use empathy to help you. (25 marks)

Stereotypes 2

Task 15.1

Your Stereotypes: The Italians

Note your stereotype of the Italians in the box below. Mark each idea as positive (+) or negative (-).



Task 15.2

Review: What is a Stereotype?

Read the following paragraph and discuss the questions below.

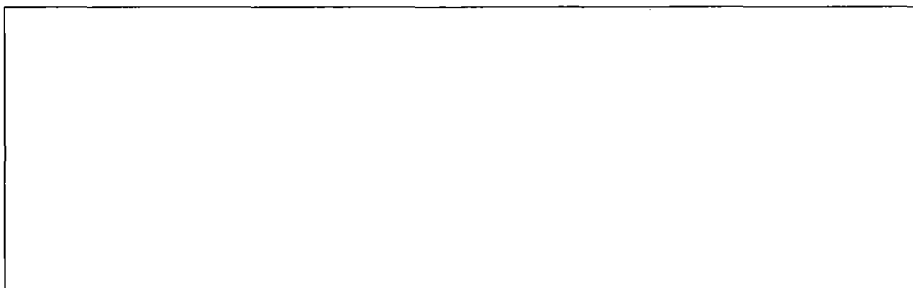
The world is very complex. How do we make sense of it all? To understand the world, we simplify and organise information in categories in our mind. A stereotype is a group of ideas about a group of people who are labelled by (perceived) group membership (e.g. nationality, race, colour, gender, city etc..) Stereotypes are a form of generalization about some group of people. Journalist Walter Lippmann introduced the word stereotyping in 1922 to refer to way we select, organise and simplify information about people.

1. How do we make sense of the world?
2. What is a concept?
3. What is a stereotype?
4. What is stereotyping?

Task 15.3

Stephanie's Stereotypes: The Italians

Listen to Stephanie's stereotypes of the Italians and note them in the box below. Mark each idea as positive (+) or negative (-).



Task 15.4

Managing Stereotypes

Read the following paragraph and answer the questions below.

Stereotypes can help us if the information in them is correct but there are three problems. Firstly, the information in the stereotype can be wrong or exaggerated. We should always check the accuracy of the information and think flexibly, sometimes consciously changing our stereotypes. Secondly, we often apply stereotypes to ALL members of a group. We presume they are similar, so we miss differences between them. We should look for differences between the person and their group. Finally, we often use stereotypes to automatically judge people positively or negatively without knowing much about them. We may focus too much on either positive aspects (e.g. all Englishmen are gentlemen) or negative aspects (e.g. all Englishmen are reserved.) This is prejudice because we 'pre-judge' people based on information we hold in our minds as stereotypes. We should judge based on accurate information instead.

1. How can stereotypes help us?
2. What is the first problem with stereotypes?
3. How can we manage this?
4. What is the second problem with stereotypes?
5. How can we manage this?
6. What is the third problem with stereotypes?
7. How can we manage this?

Task 15.5

Managing Stereotypes: Stephanie's Stereotypes

How did the Italian people Stephanie met in Italy this summer differ from her stereotypes? Make notes in the box below.

| |
|--|
| |
|--|

Task 15.6

Managing Stereotypes: Your Stereotypes

How did the foreign person you interviewed this summer differ from your stereotypes of people in that country? Make notes in the box below.

| |
|--------|
| Before |
| After |

Course 2: Group Interview Handouts 1

Week 15: Homework

Revision Essay 1

Look at handout 1. Think carefully about the group interview you had in July. What were your main points? What points did other people make? Put the ideas together into an essay (minimum 250 words) and send it to me by email by next week.

Week 15: Homework

Revision Essay 2

Look at handouts 2 (1) and 2 (2). Think carefully about the group interview you had in July. What were your main points? What points did other people make? Put the ideas together into an essay (minimum 500 words) and send it to me by email by 23rd October.

HANDOUT 1

What is Stephanie trying to do?

How did you feel about....

Pre-Course Interview

- What did you talk about?
- How did you feel after the interview?

Student Diary

- Did you do the diary? If not, why not?

Stephanie`s Diary Replies

Classes

- Talking about values
- Empathy and Communication Skills (Reflect, Focus and Disclose)
- Mediation

Homework Activities

- Discussing value differences with other students
- Mediations

Other?

HANDOUT 2 (1)

Is Empathy Difficult?

1. Is it hard to use the communication skills?
 - STUDENT B9, STUDENT B9 and STUDENT B6 found it hard to reflect, focus and disclose at the start of the course.
2. Is it easier to empathise with similar people?
 - STUDENT B7 and STUDENT B6 both said it is hard to empathise if someone else has very different values.
 - STUDENT B5 and STUDENT B3 both suggested it is easy to empathise with people who have similar ideas to ourselves but harder when the person has very different ideas. (E.g. it was easier to empathise with Yuuya than with Tom)
 - STUDENT B2, STUDENT B5 and STUDENT B10 all said it is hard to know other people's minds correctly because of differences in word definition/concept.
3. Do your own ideas and values affect empathy?
 - STUDENT B9 said it is hard to empathise because feelings tend to intrude.
 - STUDENT B6, STUDENT B5, STUDENT B3 and STUDENT B9 all noticed that when they were guessing the values of the speakers, their own values were influencing their guesses?
 - STUDENT B2 found it hard to reflect because she is a debater and lots of objections occurred to her.
 - STUDENT B3 said it might be hard to empathise if the other person did not empathise with her.
4. Do you resist or judge the other person?
 - STUDENT B9 said she sometimes judges others by her own values.
 - STUDENT B4 said it's more important to get more information about the other person than to judge them.
 - STUDENT B6 suggested that judging the other person can prevent us understanding the other person's perspective accurately but it can also help us compare ourselves with the other person.
 - STUDENT B3 said she sometimes feels some resistance to other people's values but thinks we shouldn't try to change other people's values.

Is Empathy Useful?

5. Can empathy reduce conflict?
 - STUDENT B5 suggested empathy can help prevent conflict because it helps her consider the other person's point of view calmly and not just think of her perspective? She said if we only focus on our own point of view, we can end up going round in circles and not solve our problems.
6. Can empathy improve communication?

- STUDENT B6 suggested it helps us get to know the other person more deeply and STUDENT B11 said it helps her get closer to people around her.
- STUDENT B6 said empathy smooths the communication process and STUDENT B7 said it deepens it.

7. Can empathy help mediation?

- STUDENT B6, STUDENT B9 and STUDENT B3 suggested empathy helps the mediation process.
- STUDENT B3 wondered what the mediator should do with their values when mediating.

Self-Expression

8. Did you get to know yourself better?

- STUDENT B5, STUDENT B10, STUDENT B9, STUDENT B3 and STUDENT B6 all said they got to know themselves better and discovered contradictions in themselves.
- STUDENT B3 noticed listeners sometimes notice values the speakers have not yet realised themselves.
- STUDENT B7 and STUDENT B9 both thought it helped them form their own opinions.
- STUDENT B8 and STUDENT B9 felt they had got better at stating their positions.
- STUDENT B9 felt had developed the ability to think more logically.
- STUDENT B3 felt she should speak more concretely about herself when talking to others so they can understand her better.
- STUDENT B5 and STUDENT B6 thought their opinions and values were influenced by other people. STUDENT B5 felt influenced by other people's values if her own values seemed a little vague.

9. Is it hard to talk about yourself?

- STUDENT B9, STUDENT B5, STUDENT B10 think it is hard to tell people about themselves because of the Japanese education system
- STUDENT B7 thinks it is hard to tell people about herself because Japanese people value silence,
- STUDENT B3 suggested it is hard for Japanese people to talk about themselves because they value self-restraint, hide their personality, tend not to judge and regard conflict as negative.
- STUDENT B10 suggested that personality and values affect conversation style and goals. STUDENT B10 values conformity and tends to empathise to avoid conflict but people who value power might want to control others through the conversation.

10. Did you start to value communication itself more?

- STUDENT B4, STUDENT B5 and STUDENT B3 said they started to value deep conversation and communication itself more for understanding the other person's perspective.
- STUDENT B4 said that she can get new ideas by communicating with others.
- STUDENT B5 said she used to feel nervous about talking to foreigners because they have different values but now realises the importance of communication in understanding each other.
- STUDENT B7 felt foreigners should also learn the Japanese communication style.

Course 2: Week 16

Hofstede's Theory

Task 16.1

Mental Software

Watch the clip from The Matrix. What is happening to Neo?

Task 16.2

Hofstede: Mental Software

Read the paragraph below and answer the questions.

From 1973-1978, a Dutch researcher called Geert Hofstede studied cultural differences in work-related values. His basic idea is that as human beings grow up in any given culture, they develop mental programs that contain the main ideas of their culture, which are expressed through the dominant values of that culture. Just like you can load different software packages onto computers, Hofstede suggests that culture loads mental software into our minds as we grow up. His first book was called 'Cultures and Organisations: Software of the Mind.'

1. What kind of values did Hofstede research and when?
2. What is his basic idea?

Task 16.3

How do cultures differ?

Discuss the question in the box with your group and make notes below.

- What do you think are the main types of value difference between cultures round the world?

Task 16.4

Hofstede: Four Main Dimensions of Cultural Difference

Read the paragraph below and answer the questions.

Hofstede wanted to identify the dominant values of different cultures round the world. To do this, he surveyed over 100,000 employees of IBM (a company with branches in seventy-two countries.) Hofstede identified four main dimensions of cultural difference round the world, which he called (1) power distance (2) uncertainty avoidance (3) individualism-collectivism and (4) masculinity-femininity.

1. How did Hofstede research the values of cultures round the world?
2. What four dimensions of cultural difference did he discover?

Task 16.5**A Note About Theories**

Discuss the question in the box with your group and make notes below.

- Last term we studied Schwartz's theory about similarities in values in cultures around the world. Do you think such theories are 'true'?

Task 16.6**Hofstede's Theory: A Note of Caution**

Read the paragraph below and answer the questions.

How can we study culture? Imagine using different camera lenses to get different kinds of photographs of the same thing. When we are studying culture, we can use different theories to give us different views of society. Theories about culture are useful but there are always limitations. For example, Hofstede collected most of his information from men working for the same company, so their points of view may be similar and other kinds of people in their culture are not represented. Hofstede didn't research all countries in the world, so not all countries are represented. Finally, Hofstede collected his data nearly 30 years ago and the world has changed a lot since then. Nevertheless, his ideas are interesting and offer a lens we can use to analyse cultural difference.

1. How can theories about culture be useful?
2. What examples are given of the limitations of Hofstede's research?

Week 16: Homework (Group A)**Survival!**

Read the survival scenario below and note down your ideas. Email your ideas to me by next week.

Survival scenario:

Imagine you and the other eleven students in this class are suddenly shipwrecked on an uninhabited island. The island is just off the coast of Norway in a very cold area but you cannot reach the mainland. You have to survive together! You are near the sea but the water is very cold and you can't see any fish near the surface. You are near a big, dark pine forest but you cannot see any animals or fruit or berries growing on the trees. It has just started snowing and you are very cold and hungry. You sit down to make a survival plan with the others. Make a list of your top ten priorities.

Week 16: Homework (Group B)**Survival!**

Read the survival scenario below and note down your ideas. Email your ideas to me by next week.

Survival scenario:

Imagine you and the other eleven students in this class are suddenly shipwrecked on an uninhabited island. The island is just off the coast of Malaysia in a very warm area but you cannot reach the mainland. You have to survive together! You are near the sea and the water is very warm and you can many different kinds of fish swimming around under the surface of the water. You are near the edge of a rain forest and it looks beautiful. You can see lots of different kinds of animals and birds and there are fruit trees everywhere. It is very hot and sunny. You feel a bit sleepy but you sit down to make a survival plan with the others. Make a list of your top ten priorities.

Power Distance 1

Task 17.1

Your Relationship with Parents and Teachers

Answer the questions. Then, read the conversations with your partner and fill in the table below.

- 1. Do you tend to ask your parents and teachers lots of questions? Why? Why not?
- 2. Do you tend to rebel against your parents and teachers? Why? Why not?

| | Tom | Yuki | Laura | Keisuke |
|---|-----|------|-------|---------|
| Do they ask parents and teachers lots of questions? Why? Why not? | | | | |
| Do they rebel against parents and teachers? Why? Why not? | | | | |

Tom (British)

Oh, I've always been a rebel! I was really rebellious in my teens. I used to break school rules all the time and I was always late to class. My teachers used to get frustrated with me and talk to my parents, but there wasn't much they could do really. I was a pretty good student though. Teachers were always encouraging us to ask questions and I asked lots of questions. I usually got good grades, so it wasn't such a problem.

Yuki (Japanese)

I think it's important to respect my parents and teachers. I don't usually ask questions in class. I just listen to the teacher. Actually, most of my teachers don't expect me to ask questions. They say I should listen carefully and study hard to get high grades and I agree. I usually follow their advice because they have more experience than me. I don't think it's good to be rebellious. I do see some rebellious students at my school but I think they should be better behaved.

Laura (British)

At school, I used to enjoy my classes and ask lots of questions if the subjects were interesting. Lots of my students in my class were really rebellious but they often had problems at home. I'm not rebellious but I don't like to follow rules unless there's a good reason. If you ask people like teachers and parents the reasons behind rules, they often have trouble finding good reason for them. I think we should always question rules.

Keisuke (Japanese)

When I was a child, my parents told me that it's not good to ask the question 'why?' They were very strict and I was punished severely if I ever disobeyed them. I never ask my teachers questions. My teachers are very strict and if we talk in class, our teachers sometimes hit us, which really hurts. I'm not at all rebellious though. The teachers are only trying to help us and I'm grateful to them.

Task 17.2

What is Power Distance?

Read the paragraph about power distance below and then read section 17.1 again. Decide whether each person`s culture is high or low power distance and give a reason for your answer.

One basic concern in all cultures is human inequality. Depending on the culture, some people might be regarded as better than others because of their wealth, age or gender, for example. Cultures also differ in the extent to which they view such status inequalities as right or wrong. Hofstede calls these cultural variations power distance. Countries with low power distance believe in questioning authority and reducing inequality. Children are taught to seek reasons or justifications for their parents' actions. Countries with high power distance believe that that organised inequality can benefit society and authority should not be questioned. These status differences may be reflected in language. Some Asian languages have different words for older brother, oldest brother, younger sister and older sister. There is more emphasis on memorisation in schools than on asking questions.

1. I think Tom`s culture is high/low power distance because

2. I think Yuki`s culture is high/low power distance because

3. I think Laura`s culture is high/low power distance because

4. I think Keisuke`s culture is high/low power distance because

Task 17.3

Survival!

Discuss your homework from last week with your group. What would your survival plan be? How does it compare with the other group?

| | Group A | Group B |
|----|---------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

Task 17.4

Why are there cultural differences in power distance?

Read the paragraph below and answer the questions.

Hofstede suggests that climate causes differences in power distance and that both population size and the distribution of wealth are also important. Colder countries tend to have a low power distance culture. Warmer countries tend to have high power distance culture. Hofstede thinks people in colder countries always had to think and behave more independently of tradition and authority in order to survive. Since it is easier to survive in warmer countries, there was less need to question authority.

1. Which three factors does Hofstede think cause cultural differences in power distance?
2. Which is the most important and why?

Week 17: Homework

Power Distance: Identify

Read the statements below and decide whether each one indicates high or low power distance culture. Email your answers to me by next week.

High/Low Power Distance

- Inequalities between people should be reduced.

High/Low Power Distance

- Inequalities between people are desirable.

High/Low Power Distance

- Parents treat children as equals.

High/Low Power Distance

- Parents teach children obedience.

High/Low Power Distance

- Younger people and older people treat each other as equals.

High/Low Power Distance

- Younger people are expected to show respect to older people.

High/Low Power Distance

- Students are expected to ask questions in class.

High/Low Power Distance

- Students are not expected to ask questions in class.

Course 2: Week 18

Power Distance 2

Task 18.1

Power Distance: Identify

Compare your answers to last week's homework with your partner.

Task 18.2

Anna and the King: Identify Power Distance

Watch the video clip. Who values high power distance culture and who values low power distance culture?

- I think Anna values high/low power distance because
- I think the King values high/low power distance because

Task 18.3

Anna and the King: Empathy

Before we watch the video clip again to empathise with the characters, let's remind ourselves of the definition of empathy.

- Empathy is the ability to look at a situation through the eyes of another person; to see things as they see them; put yourself in someone else's shoes. To do this, you need to suspend your own values and ideas temporarily. You should not judge the other person. Use your understanding of differences in values and ideas in order to describe the situation accurately from the other person's point of view. Use your imagination.

Task 18.4

Anna and the King: Empathy

Watch the video clip again. Focus on values. First empathise with the King and then empathise with Anna. Describe each person's perspective below.

- The King
- Anna

Homework 1: Essay

Watch the whole film at home. It is based on a true story. Many cultural conflicts arise throughout the film. Write a 250-word essay. Deadline: 18 December 2003. Choose one incident of cultural conflict related to power distance and describe it twice

:

- from Anna's perspective and
- from the King's perspective

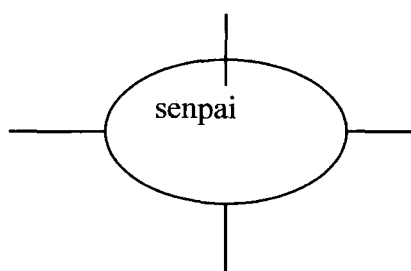
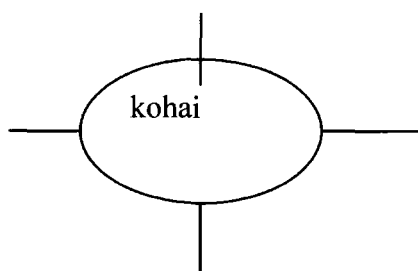
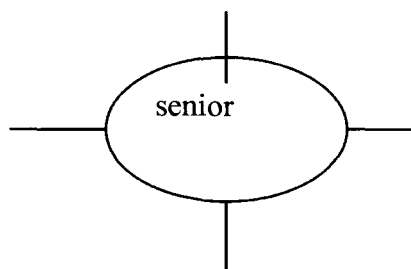
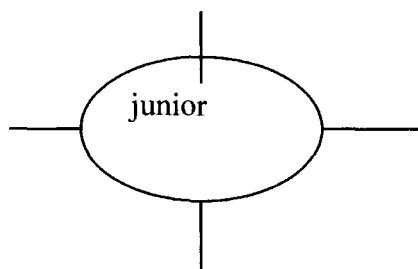
Task 18.5

British and Japanese Concepts: Junior and Senior

Read about what junior and senior do and do not mean to Stephanie in British English. Transfer the information into the mind map. Then consider what kohai and senpai mean to you in Japanese. Make a mind map and then compare it with your partner.

Reading: Junior and Senior in British English

What I think of first is schools. Schools for children aged 7-11 are called junior schools. Schools for people aged 11-18 are called senior schools. We don't use these words to refer to people on an everyday basis. I have never heard British people say 'my senior says...' because we only use their names. In fact, most of the time, we don't ask people's age because it is rude and we don't focus so much on age. When hear the words junior and senior used to refer to people, it sounds either very American or very Japanese. The only exception to this is that in British English, we call retired people senior citizens.



Task 18.6

Culture Conflict: Lazy Mr Yamada

Read the conversation between Nicholas and Takashi.

Nicholas and Takashi are very good friends who teach at the same high school in Fukuoka. Nicholas is an A.L.T. and Takashi is a young English teacher. Mr Yamada is also an English teacher but he is much older than Takashi. Nicholas has noticed that Takashi is asked to do much more work than Mr Yamada. Takashi seems very stressed and Nicholas is worried about him. They are talking about pay rises and the Japanese salary system.

Nicholas: Takashi, you look exhausted! Are you OK?

Takashi: Yes, I have lots of work to do which just won't get done unless I do it.

Nicholas: Yes, but I don't want you to die of overwork! Is that karoshi in Japanese?

Takashi: Yes, karoshi! (Laughs.)

Nicholas: I'm wondering why you do it! Are you getting paid a lot of extra money for doing overtime? Are you hoping to get promoted?

Takashi: Well, no, this is just my usual work. I don't get paid any extra money for it. In Japan, we get a salary increase every year because of age. It doesn't really matter how much extra work we do. We get a salary increase anyway.

Nicholas: (Looks astonished.) Older people get paid more money just because they are older and it doesn't matter how much extra work they do?

Takashi: That's right!

Nicholas: Wow! (Looks around the staff room.) So, let's take Mr. Yamada, for example. He works in the same group as you. We all know he's a really lazy English teacher. Look at him. He's always asleep! (Mr. Yamada is snoring away at his desk.) Does he get paid more than you just because he's older?

Takashi: Well, yes. That's the way the system works. He could help me with this work but he thinks younger people should do all the hard work!

Nicholas: (Looks shocked!) But that's not fair! Look at you! You're running yourself into the ground! (Looks at Takashi cheekily.) Why don't you ask Mr. Yamada to help you?

Takashi: (Looks shocked.) Oh, I couldn't.

Nicholas: Well, if you won't, I will! Rather that than you die of overwork!

Takashi: (Looks shocked!) Nicholas! Please don't!

Week 18: Homework**Empathise and Mediate**

Empathise with both Nicholas and Takashi. Imagine and describe the concepts and values they are applying to this situation. Then, include yourself in the conversation and mediate to help them understand each other better. Write a conversation. Send your homework in by email. Deadline: Next week Follow this structure:

1. Empathise with Takashi

- Concepts
- Values

2. Empathise with Nicholas

- Concepts
- Values

3. Mediate

Course 2: Week 19

Individualism and Collectivism 1

Task 19.1

Hofstede: Individualism and Collectivism

Read the paragraph below and answer the questions.

All human beings must balance concern for themselves and concern for others. In highly individualistic cultures, people are expected to take care of themselves. Independence, privacy and a strong sense of 'I' are all important. In highly collectivist cultures, loyalty to the group is important and the group is expected to take care of its members. Obligation, dependence on the group and a strong sense of 'we' are important. High power distance cultures tend to be collectivistic whereas low power distance cultures tend to be individualistic. Cultures in colder climates tend to be individualistic, whereas cultures in warmer climates tend to be collectivistic. As suggested earlier, colder climates are likely to support individual initiative and innovative solutions to problems, whereas warmer climates make individual achievements less necessary.

1. What is expected of people in individualistic cultures?
2. What is expected of people in collectivist cultures?
3. Does individualistic or collectivist culture tend to have high power distance?
4. Does individualistic culture tend to develop in warm or cold climates?
5. Do you think Japan has individualistic or collectivist culture? Why?
6. Do you think Britain has individualistic or collectivist culture? Why?

Task 19.2

Robin Hood: Identify Power Distance

Watch the video clip. Who values high power distance culture and who values low power distance culture?

1. I think Robin values high/low power distance because:
2. I think the men values high/low power distance because:

Task 19.3

Robin Hood: Empathy

Watch the video clip again. Focus on values. First empathise with Robin and then empathise with the men. Describe each person's perspective below.

- Robin
- The men

Task 19.4

British and Japanese Concepts: Neighbour

Read about what neighbour does and does not mean to Stephanie in British English.

Then, in a group of 6, discuss what neighbour means to you in Japanese. Write a similar paragraph.

Reading: Neighbour in British English

In Britain, these days, I hear many people complain there is no sense of community. Quite often, people never see their neighbours but in truth, I think people are busy working and simply see people outside their neighbourhood. I have not heard of any neighbourhood obligations at all. There are no appointed village leaders of any kind. I don't think people would like this idea at all and would be very suspicious of the government if they tried to introduce it. I think people are happy if they can live peacefully side by side and be tolerant of each other's lifestyles. People seem to enjoy privacy and living freely without worrying what the neighbours think.

Writing: Neighbour in Japanese

Week 19: Homework

Culture Conflict: Neighbour

Read the conversation and do the 2 tasks below. Email them to me by next week

1. Empathise with both Risa and Peter

Concepts and values

2. Mediate

Include yourself in the conversation as a third person, stay neutral and suspend your own values and concepts

=====

It is Saturday night. Risa and Peter have just started living together in XXX City. They both love hiking and since the weather forecast is really good, they are planning to get up at 6am and go hiking in Mount Kuju.

Peter: I can't wait to go to Kuju tomorrow, Risa. Shall we start packing?

Risa: OK..... (suddenly looks shocked) but Peter, I completely forgot! It's Sunday tomorrow...

Peter: Yes. So what? (smiles) Come on. Let's pack. We should have an early night.

Risa: But Peter (looks worried.) You don't understand. We can't leave until after 9am.

Peter: What? Don't be silly. We'd miss half the day. It's not worth the effort.

Risa: Well, I'm really sorry but we can't leave until after 9am. We have to do the weeding with the neighbours.... It starts at 8 o'clock and won't finish until about 9. We have to weed in the community with the neighbours...across the road and around the park.

Peter: Oh, don't be ridiculous. That's what we pay our taxes for. That's a job for the city to do.... Let's get up early and go to Kuju.

Risa: (Stares at him uncompromisingly) I've already told you. We can't. We have no choice. We have to contribute to the local community. It's a good chance to get to know the neighbours.

Peter: Well, I'm not participating in forced labour. Japan is supposed to be a democracy. (Stares at her uncompromisingly)

Individualism and Collectivism 2

Task 20.1

Hofstede: Consequences of Individualism/Collectivism

Read the paragraph below and answer the questions.

Collectivistic cultures tend to be group-oriented. A consequence is that in-group members tend to distance themselves from out-group members. Out-group members are regarded as almost unimportant. This does not tend to happen in individualistic cultures as much. In-group members are not as close but out-group members are not as distant. Individualist cultures train their members to speak out as a means of resolving difficulties. Collectivistic cultures are more likely to teach avoidance, third-party intermediaries, or other face-saving techniques.

1. What is one consequence of collectivist cultures?
2. How do out-group members tend to be disregarded in collectivist cultures?
3. Does this happen in individualistic cultures?
4. How do individualistic cultures teach people to resolve problems?
5. How do collectivist cultures teach people to resolve problems?
6. Is there a Japanese translation for 'in-group' and 'out-group'?

Task 20.2

Bend it Like Beckham 1: Identify Individualism and Collectivism

Watch the video clip. An Indian couple are trying to resolve a problem. Complete the sentences below.

1. The problem the Indian couple are trying to solve is
2. They try to resolve it by
3. Their approach is typical of individualist/collectivist culture because.....

Bend it Like Beckham 2: Identify Individualism and Collectivism

Watch the video clip. An Irish man is trying to resolve a problem. Complete the sentences below.

1. The problem the Irish man is trying to resolve is
2. He tries to resolve it by
3. His approach is typical of individualist/collectivist culture because.....

Task 20.3

Bend it Like Beckham 1: Empathise

Watch the first video clip again. Empathise with Jasminder. Consider individualism/collectivism (including the ingroup/outgroup distinction), power distance, Schwartz's value types and stereotypes. Suspend your own values and concepts. Write questions if you feel you need more information.

Bend it Like Beckham 2: Empathise

Watch the second video clip again. Empathise with Jasminder. Consider individualism/collectivism (including the ingroup/outgroup distinction), power distance, Schwartz's value types and stereotypes. Suspend your own values and concepts. Write questions if you feel you need more information.

Task 20.4

Empathy: Bend it Like Beckham

Compare your reconstruction of Jasminder's perspective with your partner and discuss the questions below.

1. Did you notice any significant similarities/differences between you and your partner's reconstruction of Jasminder's perspective?
2. How easy/difficult was it to empathise with Jasminder?
3. How easy/difficult was it to stay neutral?
4. How easy/difficult was it to suspend your own values and concepts?
5. Did you have many questions about the situation? If so, what?

Task 20.5

Mediation

Read the culture conflict and discuss the 2 tasks below with your group.

1. Empathise with both Lynda and Ichiro

Concepts and values

2. Mediate

Include yourself in the conversation as a third person, stay neutral and suspend your own values and concepts

=====

Lynda and Ichiro live in a small town in England and have a cat called Kiki (but actually, Ichiro doesn't really like cats.) They have friends in the neighbourhood. Lynda and Ichiro are going on holiday for 2 weeks on a summer holiday and are wondering what to do about Kiki. She needs feeding every day while they are away on holiday.

Lynda: Oh, I can't wait to go on holiday! The beaches in Malta sound wonderful and I really want to go scuba-diving!

Ichiro: Yes, but what shall we do about Kiki. We could put her in a pet hotel but they are very expensive, at least in Japan. Still, it can't be helped. We'll have to pay.

Lynda: Oh, we don't need to do that. Let's ask Tom and Julia. I'm a bit busy this afternoon. Could you go around and ask them?

Ichiro: Me? You want me to ask them? No way! Are you mad?

Lynda: Oh, go on. I really don't want to put Kiki in a cattery. She'd be so lonely. (Kiki miaows. Lynda smiles.) You're so clever, Kiki. You understand what we are saying, don't you? (Kiki miaows again. Lynda smiles again.)

Ichiro: (Looks impatient.) Yes, but I really don't want to ask them. I'm sure they are very busy.

Lynda: Yes, but we help them sometimes. We took Julia to the train station more than once when her car kept breaking down last year. They're our neighbours. I'm sure they won't mind. That's what neighbours are for! (Looks confused.)

Ichiro: Well, I don't want to impose on the neighbours every time we go on holiday. I won't be able to relax. (Looks confused.)

Week 20: Homework 1

Empathise and Mediate

Complete the 2 tasks below in writing and email them to me by next week.

1. Empathise with both Lynda and Ichiro

Concepts and values

Refer to individualism/collectivism, power distance and Schwartz's value types if you think they are relevant.

2. Mediate

Include yourself in the conversation as a third person, stay neutral and suspend your own values and concepts

Week 20: Homework 2

Essay: Empathy: Bend it Like Beckham

Look again at your answers to task 20.4 and write them up into a 250-word essay. The deadline is 20 November.

Masculinity and Femininity 1

Task 21.1

Hofstede: Masculinity and Femininity

Read the paragraph below and answer the questions.

Some cultures value achievement, assertiveness and acquiring wealth. Others focus more on caring for others and quality of life. Hofstede calls these variations masculinity and femininity. Cultures high in masculinity believe in achievement and ambition, judge people on the basis of their performance and display material goods that have been acquired (such as expensive clothes, handbags, houses and cars.) Manliness is very important. Cultures high in femininity care more about improving the quality of life, equality between the sexes and caring roles for both women and men. Again, Hofstede suggests climate is important. Masculine cultures tend to live in warmer climates near the equator, and feminine cultures typically reside in colder climates away from the equator. Cold-weather climates require men and women to develop survival skills that foster equality.

1. What kind of things do cultures high in masculinity value?
2. What kind of things do cultures high in femininity value?
3. Why does Hofstede think some cultures develop masculinity?
4. Why does Hofstede think some cultures develop femininity?
5. Do you think Japan is high in masculinity or femininity? Why?

Task 21.2

Empathy: Lara Croft

Watch the video clip. Empathise with the character of Lara Croft. Describe the situation from her perspective identifying values related to Hofstede's masculinity/femininity and Schwartz's value types.

Task 21.3

Angelina Jolie 1: What kind of woman is she?

Angelina Jolie's next film, *Beyond Borders*, is going to be released very soon. Read the description below. What is it about? Why do you think she might have chosen to star in this kind of film?

Set against the backdrop of the world's most dangerous hot spots, this thrilling romantic adventure stars Academy Award winner Angelina Jolie as Sarah Jordan, a sheltered American socialite living in London. When she meets Nick Callahan (Clive Owen) a renegade doctor, his commitment to humanitarian efforts in war-torn nations moves her deeply. Driven by her passion for Nick and his life's work, Sarah risks everything to embark on a perilous journey that leads to the volatile far corners of the earth.

See: <http://www.beyondbordersmovie.com/>

Task 21.5

Angelina Jolie 2: What kind of woman is she?

Read the BBC article about Angelina Jolie. Answer the questions below.

1. When was the article published?
2. Which award did Angelina Jolie recently win and who awarded it to her?
3. Why did she win it?
4. What position has she held since 2001?
5. How many war zones has she visited?
6. Does she have any children?
7. Based on the information you have about Angelina Jolie, how would you describe her values? Refer to both Hofstede's theory and Schwartz's value types.
 - Hofstede
 - Schwartz
8. What questions would you ask her to find out more information?

Task 21.6

British and Japanese Concepts: Woman

Read about what the word 'woman' means to Stephanie in British English. Then think about what the Japanese word means to you personally. Make a list of points. Do not use a dictionary. Then, discuss your ideas.

Woman: Stephanie's Concept

The first thing I think of is independence and the ability to be able to survive on my own in any environment. This means I need emotional, psychological and economic flexibility, strength and independence. This also means I need a job! Independence is a positive thing in my mind but I also want companionship and to share my life with my partner, family, friends and animals on equal terms as far as possible. My sense of being a woman is to be independent yet connected to the world around me (the whole world, not just the country or area where I was born) through choice rather than obligation and to take part in making it a better place for everyone. To me, being a woman means to be strong, capable, natural, free, creative and socially responsible.

Woman: Your Concept

The Japanese word for 'woman' is

When I think of this word, I think of

Week 21: Homework

Anticipating Cultural Conflict: Masculinity/Femininity

Empathy: Stephanie's perspective

- Considering Hofstede's theory about masculinity and femininity and Schwartz's value types, describe Stephanie's concept and values about being a 'woman'
- If you have any questions, ask Stephanie in your diary this week
- Try to suspend your concepts and values. Do not judge.

Empathy: Your perspective

- Considering Hofstede's theory about masculinity and femininity and Schwartz's value types, describe your concept and values about being a 'woman'

Anticipate Cultural Conflict

- Imagine a situation where differences between your perspective on womanhood (if any) could cause some kind of cultural conflict with a person like Stephanie.

Write a conversation Email it to me by next week.

Course 2: Week 22

Masculinity and Femininity 2

Task 22.1

Mediation: Masculinity and Femininity

Last week, you wrote a conversation to illustrate how you think cultural conflict based on masculinity and femininity might emerge in specific situations. Now we will look at some of those conversations and discuss them together. Make notes below.

Task 22.2

Lara Croft: Empathy: Masculinity and Femininity

Watch the video clip. Empathise with the writer(s) of Lara Croft. How would you describe (their) perspective on masculinity/femininity? Answer the questions below.

- I would describe the writer's perspective as follows:

Task 22.3

Jamie Oliver: Empathy: Masculinity and Femininity

Watch the video clip. Empathise with Jamie Oliver (this is his programme). How would you describe his perspective on masculinity/femininity? Answer the questions below.

- I would describe Jamie's perspective as follows:

Week 22: Homework

Empathy: Project

You have already had lots of practice at empathising with other people who have different values and concepts. Now, you are going to take part in an empathy project related to intercultural communication. You will work in pairs or small groups. Write an essay (minimum 250 words) and hand in by 18 December. You will present your essay on 22 January. Follow the steps below to plan your project.

STEP 1:

Choose a cultural phenomenon from a culture different from your own that you find interesting or curious in some way. It should relate to at least one of the cultural dimensions we have studied so far:

- Power Distance
- Individualism/Collectivism
- Masculinity/Femininity

Why did you choose it?

STEP 2:

Do some research and find out more about this cultural phenomenon. Aim to discover how people in that culture view this aspect of their culture. Empathise. Try to explore their perspective and construct it as they would.

STEP 3:

Identify any important values or concepts we need to know about in order to understand this cultural phenomenon.

Week 22: Homework

Empathy: Project

Follow the steps below to plan your project. Talk to your partner/group. Complete step 1 and hand in next week.

STEP 1:

- The cultural phenomenon we have chosen isbecause....

Course 2: Week 23

Week 23 Summer Assignment Presentations

Four students will present their summer assignments. Listen carefully for their reactions to the experience. When they have finished, ask a few questions to empathise with them more deeply. Answer the question below.

Speaker 1

- What kinds of reactions did the speaker have to the summer assignment interview?

Speaker 2

- What kinds of reactions did the speaker have to the summer assignment interview?

Speaker 3

- What kinds of reactions did the speaker have to the summer assignment interview?

Speaker 4

- What kinds of reactions did the speaker have to the summer assignment interview?

Week 23: Discussion Point and Homework

Read and discuss the quotation from STUDENT B1's revision essay 2 from week 15. Write a paragraph for homework summarizing your opinion and email it me.

- 'If we consider other's side and try to understand their opinion or position, we can remove the cultural gap or some kind of misunderstanding. On the other hand, to empathy too much is sometimes dangerous a little bit I think. How is it so? Because I think sometimes people who give priority empathy tend to change their opinion and sink in a strong people who have a big influence. So before we use empathy, we have to treasure our culture, mind, value, nationality and belief.

1. Do you agree or disagree with STUDENT B1's opinion?

Course 2: Week 24

Week 24 Summer Assignment Presentations

Four students will present their summer assignments. Listen carefully for their reactions to the experience. When they have finished, ask a few questions to empathise with them more deeply. Answer the question below.

Speaker 1

- What kinds of reactions did the speaker have to the summer assignment interview?

Speaker 2

- What kinds of reactions did the speaker have to the summer assignment interview?

Speaker 3

- What kinds of reactions did the speaker have to the summer assignment interview?

Speaker 4

- What kinds of reactions did the speaker have to the summer assignment interview?

Week 24: Discussion Point and Homework

Read discuss the two quotations below. Write a paragraph for homework summarizing your opinion and email it me.

- I learned about to empathise is to suspend own concepts and values. When we try to understand other's opinion, we use empathy. And I learned about empathy must not judge. So if people who give priority empathy change their opinion and sink in a strong people who have to a big influence, it is no longer empathy. Because of they judge other person's opinion. Empathy is to suspend own culture, mind, value, nationality and belief, but to change our opinion is next step I think. When we talk to other person, firstly we empathise their opinion; next we judge it in our mind using our perspective and others perspective. Then it leads new opinion. So I think to treasure a lot of culture and mind and so on is useful for empathy, but to change our opinion and sink is a strong people who have to a big influence is related other process of our mind.

STUDENT B7's Response to STUDENT B1

- It may dangerous a little bit for people who give priority empathy to get more influence. In my case, when I heard different opinion and the reasons, I try to understand. I get more influence from the person. I get some shock. Sometimes, the difference change my mind. I don't know It is good or not. But, I think It's important to have own opinion. If I get more influence from someone everytime, I couldn't have own opinion. Also, If I haven't my opinion, I couldn't think something by alone. To have own oipnion will connect being myself. The most important thing is to recognise the difference. As a result, I will come to know myself and my value.

STUDENT B4's Response to STUDENT B1

1. Do you agree or disagree with STUDENT B7 or STUDENT B4's opinion? Why?

Course 2: Week 25

Week 25 Summer Assignment Presentations

Four students will present their summer assignments. Listen carefully for their reactions to the experience. When they have finished, ask a few questions to empathise with them more deeply. Answer the question below.

Speaker 1

- What kinds of reactions did the speaker have to the summer assignment interview?

Speaker 2

- What kinds of reactions did the speaker have to the summer assignment interview?

Speaker 3

- What kinds of reactions did the speaker have to the summer assignment interview?

Speaker 4

- What kinds of reactions did the speaker have to the summer assignment interview?

Week 25 Homework

During the holidays, please work on your pre-course interview assignment and catch up with any homework you did not do this term (from week 15.) And don't forget to write your diary this week!

Uncertainty Avoidance 2

Task 26.1

The Future is Uncertain

Read the questions below and discuss them with your group.

1. Are you worried about what will happen to you in the future? Why? Why not?
2. Do you prefer life to be predictable or full of unexpected surprises?

Task 26.2

Hofstede: Uncertainty Avoidance

Read the paragraph below and answer the questions.

When will you die? What will happen to you in your old age? What will happen tomorrow? The future will always be unknown in some respects. One concern of all cultures is how they will cope with uncertainty. Hofstede defines uncertainty avoidance as follows: 'the extent to which the members of a particular culture feel threatened by uncertain or unknown situations.' Countries low in uncertainty avoidance do not feel threatened by uncertainty. They aim to reduce the number of rules in society and tolerate people who do not follow them. They tend to take risks, try new things and accept change. Countries high in uncertainty avoidance tend to feel threatened by uncertainty and try to reduce it by creating and obeying many rules. They tend to resist social change because change is uncertain and therefore threatening. Table 1 (below) provides a numerical rating of the fifty countries and three regions on the uncertainty avoidance dimension.

1. How does Hofstede define uncertainty avoidance?
2. What kind of things do cultures high in uncertainty avoidance value?
3. What kind of things do cultures low in uncertainty avoidance value?
4. Do you think Japanese culture today tends to value high or low uncertainty avoidance?
5. In your life, do you avoid uncertainty or not?

TABLE 1: RATINGS OF FIFTY COUNTRIES AND THREE REGIONS ON HOFSTEDE'S UNCERTAINTY AVOIDANCE DIMENSION

| | Uncertainty Avoidance | | Uncertainty Avoidance |
|----------------|-----------------------|---------------|-----------------------|
| Greece | 193 | Ecuador | 6 |
| Portugal | 160 | Germany | -2 |
| Guatemala | 148 | Thailand | -6 |
| Uruguay | 143 | Iran | -27 |
| Belgium | 119 | Finland | -27 |
| Salvador | 119 | Switzerland | -31 |
| Japan | 110 | West Africa | -48 |
| Yugoslavia | 94 | Netherlands | -52 |
| Peru | 89 | East Africa | -56 |
| France | 85 | Australia | -60 |
| Chile | 85 | Norway | -64 |
| Spain | 85 | South Africa | -68 |
| Costa Rica | 85 | New Zealand | -68 |
| Panama | 85 | Indonesia | -72 |
| Argentina | 85 | Canada | -72 |
| Turkey | 81 | U.S.A. | -81 |
| South Korea | 81 | Philippines | -89 |
| Mexico | 69 | India | -106 |
| Israel | 65 | Malaysia | -122 |
| Colombia | 60 | Great Britain | -126 |
| Venezuela | 44 | Ireland | -126 |
| Brazil | 44 | Hong Kong | -157 |
| Italy | 40 | Sweden | -151 |
| Pakistan | 19 | Denmark | -176 |
| Austria | 19 | Jamaica | -218 |
| Taiwan | 15 | Singapore | -239 |
| Arab Countries | 11 | | |

(A large positive score means the country prefers to avoid uncertainty. A large negative score means the country does not prefer to avoid uncertainty. The average score is zero.)

Source: Adapted from Intercultural Competence (3rd edition)
by M. Lustig and J. Koester. P119.

Task 26.3

Angela's Ashes: Interpretation

Watch the video clip. Answer the question below.

1. What is the little boy doing and why?
2. What religion do you think he is?

Task 26.4

Confession

Ask Stephanie about the role of confession in the Catholic Church. Find out more about what the keywords and phrases mean. Use the skills of empathy to find out about the Catholic Church reduces uncertainty about life after death. Take notes below.

Keywords and Phrases

- soul
- forgiveness
- heaven
- the Ten Commandments
- to confess your sins

COMMUNICATION STRATEGIES
USEFUL EXPRESSIONS

Reflecting: Useful Expressions

Can I just check something with you?
So, if I'm understanding you properly,...
Right, so what you're saying is...
Just a minute, let me see if I've got this right. You think that
OK, so you

Focusing: Useful Expressions

Earlier, you said What exactly did you mean?
Before, you were talking about Can you tell me a bit more about that?
What did you mean when you said....?
Can you tell me anything else about that?
What do you mean exactly?

Disclosing: Useful Expressions

I like....
I think....
In my case, I....
As for me,.....
The most important thing for me is.....

Task 26.5

What are the Ten Commandments?

Read (a version of) the Ten Commandments. Answer the questions below.

The first four commandments tell us how to behave toward God.

- ... there is only one God and we should serve only Him.
- ... we should not make idols, which are images of other gods. He doesn't want us to make anything or anybody more important in our lives than Him.
- ... we should not use God's name as a swear word.
- ... keep the seventh day holy. God made all the world in six days and on the seventh day he rested. He wants us to use one day a week for resting and thanking God.

The next six rules tell us how to behave toward each other.

- ... we should honor our parents. That means we need to obey our parents.
- ... do not kill.
- ... married couples should be faithful to each other.
- ... do not steal.
- ... don't tell lies about others.
- ... don't want something that belongs to someone else.

Source: <http://www.childrensermons.com/sermons/commands.htm>

1. How would you describe the Ten Commandments in terms of beliefs, values and norms?
2. The Ten Commandments are religious rules for life. If we follow them, we can go to heaven for certain! Do you have anything similar in Japanese religious thought?

Task 26.6**Life After Death: Your Beliefs**

Empathise with your partner. Explore their perspective on life after death.

1. What do you believe happens after death?

Week 26: Homework 1**Beliefs about Life After Death**

Choose one of the religions listed below. Find out what its followers believe about what happens after death. Consider whether those beliefs indicate high or low uncertainty avoidance in life. Write a paragraph and please email it to me. (Report your findings to the class next week.)

- Judaism
- Christianity
- Islam
- Hinduism
- Buddhism
- Shinto

The religion I will research is

Week 26: Homework 2**Preparation: End-of-Course Interview**

At the end of January, you will have your end-of-course interviews in small groups. In July, I provided all the topics for discussion. This time, I would like you to contribute. Please look back over the course from October 2003, your homework and diaries. Think of 2 interesting questions for discussion related to empathy. Please email them to me

Uncertainty Avoidance 2

Task 27.1

Reducing Uncertainty: Religious Beliefs about Death

For homework last week, you had to find out about how different religions reduce uncertainty about death through beliefs. Discuss your findings with your group.

Task 27.2

Reducing Uncertainty: ...and what will happen to your body?

Ask your partner the questions below with your partner and then ask Stephanie. Use the skills of empathy to explore their perspectives. Take notes. Can you identify any of Schwartz's or Hofstede's other values hiding in the answers?

- 1. What do you want to happen to your body after your death?
 - Partner
 - Stephanie
- 2. Would you like to live in one house for the rest of your life? Why? Why not?
 - Partner
 - Stephanie

Task 27.3

Reducing Uncertainty: The Property Ladder

Read the article about how Tony and Beryl Bannister climbed the property ladder in the UK. Read the questions and fill in the tables below.

What was the buying price, selling price and profit for each house?
(1 pound = 190 yen)

| | Buying Price (Pounds) | Selling Price (Pounds) | Profit (Pounds) | Profit (Yen) |
|------------|--------------------------|---------------------------|-----------------|-----------------|
| Property 1 | | | | |
| Property 2 | | | | |
| Property 3 | | | | |
| Property 4 | | | | |
| Property 5 | | | | |

How did they develop each house?

| | |
|------------|--|
| Property 1 | |
| Property 2 | |
| Property 3 | |
| Property 4 | |
| Property 5 | |

Task 27.4

Reducing Uncertainty: The Property Ladder

Read the quotations and answer the questions below.

Britain's housing obsession



The British try to create certainty in an uncertain world by staking out their own territory.

Dorothy Rowe,
clinical psychologist

- Personal wealth is skewed towards housing
- 'On a crowded island, owning a home has always been wedded to individual feelings of status and self worth.'

Source: <http://news.bbc.co.uk/2/hi/business/2370085.stm>

1. How does Dorothy Rowe think British people try to reduce uncertainty?
2. According to the quotation from the BBC article, what kind of feelings is home ownership in Britain related to?
3. 'Climbing the property ladder' is a part of British life. Is there an equivalent expression in Japanese? Why? Why not?
4. How do Japanese people try to reduce uncertainty with regard to housing?

Task 27.5

Uncertainty Avoidance: Mediate Culture Conflict

Read and discuss the culture conflict below with your group. Write up your answers for homework and email them to me.

1. Describe the situation from Jenny's perspective
2. Describe the situation from Yuusuke's perspective
3. Mediate this situation by including yourself as a 3rd person. How would you help them to understand each other's position better?

Jenny (British) and Yuusuke (Japanese) live in Japan. Yuusuke owns a house in Japan. They have some money saved up. Jenny wants to buy a house in England. She is surfing the net and has found this website:

<http://www.estateangels.co.uk/website?address=http://www.abbotts.co.uk>

Jenny: Yuusuke, let's move to England and buy a house. Look at this website

Yuusuke: Oh, Jenny. We can't do that. I bought this house in Japan and we can't sell it.

Jenny: Why not? Don't you want to climb the property ladder?

Yuusuke: The property what?

Jenny: The property ladder.... You know....

Yuusuke: I don't know what you're talking about and as I said, I can't sell this house and I don't want to leave this one. This is my home and I want to stay in one place. Don't you like this house? (Looks confused.)

Jenny: Well, yes, but I don't want to live in one house for the rest of my life. I want to move and live in different places! I want to climb the property ladder! You don't want to live in one house for the rest of your life, do you? (Looks confused.)

Course 2: Group Interview Handouts 2

What is a Perspective?

- "Ideal" and "Real" values. Which is (the) true value of the person? .. In fact I am not a daring person. But I want to be a daring person. "Stimulation"...is (my) "Ideal" value. In my opinion, both ideal value and real value is a person's true value...(STUDENT B9: Week 25 Student Diary)
- STUDENT B3...couldn't be satisfied... She wants to know the person more, so she said only 30 questions are not enough to understand the person. But it's impossible to know and understand the person perfectly. Even if about myself, I'm not sure whether I know about me well or not. (STUDENT B5: Week 24 Student Diary)
- I could learn that there are conflicts between values and norms. It's so surprising.. But, in my case, I also have a conflicts between my values and norms..... I'd like to say my goal. In the future, I want to open my cafe.... From the thinking of my dream..my ideal value is Hedonism`...(STUDENT B8: Week 25 Student Diary)
- In my mind, I want to shift to my ideal..., so gradually I have been shifting to it. For example, in my ideal value chart, self-direction was plus 4, but in a reality, I couldn't decide something by myself, and I completely depended on others when I decide something. But now, I strongly think I want to decide my life by myself. (STUDENT B5: Essay: Pre-Course Interview)

What is 'Understanding'?

- If all the people in a certain group were mediators with empathy skills, do you think they would all be able understand each other deeply? (STUDENT B3)

Communication Skills

- I felt every speech were great! We learned a lot about values, so we can describe about other person's perspective more accurately. And about listeners, we can suspend our perspective and empathise with others. And we could learned how to speech through the course. I think everybody made others understand her opinion by using various ways. I feel we can get very good skill to communicate in this class. (STUDENT B6 Week 23 Student Diary)
- the Empathy expressions were very useful.... I learned that I can help the partner to pull ideas by using such expressions. I want to develop such skills more. (STUDENT B11: Essay on Pre-Course Interview)
- Can you do empathy without thinking? Do you have the knack of it? (STUDENT B9ka)
- Did you empathize with people in your daily life during the course? And if so, did anything change in your relationship? (STUDENT B11)
- In my daily life, I came to try to join the conversation actively more than ever. I've thought I'm not good at talking with a stranger and kept away from such situations. But now, little by little, I can talk with a stranger and enjoy the conversation. (STUDENT B11: Essay on Pre-Course Interview)
- I learned the importance of the communication. .. Especially it's difficult to understand people have quite different values from myself. With such people, I

have to communicate more deeply. (STUDENT B11: Essay on Pre-Course Interview)

Empathy With Different Partners

- I think if an interviewee's idea is close to our own idea, then it's more difficult to empathise than empathy to people who have very different idea. We misunderstand that we understand his opinion completely because his idea is close to us, but, in fact, it's our own idea. In short, I think we are affected by our own idea when we empathise with people who have close idea. Do you think which is difficult to empathise people who have close idea or very different idea? (STUDENT B6)
- Do you feel close if the person have common experience or hobby even if you don't know well about him/her? (STUDENT B9ka)
- Do you think it's easy to empathize with Japanese sporty and scary senpai (or boss)? If so, why? If not, why not? (STUDENT B3)
- I felt it's difficult to empathise with people, especially, (if) we don't know about cultural background. Actually, I don't know about British and Indian culture, so I can't empathise with Jasminder. (STUDENT B6 Week 20 Student Diary)
- It was difficult to empathise with Jasminder in this class. Maybe I didn't know Indian culture. I have thought Indian culture is similar to Japanese culture. But when I watched the video clip I had many points that I don't understand. So I confirmed again that it is hard to interpret without enough information. (STUDENT B7 Week 20 Student Diary)

Disclosing

- We learned when we empathise, we have to suspend our own value. But ... I think when we disclose, we insist on our own values. What do you think? (STUDENT B6)
- Did "disclosing" change your partner's ideas? (STUDENT B11)

Reactions to Empathy

Surprise and Curiosity

- STUDENT B3 became curious after the interview. She wants to know about the partner more. STUDENT B6's value about achievement was grown up. She was motivated by her partner. She changed in positive way. STUDENT B7's stereotype that Americans have a strong opinion was broken. And STUDENT B8's partner made her to think she has to know about Japan more. That is also positive change, I think. I felt that many reaction are happened in the conversation. I think feeling curious is very important to know others. Because it's the first step to communicate with people. (STUDENT B11: Week 24 Student Diary)
- it is interesting when I find my stereotypes wrong. Because I get correct information and way of new looking. Also, I may feel I want to know more and more about it. (STUDENT B4: Week 24 Student Diary)
- ..when our stereotypes are broken, it can be big surprise. For me, such discoveries are fun. And in such situation, I want to and try to know the person

more and more. The gap between my stereotypes and the truth will stimulate my interest to the person. (STUDENT B5: Week 23 Student Diary)

Relief

- Some students also mentioned the surprising thing that even American who seemed patriot don't always think they love America. I was a little bit released because to think that this is the best is very dangerous. It can let us be exclusive. (STUDENT B1: Week 23 Student Diary)

Stimulation

- In pre-course interview, I didn't have knowledge about Japan .. But ..my interviewee... thought about her country's future serious(ly)....I was so surprised..Because our ages are very close. .. I realize(d) that I need to know about my country-Japan more ..So I started to research my country's culture particularly art. (STUDENT B8: Essay on Pre-Course Interview)

Influence

Your Own Opinion

- In Japan the people who express an opinion are minority. .. So, some Japanese feel difference about the person who strongly express their opinion. (STUDENT B8: Week 21 Student Diary)
- I learned that how hard I try to tell my opinion is more important than how well I can speak English. (STUDENT B11: Essay on Pre-Course Interview)
- We try to understand other's opinion .. using empathy. This..is very important ... But if I have a vague opinion, I will get influence and change my own opinion. When we use empathy, we should be careful... (STUDENT B9 Week 23 Student Diary)
- But if I didn't have my own opinion, I will get bad influence easily such as crimes. So as (STUDENT B4) said it's very important to recognise the differences. (STUDENT B5: Week 24 Homework)
- if I didn't have the strong opinion, maybe, I get influence by others. ..For the sake of empathy with others well, we have to our own opinion at first. (STUDENT B8: Week 24 Homework)
- sometimes, we receive very big influence when we meet different values. If we don't think carefully about it, we can humor other's opinion. So.. we have to think carefully .. whether accept or not. As a result, we can recognise our own opinion and other's opinion. And it bring us to know difference or similarity. (STUDENT B6: Week 24 Homework)
- If I looked back (at myself), I was often influenced by others before. Of course, to get influence is good, I think even now. But, I just took others opinions on trust. .. from senior's experience. .. But thanks to this COURSE class, I knew that how important to gather information and judge it by myself. .. than just to get it.' (STUDENT B8: Essay: Pre-Course Interview)

Empathise (Step 1) and Judge (Step 2)?

- When we talk to other person, firstly we empathise their opinion; next we judge it in our mind using our perspective and others perspective. Then it leads new

opinion. So I think to treasure a lot of culture and mind and so on is useful for empathy, but to change our opinion and sink is a strong people who have to a big influence is related other process of our mind. (STUDENT B7: Week 23 Homework)

- If we surely don't have our own ideas, we may be influenced by others.. On the other hand, I think .. this .. can be 'sympathy', not 'empathy'. Because in case of 'empathy', when we do it, we suspend our values, it means our value will surely survive ... For example, when we watch a movie or read a book, we naturally empathize with the characters. But after watching/reading it, we still have our own values, even though the story was very impressive one. (STUDENT B5: Week 23 Homework)
- I think if I could suspend my values and ideas completely, they would not be influenced by the partner. When they are suspended, they are in another room from the partner's opinion. So, they won't be influenced. But we change our opinion sometimes. So, as STUDENT B7 said, changing our opinion is other process of our mind. (STUDENT B11: Week 24 Homework)
- in daily conversation, most people will judge the person unconsciously, because in a conversation, (usually) we will say our opinion and have some kind feelings in our mind. So in that situation, we don't suspend our own values. (STUDENT B5: Week 24 Homework)

Flexibility

- We're often influenced by a partner. .. But .. this can be true when we discuss. .. But this is not always bad thing. It's important to have flexibility. (STUDENT B11: Week 23 Homework)
- I don't think empathy's dangerous. If .. you're influenced... you reconstructed your opinion considering the new information and new point of view that you got from them. I think it's good to adopt new things and change. (STUDENT B10: Week 23 Homework)
- When I heard different opinion, it gives me big influence. Because at that time, new concepts will be added to my concepts..I think this .. can broad(en) my view. (STUDENT B5: Week 24 Homework)

Confidence

- I need to be influenced .. to become confident. Because..I often find the new thinking way and my fault. Then, I can reflect my self and gradually I will like my self at this point. If I could like my self, I will have confident. So I think (being) influenced by others is necessary. (STUDENT B8 Week 23 Student Diary)

'Sinking' Under 'Strong' Influence

- STUDENT B1's worried about sinking (under) strong people with big influence. I wondered what's the meaning of "strong" and "big influence". If she's talking about someone with power (in negative meaning), these two words mean that you feel as if you have to obey this person and follow their idea. In this case, your own idea hasn't changed and I think this is different from empathizing. If she's saying about somebody with authority whom you WANT to listen to, I

have to admit that it's dangerous. When we admire somebody and misunderstand they're perfect, we are easily observed into their perspectives. (STUDENT B10: Week 23 Homework)

Do You Want To Judge?

- What are the good points and bad points of “collectivism” and “individualism”? (STUDENT B5)
- Is ability necessary for winning wars and therefore ability is valued (in individualist cultures)? (STUDENT B5)
- in America, lots of feminists keep shouting the concept of “gender- free ”... I can't agree this concept. How can we get rid of sex differences? Men and Women are totally different that's why we are attracted each other I believe. (STUDENT B1: Week 22 Student Diary)
- I'd like to say about my thinking way. In (the) pre-course (interview), I totally spoke about many things by stereotypes. So my pre- opinion was superficial. In COURSE 2 classes, I researched many countries and interview others. These experiences connected my thinking way directly. Now I always think both points-good and bad. (STUDENT B8: Essay: Pre-Course Interview.)

Extra

- I started to value deep conversation and communication itself more understanding the other person's perspective. Empathy will improve communication. (STUDENT B4: Final Essay)
- I have a problem .. about empathize. .. I thought I'd like to try to empathize with my senpai. But I can't do it well.....my senpai was valuing strongly .. Tradition, Conformity and Power. .. social status relating politeness ... I can't get empathy deeply with her. ... I was a junior then. Kohai is needed to attentive the way of talking with senpai. So, if we invite a mediator, the mediator is not junior to senpai. If we invite a mediator who is senior to senpai, still it is not very good.... I'm thinking how mediator suspends own not only values but also own social status. (STUDENT B3: Essay on Pre-Course Interview.)

Appendix 4: Course 3: Course Materials

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Course 3: Week 1

TERM 1 COURSE OUTLINE

In the course 3 classes, we will explore cultural difference in language and values.

Weeks 1-7

In the first half of this term, we will study Schwartz's value types to help you reflect on your own values and how they differ from people around you. We will explore how our values affect our relationships with other people and how we can become intercultural mediators; people who can build bridges of understanding between people of different cultural backgrounds. I will provide all materials.

Weeks 8-15

In the second half of this term, we will explore language and conceptual differences between Japanese and English, see how this also affects the way we interact with other people. We will try to become better intercultural mediators. I will provide all materials.

Summer Assignment

In the summer, you will be asked to interview someone from a different country about their language and values. You should record the interview and present your research to the class next term.

Grading

Diary 20%

- You will be graded on your ability to express your ideas in writing.

Classwork 20%

- You will be graded on the tasks we do in class. I will collect your file from time to time, so please keep your papers in good order.

Homework 20%

- You will be graded on the homework tasks. Please make sure you do all the homework tasks.

Oral 20%

- You will be graded on your ability to express your ideas orally in the various interviews.

Final Exam 20%

- You will be graded on your ability to express your ideas in writing.

Total 100%

You will need:

- An A4 clear file for storing all your materials and homework
- A P.C. email address
- To find someone from a different country to interview in the summer. Try to find someone from outside the university if you can
- Access to a cassette/M.D. recorder for the summer assignment

Week 1: What is Culture?

Task 1.1

What is culture?

Read the definition of culture in the box and discuss it with your group.

What is culture?

Culture is 'a learned set of shared interpretations about beliefs, values and norms, which affect the behaviors of a relatively large number of people.'

From Intercultural Competence
by Lustig, M. and Koester, J. (1999) p30.

Task 1.2

Fairies and milk teeth

Look at the picture of Sophie. Her front teeth have fallen out. Read the conversation and answer the questions below.

- Jenny: Look...your front teeth have fallen out, haven't they Sophie?
- Sophie: Yes, they fell out last week...
- Jenny: Really? And what did you do with them?
- Sophie: I put them under my pillow for the fairies.
- Jenny: Really? And why did you do that?
- Sophie: The fairies come and take them at night...when you're asleep...
- Jenny: Really? And what do the fairies do with your teeth?
- Sophie: They use them to make little fairy houses...
- Jenny: Really?
- Sophie: And they give you money for them...
- Jenny: Really? How much money did you get?
- Sophie: I got 10 pence...The fairies left it under my pillow...



Task 1.2: Questions

1. When did Sophie's front teeth fall out?

2. What did she do with them and why?

3. What do the fairies use milk teeth for?

4. What do children get in return?

5. What do Japanese children do with their milk teeth and why?



<http://www.flowerfairies.com/>

<http://fairies.artpassions.net/>



Task 1.3

What are beliefs?

Read the paragraph below. Look at the scene from the computer game Onimusha and answer the questions below.

Reading: Beliefs

What do you 'know' about the world? What do you 'believe' about the world? What is the difference between what you 'know' and what you 'believe'? Which is real and which is not? Beliefs are ways of interpreting the world that we learn through our culture and assume to be true. People are usually not conscious of their beliefs. Culturally shared beliefs are basic assumptions about what the world is like which typically go unnoticed. What do you believe about the world?

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)

1. What is the bright light in the warrior princess' hand?



2. What is KI? Define KI in English, in your own words.

3. Do you know or do you believe KI exists? Why? Why not?

Task 1.4

What are values?

Read the paragraph about values and number the items below from clean (1) to dirty (5.)

Compare your answers with your group.

Reading: Values

Values involve what a culture regards as good or bad, right or wrong, fair or unfair, just or unjust, beautiful or ugly, clean or dirty, valuable or worthless, appropriate or inappropriate, and kind or cruel. Values differ from culture to culture. Some things can be deeply valued in one culture but not so strongly in another. Some things positively valued in one culture may be negatively valued in another.

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)

Clean and Dirty

1. (...) Letting a cat sleep on your bed
2. (...) Taking a bath in water someone else has used
3. (...) Wearing shoes indoors
4. (...) Lying on your bed with your shoes on
5. (...) Wearing plastic slippers hundreds of other people have used
6. (...) Letting your dog live indoors
7. (...) Drying your hands with the same towel used for drying dishes

Task 1.5

What are norms?

Read the paragraph and identify the Japanese norms from the list below. Compare your answers with your group.

Reading: Norms

Norms are the surface characteristics of culture and are based on beliefs and values. Norms are ways of behaving and communicating, so they can easily be observed. People are expected to do or say certain things in certain situations and if a person does not do or say these things, they may be criticised. As a result, people from all cultures come to believe that their cultural norms are 'right' and sometimes that the norms of other cultures are 'wrong'. There is a strong connection between beliefs, values and norms.

Adapted from Intercultural Competence by
Lustig, M. and Koester, J. (1999)

Japanese norms?

1. (...) Ladies wear veils to cover their faces in public
2. (...) High school students spend up to twenty hours a week on club activities
3. (...) Neighbours weed the local area together on some Sunday mornings
4. (...) 18-25 year olds go to the pub and go dancing every Friday night
5. (...) High school students often take a year-off before going to university
6. (...) People change jobs and homes regularly
7. (...) People seek lifetime employment from their employer

Task 1.6

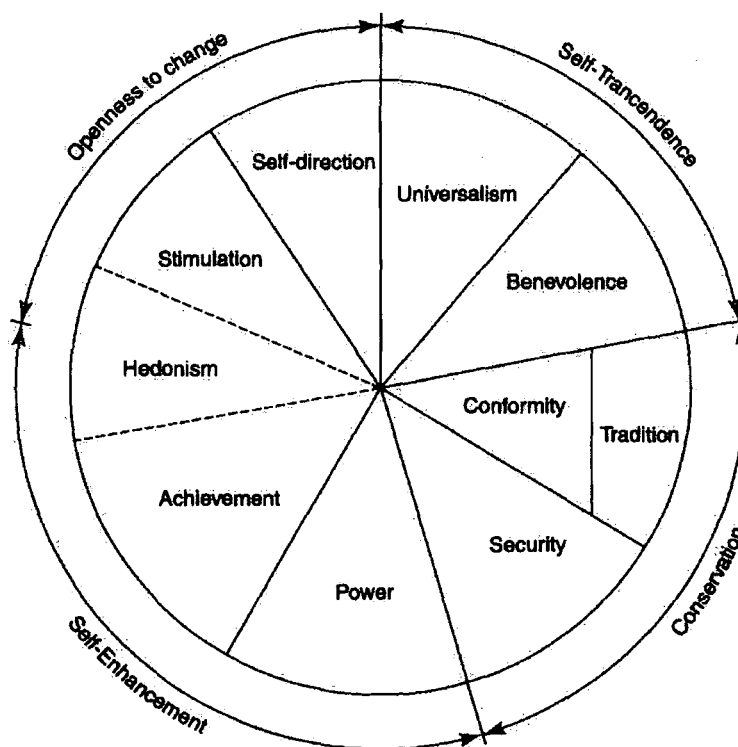
Value Types

Read the paragraph, look at the diagram and check the vocabulary.

Reading: Schwartz' Value Types

Shalom Schwartz researched values in 49 different countries and found ten universal value types a culture may have, which serve as central cultural goals. In the diagram, the ten values are arranged into four groups; openness to change, self-transcendence, conservation and self-enhancement. Cultures will probably value all the value types within one group and are less likely to value the ones grouped on the opposite side of the circle.

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)



Week 1: Homework : Task 1:

'What is Culture?'

Write a 250-word essay in English discussing the definition of culture given in Task 1.1 and adding ideas of your own. Please email your essay to me by next week at the following address: XXX

Week 2: Power and Achievement

Task 2.1

Ambitions

Answer the questions in the box. Then, read the two conversations with your partner and fill in the table below.

Questions

1. Are you ambitious? If so, what are your ambitions and why?

2. If not, why not?

| | Tom | Stephen | Laura | Alison |
|-----------------------------------|-----|---------|-------|--------|
| Are they ambitious? | | | | |
| What are their ambitions and why? | | | | |
| If not, why not? | | | | |

Alison and Tom

Alison: So how about you, Tom? You're a lawyer. You must be quite ambitious.

Tom: I suppose so. I want a top job with a big law firm in London. Social prestige and money are really important to me. I want a big house and a flashy car...preferably a Porsche!

Alison: Sounds great but the long hours wouldn't suit me! Money isn't so important to me and I don't want to be anybody else's boss. I want to start my own business and work from home. I need to be independent and I need time for my badminton. I'm in a club at Leisure World and we really want to win the championships this year. I love winning but I just do it for fun really!



What's Leisure World?

Leisure World is the name of a sports centre in Colchester, Essex. There are many kinds of clubs people can join ranging from boxing and scuba-diving to judo and badminton. The clubs meet once or twice a week and are open to all members of the public.



<http://www.colchesterleisureworld.co>

What's a 'big' house?

Lots of British people dream of having a big house. This is the kind of house Tom is dreaming about buying. It is a farmhouse in the countryside and has 5 bedrooms, 3 bathrooms, 4 receptions rooms, big gardens, and a paddock and stables for horses. It is very expensive.



<http://www.freeserve.assertahome.com/servlets/PropertySearchControllerServlet>

Stephen and Laura

Laura: Are you ambitious, Stephen?

Stephen: No, not really. I have everything I need; a nice job, a home and a lovely girlfriend. We're planning to get married. I wouldn't change anything for the world. How about you?

Laura: Well, I want to be a politician. I'm not power-hungry but if you really want to bring about social change, you have to be in a position to make decisions that really count. I'd like to be an M.P. by the time I'm thirty!

Stephen: That sounds like a lot of hard work but I know what you mean. I have to make lots of decisions as captain of the football team, which is a big responsibility. Sometimes we win, sometimes we lose but the other players seem to respect me and I like that.



What's an M.P.?

An M.P. is a Member of Parliament; a politician elected by people in their local area to represent their interests in Parliament. M.P.s spend some time in their local area, when people can visit them to complain or inform them about social problems, so that their M.P. can discuss the problem at the Houses of Parliament in London.



<http://www.tourist-information-uk.com/parliament.htm>

What's football?

Football, or soccer, is the most popular sport in Britain. It is mostly played by men but also enjoyed by lots of women as a spectator sport. The main British league is called the Premier League. People usually support one team and like to watch matches on TV or live. The European League is also very popular.



<http://news.bbc.co.uk/sport2/hi/football/>

Task 2.2

Who values power and achievement?

Read the paragraph about power and achievement and then read the two conversations again. What does each person value? Circle one or both of the values and give a reason for your answer.

Reading: Power and Achievement

People who value power care about social status and prestige. They like to have control over other people or resources and value wealth and authority. People who value achievement care demonstrating their competence according to social standards. They want to be capable and influential. Personal success is very important to them, so they tend to be ambitious.

Adapted from Schwartz S.H. et al,
Value Priorities and Social Desirability: Much Substance, Some Style.
British Journal of Social Psychology. 36.1997.p7.

1. Laura values power/achievement because

.....

2. Tom values power/achievement because

.....

3. Stephen values power/achievement because

.....

4. Alison values power/achievement because

.....

Task 2.3

Power and achievement in your life

Are power and achievement important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I (would/would not) like to have a job with high social status because
2. Money is (not/quite/very/extremely) important to me because
3. I (do/do not) enjoy being in a position of authority because
4. Winning games is (not/quite/very/extremely) important to me because
5. Passing exams is (not/quite/very/extremely) important to me because
6. I (never/sometimes/always) try to influence people around me because.....

Task 2.4

Cultural Awareness Strategy 1: Comparison

Read the information below and discuss it with your group.

Cultural Awareness and Comparison

Cultural awareness is being aware of other cultures and how they operate. One approach we can take is to compare particular aspects of another culture with our own. When we are comparing cultures, we are looking specifically for points of similarity between them. To do this effectively, we must be aware of both our own culture and the other culture. This means that we must reflect upon our own culture and values in order to understand another culture.

Task 2.5

Comparing

Read the conversation below. Jane and Stephen are shopping for clothes. Jane and Stephen are comparing clothes. Underline the comparisons they make. Which of the expressions in the box do they use?

Comparing: Useful Expressions

1. X is (exactly/almost/practically) the same as Y.
2. X is (quite/very/rather) similar to Y in that they both....
3. X is and so is Y.
4. X is ... and Y is too..
5. X and Y are (quite/very/rather) similar in that they both..

| | |
|----------|--|
| Jane: | So, which top do you like best? The blue one, the pink one or the green one? |
| Stephen: | Well, the blue one is nice and the green one is too. |
| Jane: | And what about the pink one? |
| Stephen: | It's OK. |
| Jane: | Well, the blue one and the green one are quite similar. |
| Stephen: | Yes, but I think that style suits you. Why don't you get them both? |
| Jane: | Yes, I think I might. |
| Stephen: | Come on then. Hurry up! |

Task 2.6

Comparing

Look back at your sentences on power and achievement in task 2.3. Work with your partner. Identify some similarities between you.

Week 2: Homework: Task 1

Write a paragraph (5-10 sentences) about power and achievement in your life. Email it to: XXX

Week 2: Homework: Task 2

Write six questions for your summer assignment questionnaire. Write three questions to find out whether someone values power and three questions to find out whether someone values achievement. Email your questions to: XXX

Benevolence and Universalism

Task 3.1

Voluntary Work

Read the definitions of voluntary work and voluntary from the Collins Cobuild CD-Rom Dictionary. Answer the question in the box. Then, read the two conversations with your partner and fill in the table below.

- Voluntary work is done by people who are not paid for it, but who do it because they want to.
- Voluntary describes actions that you do freely, because you choose to do them and not because you have been forced to do them.

Question

2. Would you like to do some voluntary work? Why? Why not? What kind?

| | Stephen | Tom | Laura | Alison |
|--|---------|-----|-------|--------|
| What kind of voluntary work would they do? | | | | |
| Why? | | | | |

Stephen and Tom

- Stephen: Hi, Tom. How are you doing? I'm going to Iceland next week!
- Tom: Iceland? Are you going on holiday?
- Stephen: Well, it's a conservation holiday. I'm going to do some conservation work in Jokulsargljufur national park in north-west Iceland with B.T.C.V. for 2 weeks. I want to do my bit for the environment.
- Tom: Wow. That sounds exciting.
- Stephen: I'm very involved in voluntary work myself. I help raise money for Comic Relief. We raise lots of money for poor people in the U.K. and round the world and have fun at the same time, which I think is great.



What is Comic Relief?

Comic Relief raises money for charity through comedy and laughter. Since 1985 Comic Relief has raised more than £250 million for vulnerable people in the U.K., Africa and round the world. On Red Nose Day, lots of British people wear a red nose and raise money voluntarily.



<http://www.comicrelief.com/entry.shtml>

1

What is B.T.C.V.?

The British Trust for Conservation Volunteers organises conservation holidays to protect the environment. Volunteers pay money to take part in conservation projects in the UK and abroad, such as planting trees and clearing ponds. They even come to Japan!



Jokulsargljufur National Park,
Iceland

Laura and Alison

- Alison: So how about you, Laura? Are you interested in doing any voluntary work?
- Laura: Well, I'd probably help train my sister's athletics team, if I had enough time. My sister's in a wheelchair and doing sport has really improved the quality of her life. I'd like to raise money to help other disabled people in other places too. What about you?
- Alison: Fund-raising, probably. Our local church is over 800 years old and they need £300,000 to restore it. They're always looking for fund-raisers but so far, I haven't had the time. I'm not so religious but it's a beautiful building. It's part of our local heritage and I think that's important.



What is church restoration?

Many churches in the U.K. are extremely old and expensive to maintain. Manorbier Church, for example, needs new electricity and heating systems. Its roof, tower and windows need repairing. This will cost £300,000, so local people help raise money for the church.



<http://manorbierchurch.co.uk/>

What is wheelchair sport?

Wheelchair sport, such as track and field athletics, table tennis, rugby, archery, shooting and snooker, can help disabled people in many different ways. There are many clubs, sports camps and competitions for them. Ordinary people can volunteer help and do fund-raising.



Who is this? See:
<http://news.bbc.co.uk/sport2/hi/athletics/1025207.stm>

Task 3.2

Who values universalism and benevolence?

Read the paragraph about universalism and benevolence and then read the two conversations again. What does each person value? Circle one or both of the values and give a reason for your answer.

Reading: Universalism and Benevolence

People who value universalism care about the welfare of all people and nature as a whole (even people they don't know.) They recognise and value the fact that people of all countries and cultures, along with nature, inhabit the same universe. They value wisdom, have a strong sense of social justice and aspire towards a world at peace. They tend to be broad-minded and value equality between people. They see beauty in the world, value unity with nature and seek to protect the environment. People who value benevolence care about the welfare of people around them; people they know and see often. They are very active in helping those around them, are loyal and honest, tend to be forgiving and value true friendship.

Adapted from Schwartz S.H. et al, Value Priorities and Social Desirability:
Much Substance, Some Style.
British Journal of Social Psychology. 36.1997.p7.

1. Laura values universalism/benevolence because

.....

2. Tom values universalism/benevolence because

.....

3. Stephen values universalism/benevolence because

.....

4. Alison values universalism/benevolence because

.....

Task 3.3

Universalism and benevolence in your life

Are universalism and benevolence important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I (never/sometimes/often) donate money to charity because
2. I (would like to/probably would not) do voluntary work to help people I don't know because
3. Spending time with friends is (not so/quite/very/extremely) important to me because
4. Helping people close to me is (not so/quite/very/extremely) important to me because
5. I do (very little/a lot) to help protect the environment because
6. I do (very little/a lot) to help protect animals because

Task 3.4

Cultural Awareness Strategy 2: Contrasting

Read the information below and discuss it with your group.

Cultural Awareness and Contrast

To develop our cultural awareness, another approach we can take is to contrast particular aspects of another culture with our own. When we are contrasting cultures, we are looking specifically for points of difference between them. Again, to do this effectively, we must be aware of both our own culture and the other culture, which means that we must reflect upon our own culture and values in order to understand another culture.

Task 3.5

Contrasting

Read the conversation below. Underline the contrasts made by Tom and Stephen as they discuss Stephen's conservation holiday. Which expressions do they use from the box?

Contrasting: Useful Expressions

1. X (is different from/differs from) Y in that
2. (Whereas/While) X....., Y
3. X is (more/less)....than Y.
4. X isn't as as Y.
5. X doesn't as Y.

Tom: Stephen, before, you were talking about going on a conservation holiday to Iceland. Is it like a package holiday?

Stephen: Well, it's different from a package holiday in that you actually have to work.

Tom: Work? So, it's not actually a holiday?

Stephen: Well, it is a holiday but whereas you spend most of your time relaxing if you go on a package holiday, you spend your time working to protect the environment on conservation holiday.

Tom: I see.

Stephen: So personally, I think conservation holidays are more rewarding.

Task 3.6

Contrasting

Look back at your sentences on universalism and benevolence in task 3.3. Work with your partner. Contrast your ideas.

Week 2: Homework: Task 1

Write a paragraph (5-10 sentences) about universalism and benevolence in your life.
Email it to: XXX

Week 2: Homework: Task 2

Write six questions for your summer assignment questionnaire. Write three questions to find out whether someone values universalism and three questions to find out whether someone values benevolence. Email your questions to: XXX

Tradition, Conformity and Security

Task 4.1

Summer Holidays

Answer the question in the box. Then, read the two conversations with your partner and fill in the table below.

2. What are you doing in the summer holidays and why?

| | Laura | Stephen | Alison | Tom |
|--------------------------------------|-------|---------|--------|-----|
| What are they doing in the holidays? | | | | |
| Why? | | | | |

Laura and Tom

Tom: Hi, Laura. It's not long until the summer holidays. Do you have any plans?

Laura: Yes, I'm going down to Cornwall to visit my parents. They retired down there last year and I want to make sure they're OK. I'm going down with my sister and her children. It'll be nice to spend some quality time together as a family. How about you?

Tom: Well, I'm going to Ibiza for 2 weeks. All my friends are going, so I can't miss out on that! I've started shopping already! I just have to get the latest designs, the latest colours...I hate anything that looks old-fashioned. I just qualified as a lawyer, so for the first time in my life, I have a bit of money to spend, which is great!

Laura: Great! Roll on the summer!



Where is Cornwall?



Cornwall is a county in south-west England, famous for its beautiful beaches. It is a popular tourist resort in Britain and many people want to retire there.

<http://www.beautiful-cornwall.co.uk/>

Where is Ibiza?



Ibiza is a Spanish island in the Mediterranean Sea. It is a very popular tourist destination for young British people who want to sunbathe on the beach during the day and go dancing in night clubs at night. People often like to go there with a group of friends.

<http://www.red2000.com/spain/balear-es/ibiza/>

Alison and Stephen

Alison: Hi, Stephen. How are things? Do you have any plans for the summer?

Stephen: No, not really. I think I'll just relax and take it easy. Jane and I really should start saving up to get married. We'll probably just go down to the pub as usual and spend time with friends. We see the same people there every week, which is nice. And we'll probably have a few day trips in the countryside...visit a few country pubs!

Alison: Well, we'll probably go to Scotland to see some friends. We want to go to the Edinburgh festival in August and see some traditional Scottish dancing. I love all those kinds of traditions. I really want to see the Military tattoo.

Stephen: Sounds like fun.



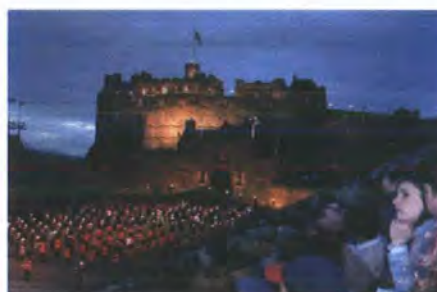
What's a pub?



English pubs are places you go to drink and relax. They are often hundreds of years old and serve many kinds of beer. They have interesting names such as The Green Man, The Rose and Crown and The George. This one is called The Half Moon Inn. It is one of the prettiest pubs in England.

<http://www.the-halfmoon-inn.co.uk/>

What's the Edinburgh Festival?



The Edinburgh Festival is held in Scotland every August for two weeks. It attracts people from all over the world. Cultural events and shows take place all over the city. The Military Tattoo is held inside Edinburgh Castle. Lots of soldiers parade up and down and the castle is lit up at night.

<http://www.edinburgh-tattoo.co.uk/>

Task 4.2

Who values tradition, conformity and security?

Read the paragraph about tradition, conformity and security and then read the two conversations again. What does each person value? Circle one or both of the values and give a reason for your answer.

Reading: Tradition, Conformity and Security

People who value tradition accept, respect and are committed to their culture, its religion, customs and ideas. They accept their role in life and are humble. People who value conformity care about respecting social expectations and norms. They do not wish to upset or harm others and value restraint. They are obedient, value self-discipline, politeness and honour their parents and elders. People who value security care about safety, harmony and the stability of society, relationships and the self. They value family security, national security and social order. They believe that if someone does you a favour, you should do them a favour back. They also tend to value cleanliness.

Adapted from Schwartz S.H. et al, Value Priorities and Social Desirability:
Much Substance, Some Style. British Journal of Social Psychology.
36.1997.p7.

1. Laura values tradition/security/conformity because
2. Tom values tradition/security/conformity because
3. Stephen values tradition/security/conformity because
4. Alison values tradition/security/conformity because

Task 4.3

Tradition, conformity and security in your life

Are tradition, conformity and security important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I think it is (not/quite/very/extremely) important to respect Japanese traditions because
2. Having a strong sense of being 'Japanese' is (not/quite/very/extremely) important to me because
3. I (never/usually/always) follow fashion and wear the same kind of clothes as everyone else because ...
4. If my parents ask me or advise me to do something, I (never/usually/always) do it because
5. If someone does me a favour, I (never/usually/always) do one back because
6. Spending quality time with my family is (not/quite/very/extremely) important to me because

Task 4.4

Cultural Awareness Strategy 3: Judge and Justify

Read about judging and justifying and discuss it with your group.

Judge and Justify

When we experience another culture, we tend to judge it as being good, bad, right or wrong, according to our own cultural standards, which can sometimes amount to prejudice. Judging is natural but we should think carefully about our judgments and give good reasons for (justify) them.

Task 4.5

Judging and Justifying

Read the conversation below. Stephen and Alison are discussing local pubs. Underline the judgments and justifications (the reasons they give). Which expressions do they use from the box?

Judging and Justifying: Useful Expressions

- I (really like/like/don't like) X because ...
- I think you are (right/wrong) because...
- I totally (agree/disagree) with you because ...
- X is not (so good/such a good idea) because
- I think that (is/would be) a (good/bad) thing because....
- I think it's (good/bad) that you ... because

Stephen: Alison, can you recommend any nice pubs round here?
Alison: How about The Red Lion just down the road. It sells good local ale and the atmosphere is nice.
Stephen: I really don't like that pub because its too smoky.
Alison: Well, the pub down in the village is nice but it's a bit far..
Stephen: Yes, I totally agree. It is a bit far and I don't really have much time.
Alison: What about The George? That isn't too smoky.
Stephen: That's a good idea. See you later!

Task 4.6

Judging and Justifying

Look back at your sentences on tradition, conformity and security in task 4.3. Work with your partner. Judge your partner's ideas and justify your judgment by giving a good reason.

Week 4: Homework: Task 1

Write a paragraph (5-10 sentences) about tradition, conformity and security in your life. Email it to XXX

Week 4: Homework: Task 2

Write nine questions for your summer assignment questionnaire. Write three questions each to find out whether someone values tradition, conformity and security. Email your questions to XXX

Hedonism, Stimulation and Self-Direction

Task 5.1

Free time

Answer the question in the box. Then, read the two conversations with your partner and fill in the table below.

1. How do you spend your free time?

2. Why?

| | Alison | Tom | Laura | Stephen |
|---|--------|-----|-------|---------|
| How does each person spend their free time? | | | | |
| Why? | | | | |

Alison and Tom

Tom: Hi, Alison. What are you up to this weekend?

Alison: Well, on Sunday, I'm going to spend a day on a health farm. It's a bit expensive but sometimes, I just need to pamper myself and have a bit of luxury in life. You can have massages, beauty treatments and do things like Tai Chi and meditation. On Monday, I'll feel like a new woman!



Tom: Sounds nice. Well, I'm going clubbing in Birmingham with some friends on Friday night. There's a new club just opened which is supposed to be really good. We're just going to have a few drinks and really let our hair down. I love club music. It just makes you want to dance. You just can't beat the feeling.



Alison: Well, have a great time.

What is a health farm?



A health farm is a special kind of hotel you can visit for one or more days, which offers a range of services or activities to help you de-stress, get fit, lose weight, eat healthy food or simply to pamper yourself. They often have a spa and the food is always very healthy and nutritious. They are quite expensive to visit and are seen as a luxury by most people.

<http://www.healthyvenues.co.uk/>

What is clubbing?



Clubbing means to go dancing in nightclubs, which is a really popular activity amongst young people, especially on Friday and Saturday nights. The music is very loud and exciting. People often dance until the early hours of the morning and drink a lot. People may go to a few clubs in one evening.

<http://www.uk-clubbing-directory.co.uk/>

Laura and Stephen

Stephen: Hi, Laura. What are you up to this weekend?

Laura: Well, I'm going to spend a bit of time planning my next expedition to Scotland for the Duke of Edinburgh's Gold Award. I can't believe I've almost finished my gold. What will I do next? I'll have to find some other goal in life.



Stephen: Wow. That's impressive. The Duke of Edinburgh's award sounds a bit too energetic to me. I just like getting away from it all and relaxing. If I have a free weekend, I love going to Scotland, especially the Isle of Skye. If the weather's good, you can't beat it. I love the feel of the sun on your face and swimming in cold mountain streams. It's sheer pleasure. Really invigorating.



Laura: Yeah. I know what you mean. I love that too.

What is the Duke of Edinburgh's Award?



The Duke of Edinburgh's Award is an activity scheme for young people aged 14-25. Practical, cultural and adventurous activities help young people develop. There are three awards: bronze, silver and gold. Activities involve helping people in the local community, expeditions (on foot or horseback, by boat or cycle), skills and physical recreation.

<http://www.theaward.org/>

Where is the Isle of Skye?



Isle means island. The Isle of Skye is one of the many small islands off the north-west coast of Scotland. It is very remote and peaceful and has some dramatic mountains. It is popular with walkers, campers and cyclists. There are many beautiful beaches and lochs. 'Loch' is the Scottish word for 'lake.'

<http://www.skye.co.uk/index.html>

Task 5.2

Who values Hedonism, Stimulation and Self-direction?

Read the paragraph about hedonism, stimulation and self-direction and then read the two conversations again. What does each person value? Circle one, both or all three values and give reasons for your answers.

Reading: Hedonism, Stimulation and Self-direction

People who value hedonism care about the stimulation of the senses and seek pleasure in life. Enjoying life is very important to them. People who value stimulation like excitement, novelty and new challenges. They tend to be quite daring and live a varied and exciting life. People who value self-direction think that independence of thought and action is important. They like setting their own goals and work to achieve them. They like being creative, are curious about life and value freedom. They tend to make decisions independently of others.

Adapted from Schwartz S.H. et al, Value Priorities and Social Desirability:
Much Substance, Some Style. British Journal of Social Psychology.
36.1997.p7.

1. Laura values hedonism/self-direction/stimulation because

2. Tom values hedonism/self-direction/stimulation because

3. Stephen values hedonism/self-direction/stimulation because

4. Alison values hedonism/self-direction/stimulation because

Task 5.3

Hedonism, stimulation and self-direction in your life

Are hedonism, stimulation and self-direction important to you? Choose one of the options in brackets and complete the sentences below. Compare your answers with your group.

1. I (never/rarely/sometimes/often) do things for sheer pleasure. For example, I
2. Having a good time and enjoying life (is/is not) one of my top priorities because
3. I would say I (am/am not) a daring person because
4. I (never/rarely/sometimes/often) do things because they are exciting. For example, I
5. I (never/rarely/sometimes/usually) make decisions independently of others because
6. Setting goals and working to achieve them is (not so/quite/very/extremely) important to me because

Week 5: Homework: Task 1

Review Schwartz's value types and the 3 paragraphs you wrote about your values. Develop your paragraphs into an essay. Include a new paragraph on hedonism, stimulation and self-direction. Use a computer. Bring a copy of your essay to class next week and be ready to present it to the class. Email your essay to: XXX

Week 5: Homework: Task 2

Write nine questions for your summer assignment questionnaire. Write three questions each to find out whether someone values hedonism, stimulation and self-direction. Email them to: XXX

Week 5: Homework: Task 3: Value Chart

Reflect on which of Schwartz's values are the most and least important to you. Shade in the chart below.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

Value Chart

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Speeches 1**Task 6.1****Critical Evaluation**

Listen to each speaker. Identify key points about their values. Identify which of Schwartz's value types they are referring to. State your value type. Are your value types similar or different? (Circle similar or different.) Judge the speaker on each point. (Circle positive or negative.) Give a reason to justify your judgment.

| | KEY POINT | SPEAKER VALUE TYPE | MY VALUE TYPE | | JUDGE | JUSTIFY |
|----|-----------|--------------------|---------------|-----------------------|-------|---------|
| 1 | | | | SIMILAR/ DIFFERENT | + / - | |
| 2 | | | | SIMILAR/ DIFFERENT | + / - | |
| 3 | | | | SIMILAR/ DIFFERENT | + / - | |
| 4 | | | | SIMILAR/ DIFFERENT | + / - | |
| 5 | | | | SIMILAR/ DIFFERENT | + / - | |
| 6 | | | | SIMILAR/ DIFFERENT | + / - | |
| 7 | | | | SIMILAR/ DIFFERENT | + / - | |
| 8 | | | | SIMILAR/ DIFFERENT | + / - | |
| 9 | | | | SIMILAR/ DIFFERENT | + / - | |
| 10 | | | | SIMILAR/ DIFFERENT | + / - | |

Task 6.2**Questions**

After each speech, ask the speaker questions to find out more information and develop your notes.

Task 6.3

Value Chart

Guess the speaker's value profile. Fill in the value chart.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Speeches 2

Task 7.1

Critical Evaluation

Listen to each speaker. Identify key points about their values. Identify which of Schwartz’s value types they are referring to. State your value type. Are your value types similar or different? (Circle similar or different.) Judge the speaker on each point. (Circle positive or negative.) Give a reason to justify your judgment.

| | KEY POINT | SPEAKER VALUE TYPE | MY VALUE TYPE | | JUDGE | JUSTIFY |
|----|-----------|--------------------|---------------|-----------------------|-------|---------|
| 1 | | | | SIMILAR/ DIFFERENT | + / - | |
| 2 | | | | SIMILAR/ DIFFERENT | + / - | |
| 3 | | | | SIMILAR/ DIFFERENT | + / - | |
| 4 | | | | SIMILAR/ DIFFERENT | + / - | |
| 5 | | | | SIMILAR/ DIFFERENT | + / - | |
| 6 | | | | SIMILAR/ DIFFERENT | + / - | |
| 7 | | | | SIMILAR/ DIFFERENT | + / - | |
| 8 | | | | SIMILAR/ DIFFERENT | + / - | |
| 9 | | | | SIMILAR/ DIFFERENT | + / - | |
| 10 | | | | SIMILAR/ DIFFERENT | + / - | |

Task 7.2

Questions

After each speech, ask the speaker questions to find out more information and develop your notes.

Task 7.3

Value Chart

Guess the speaker's value profile. Fill in the value chart.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Speeches 3

Task 8.1

Critical Evaluation

Listen to each speaker. Identify key points about their values. Identify which of Schwartz's value types they are referring to. State your value type. Are your value types similar or different? (Circle similar or different.) Judge the speaker on each point. (Circle positive or negative.) Give a reason to justify your judgment.

| | KEY POINT | SPEAKER VALUE TYPE | MY VALUE TYPE | | JUDGE | JUSTIFY |
|----|-----------|--------------------|---------------|-----------------------|-------|---------|
| 1 | | | | SIMILAR/ DIFFERENT | + / - | |
| 2 | | | | SIMILAR/ DIFFERENT | + / - | |
| 3 | | | | SIMILAR/ DIFFERENT | + / - | |
| 4 | | | | SIMILAR/ DIFFERENT | + / - | |
| 5 | | | | SIMILAR/ DIFFERENT | + / - | |
| 6 | | | | SIMILAR/ DIFFERENT | + / - | |
| 7 | | | | SIMILAR/ DIFFERENT | + / - | |
| 8 | | | | SIMILAR/ DIFFERENT | + / - | |
| 9 | | | | SIMILAR/ DIFFERENT | + / - | |
| 10 | | | | SIMILAR/ DIFFERENT | + / - | |

Task 8.2

Questions

After each speech, ask the speaker questions to find out more information and develop your notes.

Task 8.3

Value Chart

Guess the speaker's value profile. Fill in the value chart.

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Week 8: Homework: Task 1
Negotiate Value Difference

Look at the value charts. You will be paired up with a student who either does not value something you do or values something you do not. Meet this person for homework, write a 2-3 minute conversation in English and bring it to class next week. Your conversation should examine the value difference, how it affects your lives and possible reasons why you value differently. Make a plan to do something. The strong valuer should suggest doing something connected with the value. The weak valuer may resist. You should both be true to your value. Be ready to present the conversation to the class next week. Also, please email a copy to: XXX

Week 8: Homework: Task 2:
My Values

Look at your speech on values. Write your value rating (e.g. +5) at the top of the first column for each value. Tick the aspects of the value you mentioned in your speech.

| | |
|--------------------------|--|
| Benevolence | |
| help people close to you | |
| loyal | |
| honest | |
| forgiving | |
| true friendship | |

| | |
|---|--|
| Self-Direction | |
| independence of action, thought and decision-making | |
| set own goals and work to achieve them | |
| creative | |
| curious | |
| freedom | |

| | |
|-------------------------|--|
| Universalism | |
| welfare of all people | |
| protect nature | |
| wisdom | |
| social justice | |
| world peace | |
| broad-minded | |
| equality between people | |
| beauty in the world | |

| | |
|--|--|
| Tradition | |
| accept, respect and committed to own culture | |
| accept role in life | |
| humble | |

| | |
|------------------------------|--|
| Power | |
| social status | |
| prestige | |
| control over other people | |
| control over resources | |
| wealth | |
| authority | |
| Achievement | |
| demonstrate competence | |
| be capable | |
| be influential | |
| personal success | |
| ambition | |

| | |
|--|--|
| Security | |
| safety | |
| harmony | |
| stability of self, society and relationships | |
| family security | |
| national security | |
| social order | |
| return favours | |
| cleanliness | |

| | |
|------------------------------|--|
| Hedonism | |
| stimulation of the senses | |
| seek pleasure in life | |
| enjoy life | |

| | |
|-----------------------------|--|
| Stimulation | |
| excitement | |
| novelty | |
| new challenge | |
| daring | |
| varied and exciting life | |

| | |
|---|--|
| Conformity | |
| respect social expectations and norms | |
| do not wish to upset or harm others | |
| value restraint | |
| obedient | |
| self-discipline | |
| politeness | |
| honour parents and elders | |

Week 8: Homework:: Task 3

Target Values for Intercultural Communication

Look at the target values I set for intercultural communication for this part of the course. Do you agree they should be target values? If so, give a reason. Do you disagree? If so, cross out YES and give a reason. Do you think any of the other values are important for intercultural communication? If so, write YES and give a reason.

| Benevolence | | Reason |
|--------------------------|-----|--------|
| help people close to you | YES | |
| loyal | | |
| honest | YES | |
| forgiving | | |
| true friendship | YES | |

| Universalism | | Reason |
|-------------------------|-----|--------|
| welfare of all people | YES | |
| protect nature | | |
| wisdom | YES | |
| social justice | YES | |
| world peace | YES | |
| broad-minded | YES | |
| equality between people | YES | |
| beauty in the world | | |

| Tradition | | Reason |
|--|--|--------|
| accept, respect and committed to own culture | | |
| accept role in life | | |
| humble | | |

| Security | | Reason |
|--|--|--------|
| safety | | |
| harmony | | |
| stability of self, society and relationships | | |
| family security | | |
| national security | | |
| social order | | |

| | | |
|----------------|--|--|
| return favours | | |
| cleanliness | | |

| | | |
|---------------------------|--|--------|
| Power | | Reason |
| social status | | |
| prestige | | |
| control over other people | | |
| control over resources | | |
| wealth | | |
| authority | | |
| Achievement | | Reason |
| demonstrate competence | | |
| be capable | | |
| be influential | | |
| personal success | | |
| ambition | | |

| | | |
|---------------------------|--|--------|
| Hedonism | | Reason |
| stimulation of the senses | | |
| seek pleasure in life | | |
| enjoy life | | |

| | | |
|--------------------------|-----|--------|
| Stimulation | | Reason |
| excitement | | |
| novelty | YES | |
| new challenge | YES | |
| daring | | |
| varied and exciting life | | |

| | | |
|---|-----|--------|
| Self-Direction | | Reason |
| independence of action, thought and decision-making | YES | |
| set own goals and work to achieve them | | |
| creative | YES | |
| curious | YES | |
| freedom | | |

| Conformity | | Reason |
|---------------------------------------|--|--------|
| respect social expectations and norms | | |
| do not wish to upset or harm others | | |
| value restraint | | |
| obedient | | |
| self-discipline | | |
| politeness | | |
| honour parents and elders | | |

DIARY FEEDBACK

WEEKS 1-7

I have checked and graded everyone's diaries for weeks 1-7. Here are my comments. There was a very wide range of approaches taken by students. In some cases, we have had deep and meaningful discussions and in others not. The students who have scored most highly were those who engaged in a meaningful dialogue with me and who reflected insightfully on different aspects of the class. Each diary entry was graded out of 10, with two marks each for what you learned and how you felt. I also graded you on whether you offered ideas, asked questions and replied to my messages.

| | | |
|--------------------------------------|------|--|
| What did you learn? | (2) | |
| How did you feel? | (2) | |
| Did you offer ideas? | (2) | |
| Did you ask (me/yourself) questions? | (2) | |
| Did you answer my questions? | (2) | |
| Total | (10) | |

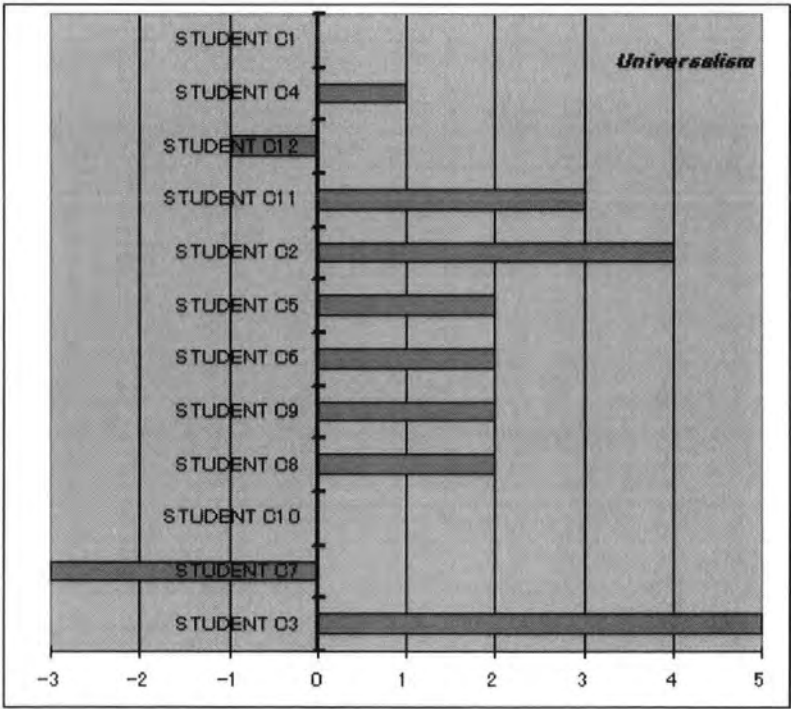
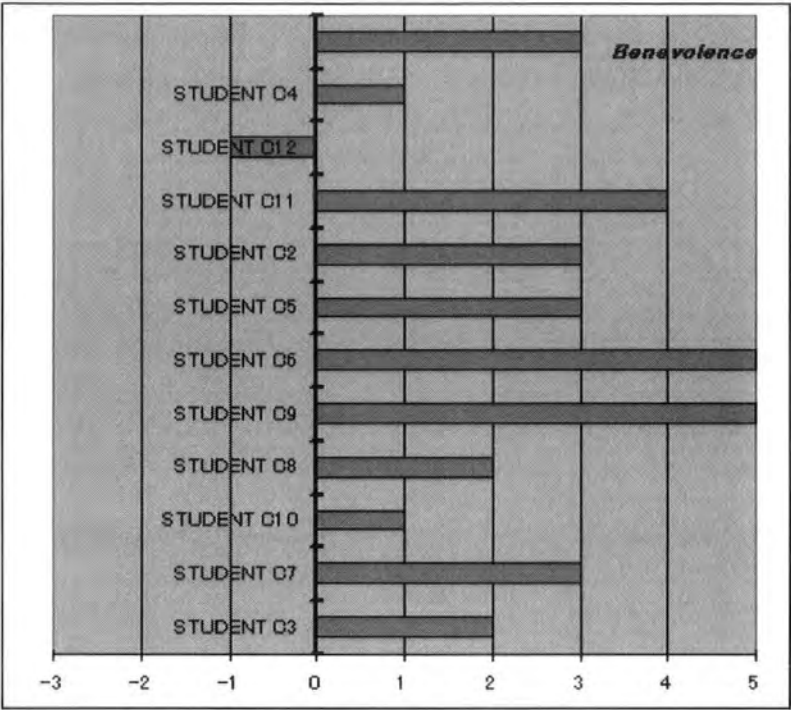
DIARY GUIDELINES

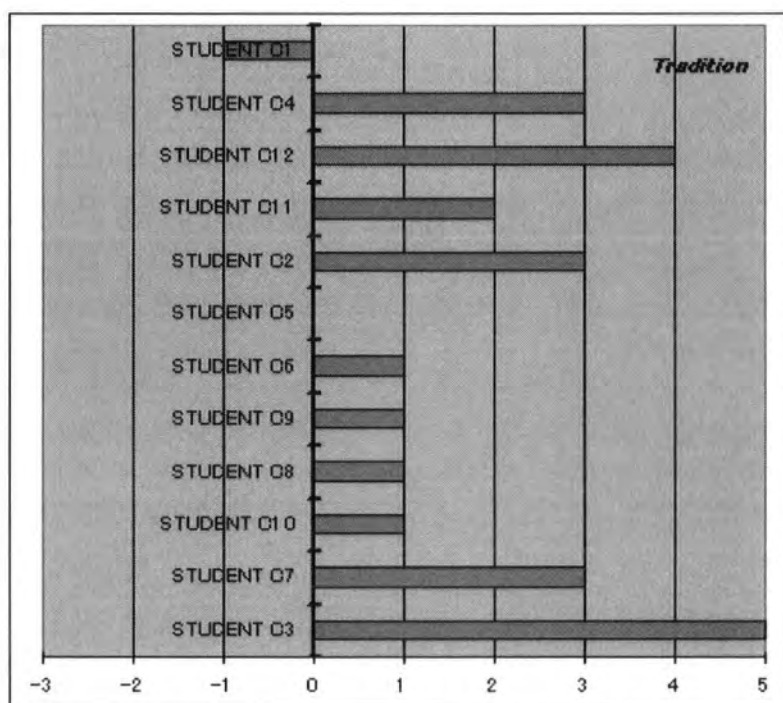
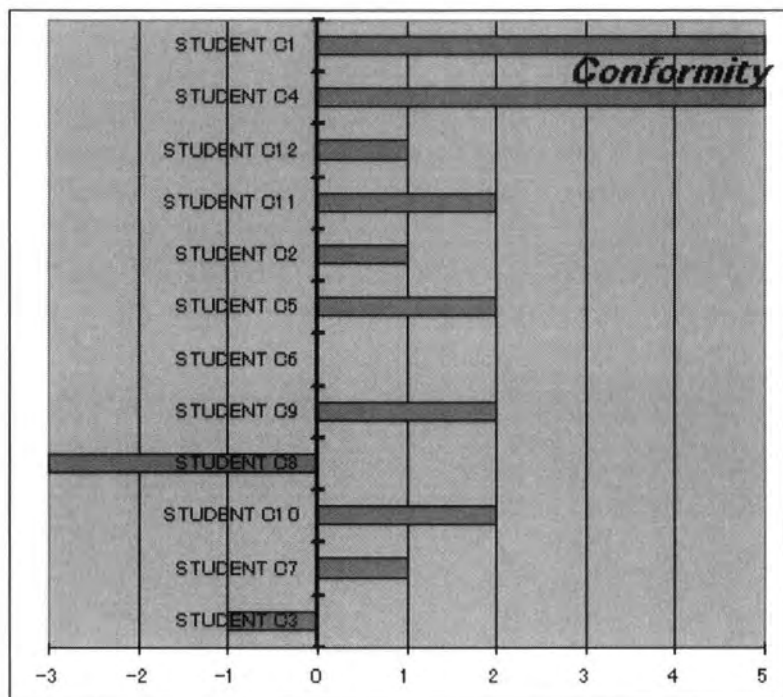
WEEKS 8-15

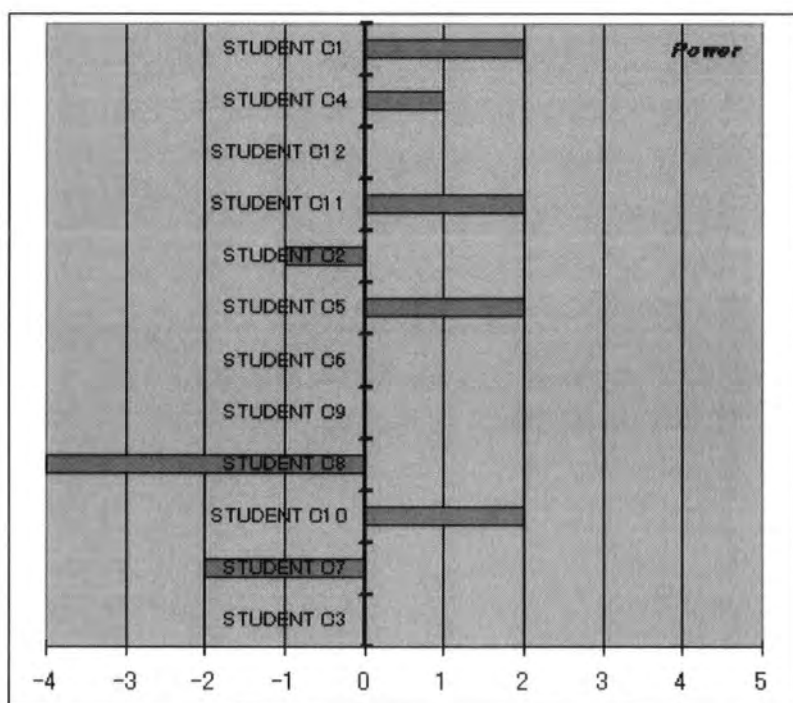
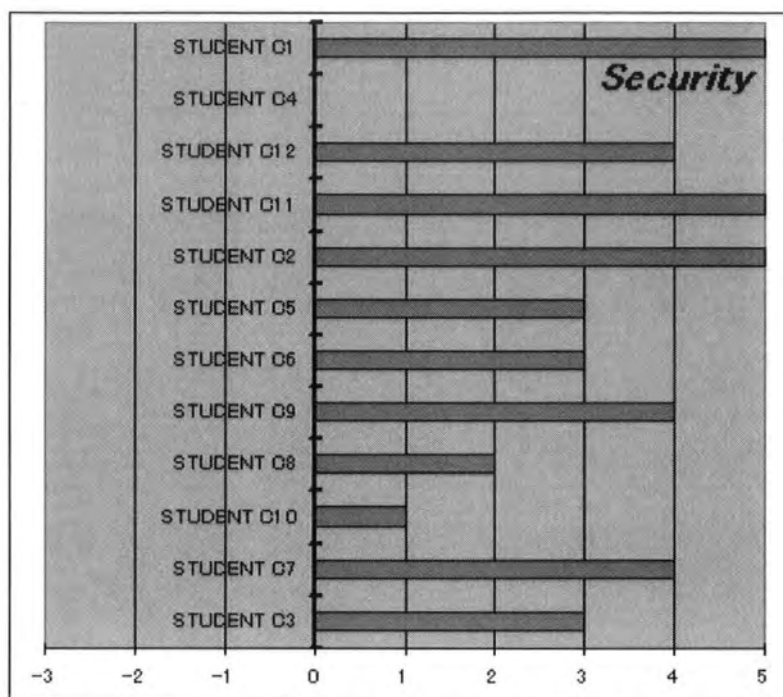
The diary is worth 20% of the grade for this term. The final grade will be the average of the grade for weeks 1-7 plus the average of the grade for weeks 8-15. For those students who want to increase their average, here are some tips:

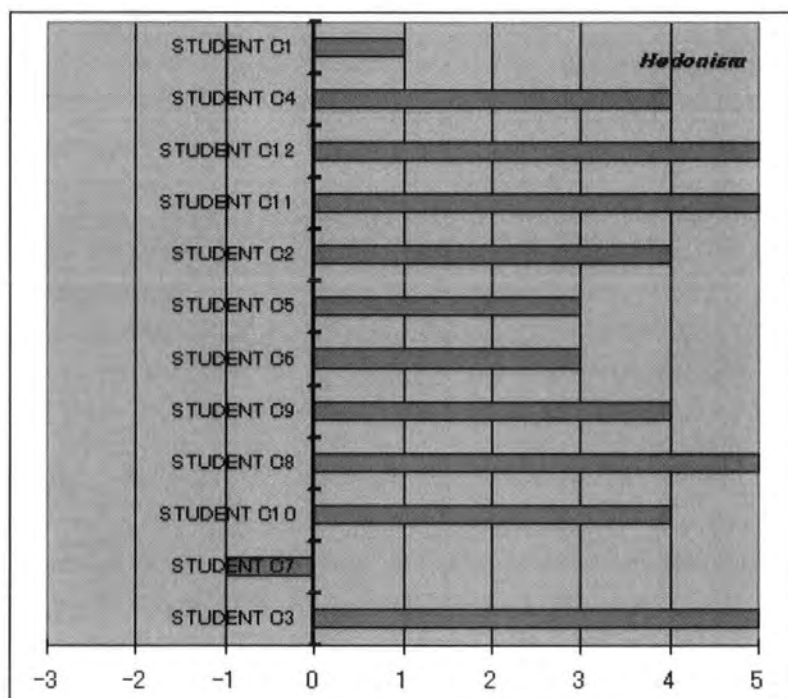
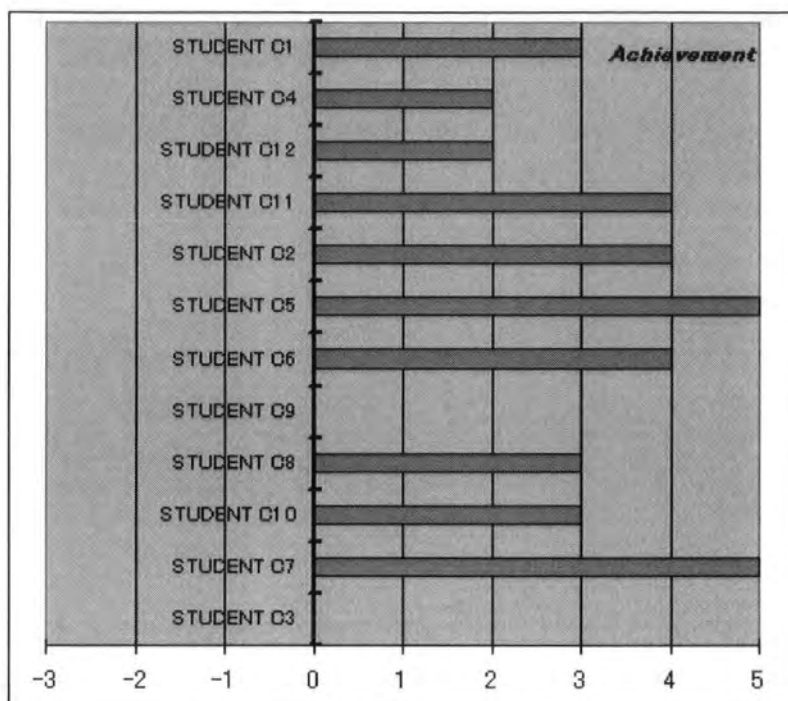
- ask me good questions in order to check your understanding
- ask me questions personally
- answer my questions or at least reply to the message politely
- offer your own ideas about and reactions to the class
- relate ideas we touch upon to your life in new and interesting ways
- identify differences in the meaning of words between Japanese and English

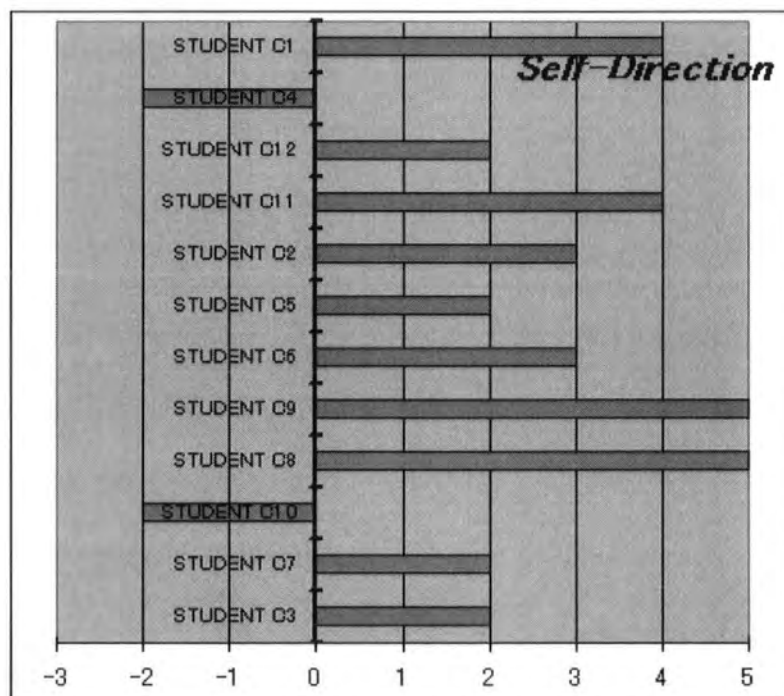
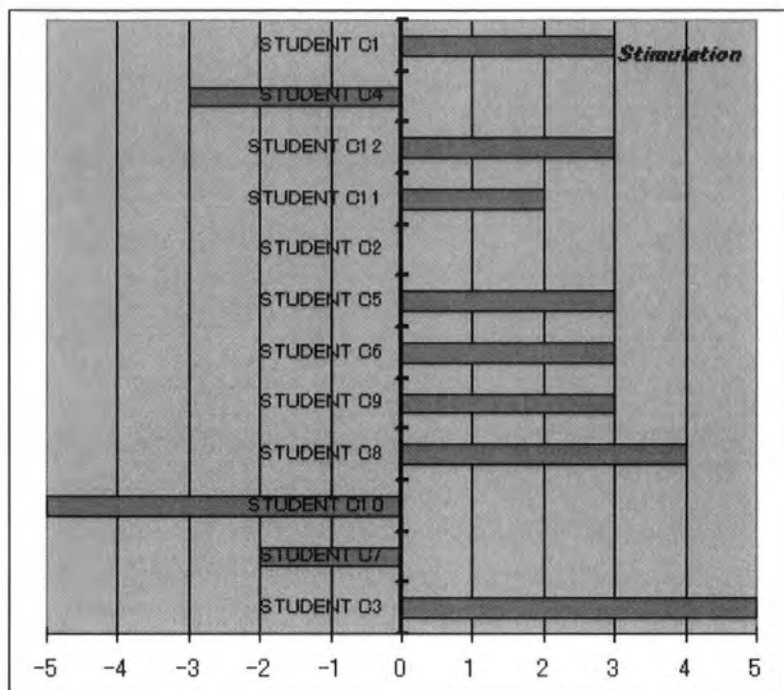
Value Charts











Course 3: Week 9

Presentations 1

Task 9.1

Present your dialogue to the class.

Task 9.2

Listen to each presentation and fill in questionnaire B below.

Week 9 Homework: Task 1

Reflect upon the discussion you and your partner had about values and fill in questionnaire A. Do not show your partner.

Week 9 Homework: Task 2

Negotiate Value Difference

You will be paired up with a student who either does not value something you do or values something you do not. If you were the strong valuer last week, you will be the weak valuer this week, and vice-versa. Meet this person for homework, write a 2-3 minute conversation in English and bring it to class next week. Your conversation should examine the value difference, how it affects your lives and possible reasons why you value differently. Make a plan to do something. The strong valuer should suggest doing something connected with the value. The weak valuer may resist. You should both be true to your value. Be ready to present the conversation to the class next week.
Email to: XXX

Week 9 Homework: Task 3

Negotiate Value Difference

After the discussion, fill in questionnaire A. Do not show your partner.

Questionnaire B

Speaker 1

Speaker 2

Which value is causing the conflict?

State the strength of YOUR value. (+/-)

In the conversation, what did speaker 1 want to do and why?

State speaker 1's value and strength. (+/-)

Think about YOUR value. Give 1 adjective to describe speaker 1 (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

In the conversation, what did speaker 2 want to do and why?

State speaker 2's value and strength. (+/-)

Think about YOUR value. Give 1 adjective to describe speaker 2 (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

What effect do you think the speakers had on each other?

- Speaker 1
- Speaker 2

Could you understand and accept each other's position?

- Speaker 1
- Speaker 2

Could you respect and agree with each other's position?

- Speaker 1
- Speaker 2

Questionnaire A

What is your partner's name?

In the conversation, what did you want to do and why?

State your value and its strength. (+/-)

Give 1 adjective to describe yourself (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

In the conversation, what did your partner want to do and why?

State your partner's value and its strength. (+/-)

Give 1 adjective to describe your partner (in the conversation) with a reason.

| ADJECTIVE | REASON |
|-----------|--------|
| | |

What effect did you and your partner have on each other?

- I felt...
- My partner felt....

Could you understand and accept each other's position?

- I could/could not because ...
- My partner could/could not because....

Could you respect and agree with each other's position?

- I could/could not because ...
- My partner could/could not because....

Course 3: Week 10

Presentations 2

Task 10.1

Present your dialogue to the class.

Task 10.2

Listen to each presentation and fill in questionnaire B below.

Week 10: Homework: Task 1

Essay: A Critical Evaluation of my Values with Reference to Target Values

Write an essay (250-500 words) on the role your values have played in your interactions with other students over the last few weeks. Look back at the following pieces of work:

- Your essay on values
- The critical evaluation sheets you filled in as you listened to all the speeches
- The questionnaires you filled in after talking to your 2 partners with different values to you
- The questionnaires you filled in after you listened to the values presentations by other pairs
- Your diary entries and our diary discussions

Think about:

- ‘What should the target values be for intercultural communication and why?’
- ”How have your values affected your interactions with other students over the last few weeks?”
- “How far do you think your own values will help intercultural communication?”

Deadline: Next week. Bring a copy of your essay to discuss in class next week.

Also, please email a copy to: XXX

Questionnaire B

Listen to the presentation and fill in the questionnaire below.

Speaker 1

Speaker 2

Which value is causing the conflict?

.....

State the strength of YOUR value.

(+/-)

In the conversation, what did speaker 1 want to do and why?

State speaker 1`s value and strength.

..... (+/-)

Think about YOUR value. Give 1 adjective to describe speaker 1 (in the conversation) with a reason.

| | |
|-----------|--------|
| ADJECTIVE | REASON |
| | |

In the conversation, what did speaker 2 want to do and why?

State speaker 2`s value and strength.

..... (+/-)

Think about YOUR value. Give 1 adjective to describe speaker 2 (in the conversation) with a reason.

| | |
|-----------|--------|
| ADJECTIVE | REASON |
| | |

What effect do you think the speakers had on each other?

• Speaker 1

• Speaker 2

Could you understand and accept each other`s position?

• Speaker 1

• Speaker 2

Could you respect and agree with each other`s position?

• Speaker 1

• Speaker 2

Critical Evaluation and Mediation

Task 11.1

Critical Evaluation

Read the definition of critical evaluation below and discuss it with your group.

- In class 1, we defined culture as being beliefs, values and norms. Communicating about value difference is therefore a kind of intercultural communication, even if we are talking to people from our own country. Critical evaluation is a very important skill in intercultural communication. To make a critical evaluation of another culture, we must start by comparing and contrasting it with our own. As we notice similarities and differences, we should judge both our own culture and the other culture giving our reasons. Taking a 'critical' look at culture does not mean that we should criticize it and say it is bad. Being 'critical' means to evaluate culture using our values but then to take a step back and to reflect on our own thought processes and justify them. As we do this, we can develop critical cultural awareness.

Task 11.2

Critical Evaluation

Pair up with your partner from week 11. Discuss the disagreement you had as a result of the value difference. Make a full critical evaluation. Compare and contrast your positions by identifying similarities and differences. Judge and justify your own position and your partner's position. Fill in the Critical Evaluation Chart. Be ready to present your critical evaluation to the class.

Task 11.3

Critical Evaluation Reports and Personal Response

As you listen to the critical evaluation reports, think about your position. What do you think each pair should do? Look at the Values Reference Sheet. Which values affect your response to each pair? And why? Fill in the Critical Evaluation Reports: Personal Response Chart.

Task 11.2
Critical Evaluation Chart

(My partner`s name:)

Compare

- We are similar in that (we both/neither of us)

Contrast

- We differ in that

Judge and Justify (Self)

In my opinion,

- I because
- I because

Judge and Justify (Partner)

In my opinion,

- she because
- she because

Task 11.3**Critical Evaluation Reports: Personal Response Chart**

| | | |
|----|--|----------------|
| 1. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

| | | |
|----|--|----------------|
| 2. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

| | | |
|----|--|----------------|
| 3. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

| | | |
|----|--|----------------|
| 4. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

| | | |
|----|--|----------------|
| 5. | Speaker: | Speaker: |
| | I think they should... | |
| | Because | |
| | The values I am referring to are | |

Task 11.4

Define: Mediate

Read the definition of mediation in the box below (from the Collins Cobuild Dictionary on CD-Rom) and discuss it with your group.

Mediate

If you mediate, you try to settle an argument between two (groups of) people by talking to both (groups) and by trying to find things they can both agree to.

Task 1: Mediate

You will be divided into 4 groups of 3.

In each group, there will be a pair who worked together earlier plus one mediator.

The group of three should meet during the week and discuss the value conflict again.

The pair should discuss the value conflict again. The mediator should tell the pair which values she is going to use to mediate the situation and why. The mediator should

choose target values for mediating the situation. The mediator should look at the values reference sheet and consider whether the values she stated in response to the situation

on the personal response chart) are appropriate for mediating the situation. The mediator should try to mediate a solution that genuinely satisfies both members of the pair. Email

the conversation to me at: XXX

Your name:

Your partner:

Mediator:

Week 11: Homework: Task 2

Writing: Write a definition for KOTATSU.

Week 11: Homework: Task 3: Concept

Reading: What is a concept?

Reading: What is a Concept?

Concepts are ideas people have about certain things. People often have pictures in their heads when they think of particular objects. It is easy to presume that other people's concepts are the same as our own but in fact, they can vary from person to person and from culture to culture. These differences can sometimes cause misunderstandings, especially if we are not even aware that the difference exists. In intercultural communication, we need to explore the other person's concepts and distinguish them from our own. If we can do this, we can reduce the chances of misunderstandings when we communicate with people from other cultures.

Questions

1. What is a concept?
2. What is it easy to presume?
3. What can conceptual difference sometimes cause?
4. How can we reduce misunderstandings in intercultural communication?

Values Reference Sheet

Self-Direction

independence of action, thought and decision-making

set own goals and work to achieve them

creative

curious

freedom

Benevolence

help people close to you

loyal

honest

forgiving

true friendship

Universalism

welfare of all people

protect nature

wisdom

social justice

world peace

broad-minded

equality between people

beauty in the world

Tradition

accept, respect and committed to own culture

accept role in life

humble

Achievement

demonstrate competence

be capable

be influential

personal success

ambition

Hedonism

stimulation of the senses

seek pleasure in life

enjoy life

| |
|--|
| Security |
| safety |
| harmony |
| stability of self, society and relationships |
| family security |
| national security |
| social order |
| return favours |
| cleanliness |

| |
|------------------------------|
| Power |
| social status |
| prestige |
| control over other people |
| control over resources |
| wealth |
| authority |

| |
|--------------------------|
| Stimulation |
| excitement |
| novelty |
| new challenge |
| daring |
| varied and exciting life |

| |
|---|
| Self-Direction |
| independence of action, thought and decision-making |
| set own goals and work to achieve them |
| creative |
| curious |
| freedom |

| |
|---------------------------------------|
| Conformity |
| respect social expectations and norms |
| do not wish to upset or harm others |
| value restraint |
| obedient |
| self-discipline |
| politeness |
| honour parents and elders |

Target Values Reference Sheet

| Benevolence | YES? | Reason |
|--------------------------|------|--------|
| help people close to you | | |
| loyal | | |
| honest | | |
| forgiving | | |
| true friendship | | |

| Universalism | YES? | Reason |
|-------------------------|------|--------|
| welfare of all people | | |
| protect nature | | |
| wisdom | | |
| social justice | | |
| world peace | | |
| broad-minded | | |
| equality between people | | |
| beauty in the world | | |

| Tradition | YES? | Reason |
|--|------|--------|
| accept, respect and committed to own culture | | |
| accept role in life | | |
| humble | | |

| Security | YES? | Reason |
|--|------|--------|
| safety | | |
| harmony | | |
| stability of self, society and relationships | | |
| family security | | |
| national security | | |
| social order | | |
| return favours | | |
| cleanliness | | |

| | | |
|---------------------------|------|--------|
| Power | YES? | Reason |
| social status | | |
| prestige | | |
| control over other people | | |
| control over resources | | |
| wealth | | |
| authority | | |
| Achievement | YES? | Reason |
| demonstrate competence | | |
| be capable | | |
| be influential | | |
| personal success | | |
| ambition | | |

| | | |
|---------------------------|------|--------|
| Hedonism | YES? | Reason |
| stimulation of the senses | | |
| seek pleasure in life | | |
| enjoy life | | |

| | | |
|--------------------------|------|--------|
| Stimulation | YES? | Reason |
| excitement | | |
| novelty | | |
| new challenge | | |
| daring | | |
| varied and exciting life | | |

| | | |
|---|------|--------|
| Self-Direction | YES? | Reason |
| independence of action, thought and decision-making | | |
| set own goals and work to achieve them | | |
| creative | | |
| curious | | |
| freedom | | |

| Conformity | YES? | Reason |
|---------------------------------------|------|--------|
| respect social expectations and norms | | |
| do not wish to upset or harm others | | |
| value restraint | | |
| obedient | | |
| self-discipline | | |
| politeness | | |
| honour parents and elders | | |

Course 3: Week 12

Critical Evaluation and Mediation

Task 12.1

Mediation Presentations

Listen to each mediation presentation. Consider how the values had affected the mediation process. Discuss.

Task 12.2

Stephanie's Speech on Values

Listen to Stephanie's speech on values and try to guess her value profile. Fill in the critical evaluation sheet and value chart.

Week 12: Homework: Task 1

Please look back over the notes you made about our analysis of how values affected the mediation conversations and write a report. Please email it to me.

CRITICAL EVALUATION SHEET

Listen to the speaker. Identify key points about their values. Identify which of Schwartz's value types they are referring to. State your value type. Are your value types similar or different? (Circle similar or different.) Judge the speaker on each point. (Circle positive (+) or negative (-)) Give a reason to justify your judgment.

| | KEY POINT | SPEAKER VALUE TYPE | MY VALUE TYPE | | JUDGE | JUSTIFY |
|----|--------------|--------------------------|---------------------|-----------------------|-------|---------|
| 1 | | | | SIMILAR/ DIFFERENT | + / - | |
| 2 | | | | SIMILAR/ DIFFERENT | + / - | |
| 3 | | | | SIMILAR/ DIFFERENT | + / - | |
| 4 | | | | SIMILAR/ DIFFERENT | + / - | |
| 5 | | | | SIMILAR/ DIFFERENT | + / - | |
| 6 | | | | SIMILAR/ DIFFERENT | + / - | |
| 7 | | | | SIMILAR/ DIFFERENT | + / - | |
| 8 | | | | SIMILAR/ DIFFERENT | + / - | |
| 9 | | | | SIMILAR/ DIFFERENT | + / - | |
| 10 | | | | SIMILAR/ DIFFERENT | + / - | |

Value Chart

Key:

- B: Benevolence
- U: Universalism
- C: Conformity
- T: Tradition
- Sec: Security
- P: Power
- A: Achievement
- H: Hedonism
- St: Stimulation
- SD: Self-direction

| | | | | | | | | | | |
|----|---|---|---|---|-----|---|---|---|----|----|
| +5 | | | | | | | | | | |
| +4 | | | | | | | | | | |
| +3 | | | | | | | | | | |
| +2 | | | | | | | | | | |
| +1 | | | | | | | | | | |
| 0 | B | U | C | T | Sec | P | A | H | St | SD |
| -1 | | | | | | | | | | |
| -2 | | | | | | | | | | |
| -3 | | | | | | | | | | |
| -4 | | | | | | | | | | |
| -5 | | | | | | | | | | |

Clubs

Task 13.1

Concept: KOTATSU

Look back over your homework and discuss it with your group. What is a concept? Compare your definition of kotatsu with your group. How similar are the definitions? Which points did people include? Which points did they not? How clear are the definitions? Define KOTATSU for the teacher.

Task 13.2

Conversation

Read the following conversation. Keisuke is trying to describe a kotatsu to Peter. What is Peter imagining? Draw a picture in the box below.

| | |
|----------|---|
| Peter: | Keisuke. What does this word mean? Kotatsu.... |
| Keisuke: | Well, uh..a kotatsu is...well...it's like a table....and we use it to keep us warm... |
| Peter: | Oh? How does it do that? |
| Keisuke: | Well, there's a heater under the table and a futon over it... |
| Peter: | A futon? You have a mattress on top of your table to keep warm...? |
| Keisuke: | A mattress? No.... |
| Peter: | Do you sleep on the table??? |
| Keisuke: | Ur...no...well, it's hard to explain.... |

Peter is imagining...

Keisuke is imagining...



<http://www8.plala.or.jp/y-naka/jiten-k.html>

Task 13.3

Defining KOTATSU

Compare your definition of kotatsu with the one from the Japan Picture Dictionary.
(See: <http://www8.plala.or.jp/y-naka/jiten-k.html>)

Kotatsu: An electric legwarmer

An electric heating device is attached to the bottom of a table, a quilt is laid over it, and a square table top is placed on top. It's a great place to gather in the cold season for tea, meals and maybe a nap.

Task 13.4

Japanese Concept: Club

Discuss the Japanese concept of club with your group. Answer the questions together.
Assess your attitude towards clubs and give reasons.

1. Are you a member of a club? If so, what kind and why did you join?
If not, why not?
2. How many hours a week do people spend on club activities?
3. I think it is (extremely/very/quite/not so/not at all) important to join a club because...
4. I think it is (extremely/very/quite/not so/not at all) important to attend club activities regularly because...

Task 13.5

Culture Conflict 1: Club

Read the conversation between Tom and Yuuya with your group. There is some conflict between them. Judge each person and give a reason.

Situation

Tom is British and he is studying at a university in Japan. He has always loved soccer, played a lot in Britain and recently joined the university soccer club, where he met Yuuya, who is Japanese and is also a member of the soccer club. It's Friday afternoon and Tom invites Yuuya to go out.

Tom: Hey, Yuuya. It's Friday! Do you want to go out tonight? We could go out for a curry and then go clubbing. You could introduce me to the Japanese club scene.

Yuuya: Well, have you forgotten about soccer club?

Tom: Soccer club? What about it?

Yuuya: I'm afraid we have soccer practice on Friday nights.

Tom: You're joking! You can't be serious!

Yuuya: Oh, I'm serious and since we've missed one or two practices recently, I don't think we should miss it tonight. Come on. It'll be fun!

Tom: (Looks surprised.) Yuuya, I totally agree that soccer's the greatest sport on earth but come on, it's only a club. And it's Friday. The God of Friday says we must go out! Let's go clubbing!

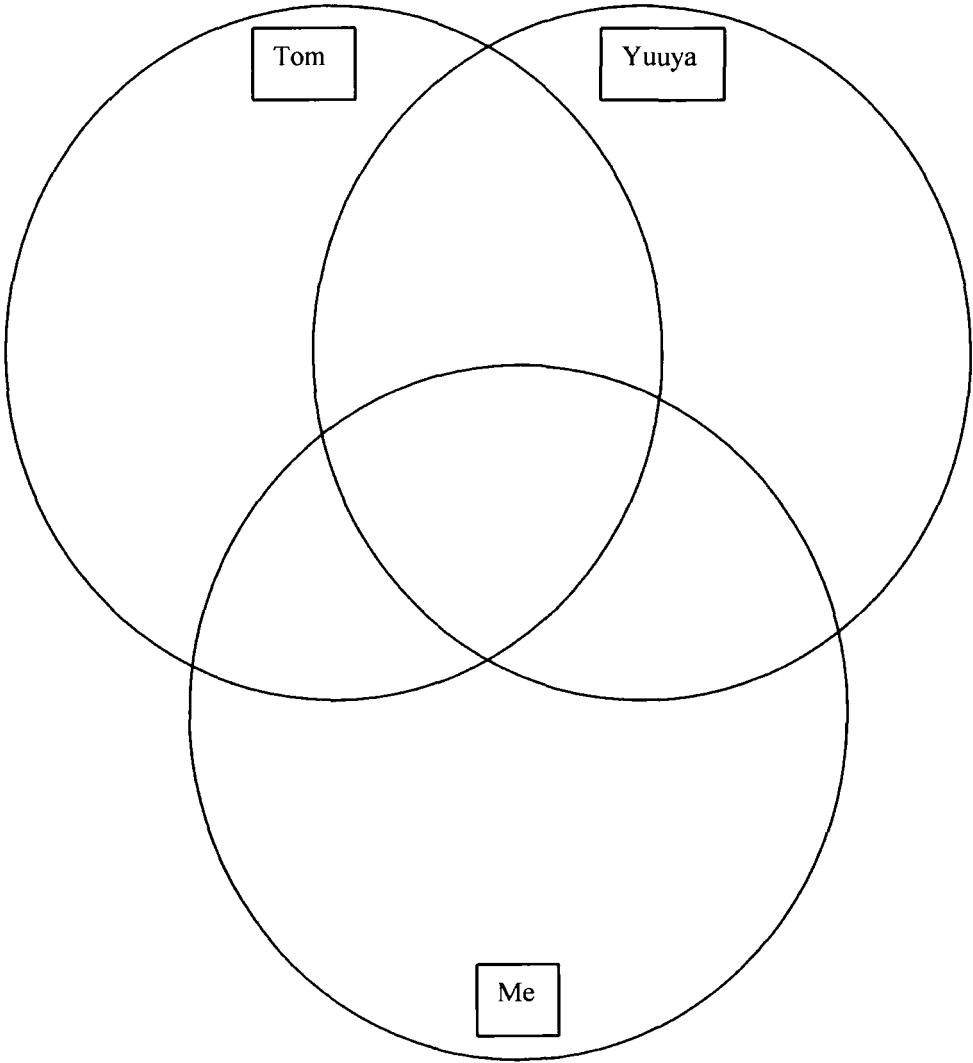
Yuuya: But why should Friday night be any different from other nights? Soccer practice is really important. I'm sorry. I can't miss it...

Judge and Justify

1. I think Yuuya is (extremely good/very good/good/bad/very bad/extremely good) because...
2. I think is Tom is (extremely good/very good/good/bad/very bad/extremely good) because...

Task 13.6
Culture Conflict 1: Compare and Contrast Yuuya and Tom's Values
Look at Schwartz's value types. Identify values you think are important to Tom, Yuuya and make your values clear too. Put value similarities in parts of the circles that overlap.

| | | | |
|--------------|----------------|------------|-------------|
| universalism | benevolence | power | achievement |
| security | tradition | conformity | hedonism |
| stimulation | self-direction | | |



Task 13.7

British Concept: Club

Read about clubs in Britain. Transfer the information into the mind map. Then, ask your teacher questions to find out more information. Develop the mind map.

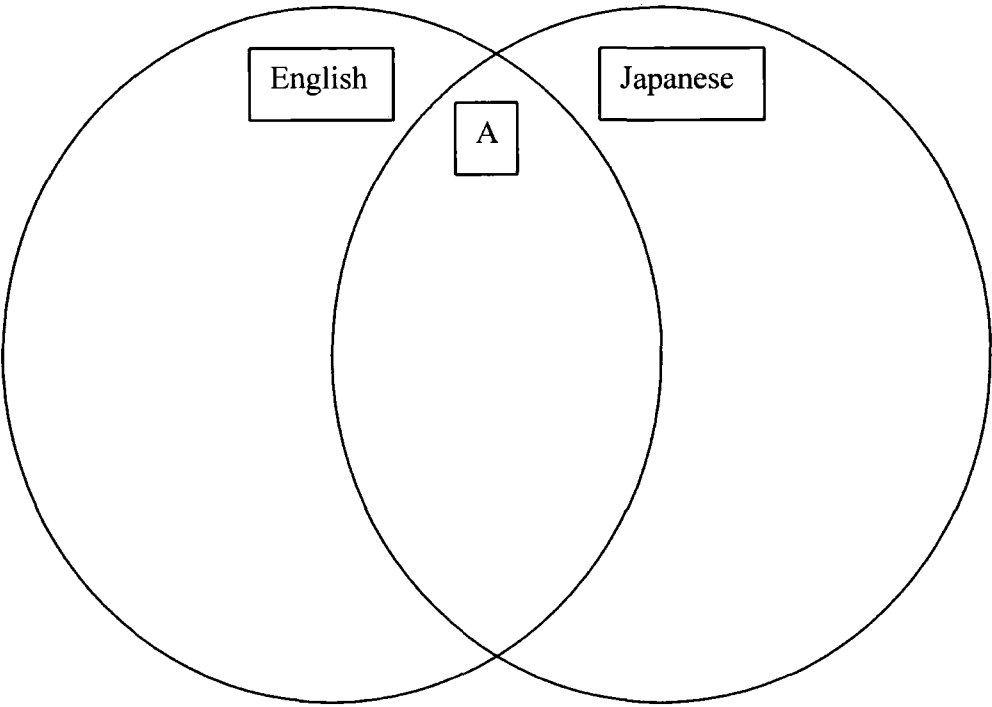
Reading: Clubs in Britain

There are many different kinds of clubs in Britain such as sports clubs, art clubs and even bonsai clubs! They may be held in schools, universities, at local sports centres and at local community centres. Why do people join clubs? They join because they want to; club membership and participation is completely voluntary and people can easily leave if they want to. They may want to make friends, develop interests and skills or may join just to have fun. Clubs usually meet once or twice a week for one or two hours, though special high level sports clubs training whose members are training for competitions may meet more often. In schools, club activities are rarely held after 5pm or at weekends since schools are closed at those times.

Mind Map: Clubs in Britain

```
graph TD; C((CLUB)) --- K((What kind?)); C --- W((Where?)); C --- R((Why?)); C --- T((When?)); K --- K1[ ]; K --- K2[ ]; K --- K3[ ]; W --- W1[ ]; W --- W2[ ]; W --- W3[ ]; R --- R1[ ]; R --- R2[ ]; R --- R3[ ]; T --- T1[ ]; T --- T2[ ]; T --- T3[ ]
```


Task 13.8
Culture Conflict 1: Compare and Contrast Yuuya and Tom's Concepts
Remembering what you know about clubs in Britain and Japan, compare and contrast the English and Japanese Concepts of Club. Put similarities into area A.



Task 13.9
Culture Conflict 1: Judge and Justify
What impression do you form of each person? Make a judgment and justify your judgment by giving a reason.

1. I think Yuuya is (extremely good/very good/good/bad/very bad/extremely good) because...

2. I think Tom is (extremely good/very good/good/bad/very bad/extremely good) because...

Week 13: Homework: Task 1

Task 1: Mediate

Develop the conversation between Tom and Yuuya. Include yourself in the conversation as a (3rd person) MEDIATOR. Try to mediate a solution with reference to the target values marked Y on the values reference sheet for Week 12. Try to mediate a solution that is acceptable to both Tom and Yuuya. Refer to the values reference sheet.

You:

Yuuya:

Tom:

Values Reference Sheet

Try to mediate the conversation with reference to the target values marked Y. Tick the values you use and give a reason.

| Benevolence | | Used? | Reason |
|--------------------------|---|-------|--------|
| help people close to you | Y | | |
| loyal | | | |
| honest | Y | | |
| forgiving | | | |
| true friendship | Y | | |

| Universalism | | Used? | Reason |
|-------------------------|---|-------|--------|
| welfare of all people | Y | | |
| protect nature | | | |
| wisdom | Y | | |
| social justice | Y | | |
| world peace | Y | | |
| broad-minded | Y | | |
| equality between people | Y | | |
| beauty in the world | | | |

| Tradition | | Used? | Reason |
|--|--|-------|--------|
| accept, respect and committed to own culture | | | |
| accept role in life | | | |
| humble | | | |

| Security | | Used? | Reason |
|--|--|-------|--------|
| safety | | | |
| harmony | | | |
| stability of self, society and relationships | | | |
| family security | | | |
| national security | | | |
| social order | | | |
| return favours | | | |
| cleanliness | | | |

| Power | | Used? | Reason |
|---------------|--|-------|--------|
| social status | | | |
| prestige | | | |

| | | | |
|---------------------------|--|-------|--------|
| control over other people | | | |
| control over resources | | | |
| wealth | | | |
| authority | | | |
| Achievement | | Used? | Reason |
| demonstrate competence | | | |
| be capable | | | |
| be influential | | | |
| personal success | | | |
| ambition | | | |

| | | | |
|---------------------------|--|-------|--------|
| Hedonism | | Used? | Reason |
| stimulation of the senses | | | |
| seek pleasure in life | | | |
| enjoy life | | | |

| | | | |
|--------------------------|---|-------|--------|
| Stimulation | | Used? | Reason |
| excitement | | | |
| novelty | Y | | |
| new challenge | Y | | |
| daring | | | |
| varied and exciting life | | | |

| | | | |
|---|---|-------|--------|
| Self-Direction | | Used? | Reason |
| independence of action, thought and decision-making | Y | | |
| set own goals and work to achieve them | | | |
| creative | Y | | |
| curious | Y | | |
| freedom | | | |

| | | | |
|---------------------------------------|--|-------|--------|
| Conformity | | Used? | Reason |
| respect social expectations and norms | | | |
| do not wish to upset or harm others | | | |
| value restraint | | | |
| obedient | | | |
| self-discipline | | | |
| politeness | | | |
| honour parents and elders | | | |

Concepts and stereotypes

Task 14.1

Definition: What is a Concept?

Read Stephanie’s definition of a concept. Discuss it with your group.

- What is a concept?
- A group of ideas in the mind (understandings, thoughts or pictures) labelled as a word
- (Stephanie’s definition!)

Task 14.2

Define your Concept: Hedonism

Read the definition and concepts of hedonism below. What is your concept of hedonism? Write your concept in the box below.

- Word: Hedonism
- Definition: living and behaving in ways that mean you get as much pleasure out of life as possible, according to the belief that the most important thing in life is to enjoy yourself.
(<http://dictionary.cambridge.org/define.asp?key=36508&dict=CALD>)
- (Schwartz’s) Concept: stimulation of the senses
 - seek pleasure in life
 - enjoying life is very important
- (Stephanie’s) Concept: hot springs
 - scuba-diving
 - mountaineering
- (NOT shopping!! This comes closer to my concept of torture!)
- (Your) Concept:
 -
 -

Task 14.3

Define your Concept: Club

Read the definition and concepts of club below. What is your concept of club? Write your concept in the box below.

Word: Club

- Definition:
- an organisation of people with a common purpose or interest, who meet regularly and take part in shared activities.
(<http://dictionary.cambridge.org/define.asp?key=14441&dict=CALD>)

(Stephanie's) Concept (of 'British clubs'):

- What kinds?
 - Many different kinds
 - E.g, sports clubs, art clubs and bonsai clubs
- Where?
 - Schools, universities, local sports centres and local community centres.
- Why join?
 - To make friends, develop interests and skills or just to have fun.
 - Membership and participation is voluntary.
 - People can easily leave.
- When?
 - Usually once/twice a week for one/two hours.
 - High level sports clubs may meet more often.
 - In schools, club activities are rarely held after 5pm/at weekends since schools are closed at those times.

(Your) Concept (of 'Japanese clubs'):

- What kinds?
- Where?
- Why join?
- When?

Task 14.4

Are Concepts Useful?

Answer the questions below and discuss them with your group

1. What are the problems with Stephanie's concept of 'British clubs' and your concept of 'Japanese clubs'?
2. Why do we have such concepts in our minds?
3. Where do such concepts come from?
4. Why can such concepts be useful when we are talking about our own culture?

Task 14.5

What is a Stereotype?

Read the following paragraph and answer the questions below

The world is very complex. Every moment, our senses are bombarded with hundreds of stimuli and information. How do we make sense of it all? To understand the world, we simplify and organise information in categories in our mind. A concept is a group of ideas labelled as a word. A stereotype is a group of ideas about a group of people who are labelled by (perceived) group membership (e.g. nationality, race, colour, gender, city etc..) Stereotypes are a form of generalization about some group of people. Journalist Walter Lippmann introduced the word stereotyping in 1922 to refer to way we select, organise and simplify information about people.

1. How do we make sense of the world?
2. What is a concept?
3. What is a stereotype?
4. What is stereotyping?

Task 14.6

Define your Stereotype: Germany

Consider your stereotype of Germany and write it in the box below.

- Word: Germany
- Definition: a country in Europe
- (http://dictionary.cambridge.org/define.asp?dict=L&key=HW*16733)
- Your Stereotype of 'Germany':

Task 14.7

Problems with Stereotypes

Read the paragraph below and answer the questions

Stereotypes can help us if the information in them is correct but there are three problems. Firstly, the information in the stereotype can be wrong or exaggerated. We should always check the accuracy of the information and think flexibly, sometimes consciously changing our stereotypes. Secondly, we often apply stereotypes to ALL members of a group. We presume they are similar, so we miss differences between them. We should look for differences between the person and their group. Finally, we often use stereotypes to judge people positively or negatively without knowing much about them. We may focus too much on either positive aspects (e.g. all Englishmen are gentlemen) or negative aspects (e.g. all Englishmen are reserved.) This is prejudice because we 'pre-judge' the person based on the stereotype. We should judge based on accurate information instead.

1. How can stereotypes help us?
2. What is the first problem with stereotypes? How can we solve it?
3. What is the second problem with stereotypes? How can we solve it?
4. What is the third problem with stereotypes? How can we solve it?

Course 3: Summer Assignment Guidelines 1

Schwartz's value types can provide a useful framework for interacting with and understanding other people, especially people from other countries who develop different values throughout their lives. To explore this further, please conduct a mini-research project. Follow the instructions below.

- Choose someone from another country to interview. They may be of any nationality other than Japanese but should speak English. Interview them in English.
- Explain that you are conducting a mini-research project. Ask them to help. (If they don't want to, don't push them. It should be voluntary.)

1: Interview

- Explain that we have been studying about values and show them the information about Schwartz's value types.
- Use the questionnaire you have prepared this term to interview the person. Find out as much as you can.
- Interview the person and record the interview on cassette or MD, then you can listen to it afterwards.
- Listen to the recording afterwards and either take notes or transcribe it. (Transcribe means to write it out in full.)

2: Describe Values

- Write an essay describing their values.

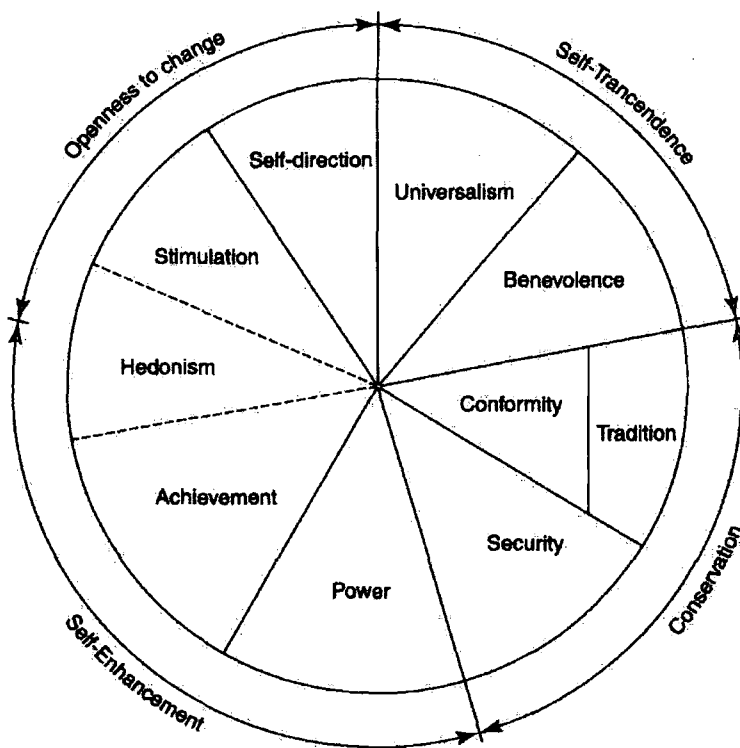
3: Critical Evaluation

- Write a critical evaluation.
 - Compare and contrast your values with their values.
 - Judge your own values and their values and justify your judgments with reasons.
-
- Hand in
 - Tasks 2 and 3
 - The recording and your notes/transcription

Schwartz's Value Types

Shalom Schwartz researched values in 49 different countries and found ten universal value types a culture may have, which serve as central cultural goals. In the diagram, the ten values are arranged into four groups; openness to change, self-transcendence, conservation and self-enhancement. Cultures will probably value all the value types within one group and are less likely to value the ones grouped on the opposite side of the circle.

Adapted from Intercultural Competence
by Lustig, M. and Koester, J. (1999)



Course 3: Test 1

Grading

| | | | |
|------------|-------------------------------|----------|-----------------|
| Section A | Stephanie`s Concept of `Club` | 5 marks | (....) |
| Section B. | Compare and Contrast Values | 5 marks | (....) |
| Section C: | Compare and Contrast Concepts | 5 marks | (....) |
| Section D: | Judge and Justify | 5 marks | (....) |
| Section E: | Mediation | 30 marks | (....) |
| | | Total | 50 marks (....) |

CRITICAL EVALUATION AND MEDIATION

A. Stephanie`s Concept of `Club`

Read Stephanie`s description of British clubs again and answer the questions below.

Reading: Clubs in Britain

There are many different kinds of clubs in Britain such as sports clubs, art clubs and even bonsai clubs! They may be held in schools, universities, at local sports centres and at local community centres. Why do people join clubs? They join because they want to; club membership and participation is completely voluntary and people can easily leave if they want to. They may want to make friends, develop interests and skills or may join just to have fun. Clubs usually meet once or twice a week for one or two hours, though special high level sports clubs training whose members are training for competitions may meet more often. In schools, club activities are rarely held after 5pm or at weekends since schools are closed at those times.

1. Is this a complete description of all British clubs? (1 mark)
2. Whose concept of `club` is this description based on? (1 mark)
3. Do you think this information is reliable? Give reasons why or why not. (3 marks)

B. Compare and Contrast Values

Read the conversation between Alison and Yuka. Look at Schwartz's value types. Identify values you think are important to Alison and Yuka and make notes. State your values.

Situation

Yuka is Japanese and she has recently moved to England to go to university in London. In Japan, she was a dedicated member of her school badminton team and so she has just joined the university badminton club, where she met Alison, who is also a member of the club.

Alison: Hi, Yuka. I was wondering whether you'd like to go out tonight. There's a great film on at the moment that I want to see.

Yuka: Well, we don't have much time really, do we? I really think we should go to as many badminton practices as we can. We shouldn't miss them! The badminton championships are next month.

Alison: Well, we haven't missed many practices recently and we've played really well in all the matches. I don't think it will matter if we just miss one practice and I really want to go to the cinema.

Yuka: (Looks surprised) But Alison, I thought badminton was important to you...

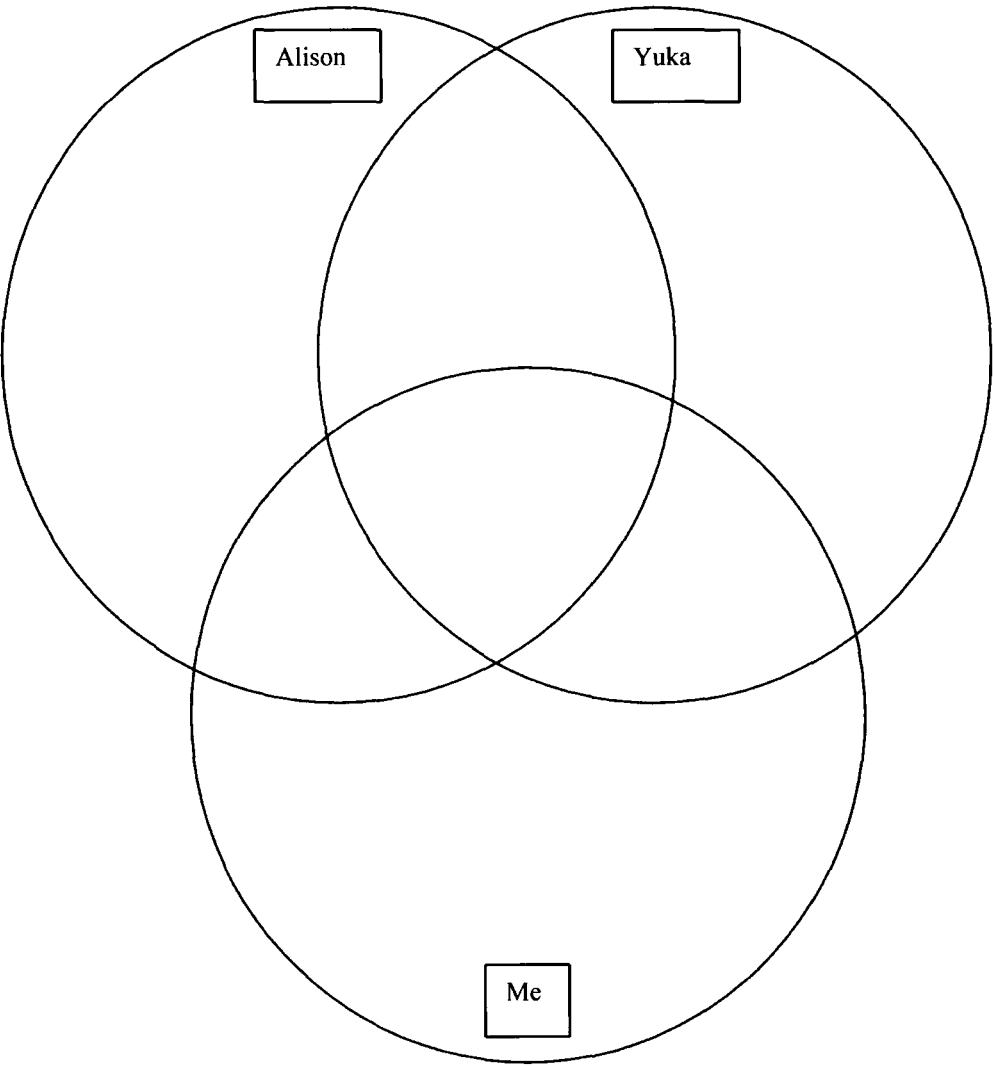
Alison: Well, it is, but it isn't everything. I need a social life too. There's no point pushing ourselves if it takes the fun out of it.

Yuka: Well, I don't know. I have to go to badminton practice. I'm sorry.

Alison: (Looks disappointed and surprised.) Well, that's a shame but not to worry. Maybe another time...

Schwartz's Value Types

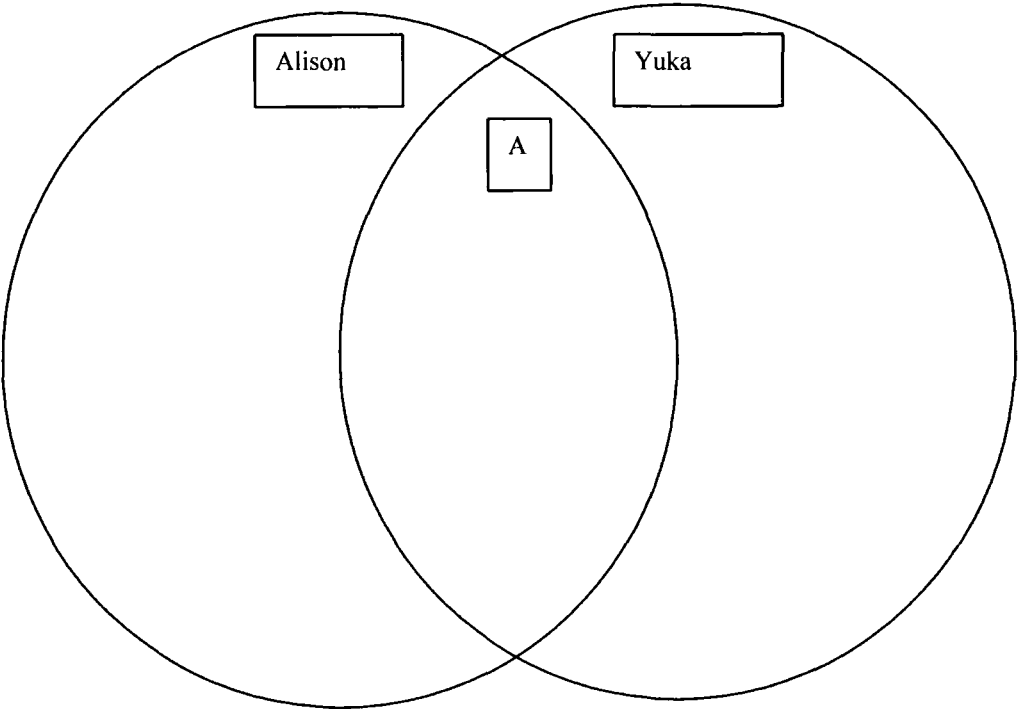
| | | | |
|--------------|----------------|------------|-------------|
| universalism | benevolence | power | achievement |
| security | tradition | conformity | hedonism |
| stimulation | self-direction | | |



(5 marks)

C: Compare and Contrast Concepts

Using information from the conversation between Alison and Yuka, and remembering what Stephanie told you about clubs in Britain, compare and contrast Alison and Yuka's (probable) concepts of 'club.'



(5 marks)

D. Judge and Justify

Judge Alison and Yuka giving reasons and referring consciously to your values.

Judge and Justify

1. I think Yuka is (extremely good/very good/good/bad/very bad/extremely good) because...

2. I think is Alison is (extremely good/very good/good/bad/very bad/extremely good) because...

(5 marks)

E. Mediate

Develop the conversation between Alison and Yuka. Include yourself in the conversation as a (3rd person) MEDIATOR. Before you mediate, describe the target values for intercultural communication. Use them to help you mediate a solution that is acceptable to both Alison and Yuka.

Schwartz's Value Types

| | | | |
|--------------|----------------|------------|-------------|
| universalism | benevolence | power | achievement |
| security | tradition | conformity | hedonism |
| stimulation | self-direction | | |

1. What do you think should be the target values for intercultural communication? Refer to Schwartz's value types. (5 marks)
2. Write your mediation conversation below. Use the target values for intercultural communication as a guide to help you.

(25 marks)

Stereotypes 2

Task 15.1

Your Stereotypes: The Italians

Note your stereotype of the Italians in the box below. Mark each idea as positive (+) or negative (-).

| |
|--|
| |
|--|

Task 15.2

Review: What is a Stereotype?

Read the following paragraph and discuss the questions below.

The world is very complex. How do we make sense of it all? To understand the world, we simplify and organise information in categories in our mind. A stereotype is a group of ideas about a group of people who are labelled by (perceived) group membership (e.g. nationality, race, colour, gender, city etc..) Stereotypes are a form of generalization about some group of people. Journalist Walter Lippmann introduced the word stereotyping in 1922 to refer to way we select, organise and simplify information about people.

1. How do we make sense of the world?
2. What is a concept?
3. What is a stereotype?
4. What is stereotyping?

Task 15.3

Stephanie's Stereotypes: The Italians

Listen to Stephanie's stereotypes of the Italians and note them in the box below. Mark each idea as positive (+) or negative (-).

| |
|--|
| |
|--|

Task 15.4

Managing Stereotypes

Read the following paragraph and answer the questions below.

Stereotypes can help us if the information in them is correct but there are three problems. Firstly, the information in the stereotype can be wrong or exaggerated. We should always check the accuracy of the information and think flexibly, sometimes consciously changing our stereotypes. Secondly, we often apply stereotypes to ALL members of a group. We presume they are similar, so we miss differences between them. We should look for differences between the person and their group. Finally, we often use stereotypes to automatically judge people positively or negatively without knowing much about them. We may focus too much on either positive aspects (e.g. all Englishmen are gentlemen) or negative aspects (e.g. all Englishmen are reserved.) This is prejudice because we 'pre-judge' people based on information we hold in our minds as stereotypes. We should judge based on accurate information instead.

1. How can stereotypes help us?
2. What is the first problem with stereotypes?
3. How can we manage this?
4. What is the second problem with stereotypes?
5. How can we manage this?
6. What is the third problem with stereotypes?
7. How can we manage this?

Task 15.5

Managing Stereotypes: Stephanie's Stereotypes

How did the Italian people Stephanie met in Italy this summer differ from her stereotypes? Make notes in the box below.

| |
|--|
| |
|--|

Task 15.6

Managing Stereotypes: Your Stereotypes

How did the foreign person you interviewed this summer differ from your stereotypes of people in that country? Make notes in the box below.

| |
|--------|
| Before |
| After |

Course 3: Group Interview Handouts 1

Week 15: Homework

Revision Essay 1

Look at handout 1. Think carefully about the group interview you had in July. What were your main points? What points did other people make? Put the ideas together into an essay (minimum 250 words) and send it to me by email by next week.

Week 15: Homework

Revision Essay 2

Look at handouts 2 (1) and 2 (2). Think carefully about the group interview you had in July. What were your main points? What points did other people make? Put the ideas together into an essay (minimum 500 words) and send it to me by email by 28th October.

HANDOUT 1

What is Stephanie trying to do?

How did you feel about....

Pre-Course Interview

- What did you talk about?
- How did you feel after the interview?

Student Diary

- Did you do the diary? If not, why not?
- Stephanie's Diary Replies

Classes

- Talking about values
- Critical evaluation (Compare, Contrast, Judge and Justify) and Target Values for Intercultural Communication
- Mediation

Homework Activities

- Discussing value differences with other students
- Mediations

Other?

HANDOUT 2 (1)

Critical Evaluation

Is it difficult to judge?

- STUDENT C9 felt there is no 'correct standard'
- STUDENT C8 and STUDENT C12 felt they could understand the other person's point of view
- STUDENT C10 felt she didn't know people well enough to judge them
- STUDENT C9 didn't want to deny and judge other people's values because she would rather know the reason why

Is it important to be positive?

- STUDENT C3 felt she should try to be flexible, understand them and be positive towards other cultures
- STUDENT C7 found it hard to decide what was good or bad in each person's position, she felt she should understand their point of view or personality, and not force her opinions on others; she thinks they are all good

Do you feel uncomfortable about judging?

- STUDENT C12 suggested Japanese people may feel uncomfortable about, are not good at or hesitate to judge others because it's a virtue to admire others, be humble and not state your own opinion because it disturbs harmony
- STUDENT C7 said she tends to agree with other people's opinions to avoid conflict. She prefers to hide your opinions if she is in a minority to avoid a bad atmosphere.

Is it important to judge?

- STUDENT C12 thinks judgment is not necessary because it is haughty but she does think it is important to have a critical eye to deepen and widen our thinking
- STUDENT C12 also suggested judging and justifying helps her define her own values, develop self-awareness and develop logical reasonable thinking
- STUDENT C4 said we should not refuse other people's values but by evaluating and talking about values, we can get to know ourselves and each other better

Is it hard to justify your judgment?

- STUDENT C10 says she judges a lot in every day life but it is hard to justify
- STUDENT C12 suggested Japanese people have been taught emotional thinking than reasonable thinking
- STUDENT C12 said she didn't use reasonable thinking before (giving reasons for what she thinks) because she has been taught emotional thinking in Japan

Is it important to do critical evaluation?

- STUDENT C9 thinks it is important to develop the habit of looking at how she judges
- STUDENT C4 thinks it can help her learn about people and things
- STUDENT C4 and STUDENT C7 think it can help them learn about themselves

- STUDENT C7 thinks it can help her learn about culture
- STUDENT C1 feels it is not so important?
- STUDENT C7 said it is easier to do a critical evaluation of herself than of other people.

Target Values

What should the target values be?

- STUDENT C4 thinks and equality between people and cultures (universalism), is a target value; no culture is superior
- STUDENT C10 said universalism is important because without it, we cannot treat people equally, have a narrow mind and it may lead to war.
- STUDENT C9 suggested caring about relationships and the self is important
- STUDENT C8 thinks its important to recognise there are many people with different ways of thinking
- STUDENT C7 said that saying her opinions clearly is important
- STUDENT C3 feels she has a responsibility to tell people about her experiences in Germany

Is it important to be positive?

- STUDENT C1 thinks it makes a difference whether we regard things as being positive or negative; she tries to be positive
- STUDENT C3 thinks its important to show a positive attitude towards others
- STUDENT C10 said she has learned the importance of being positive in intercultural communication, and the need for confidence
- STUDENT C1 thinks its important know herself and to try to understand the other person`s way of thinking even if we can`t do it perfectly.

Will your values help intercultural communication?

- STUDENT C12 said it is important to try to understand the other person`s way of thinking; she said she couldn`t before because she is obstinate. Even if she could understand other people`s way of thinking, she always thought `I am right.`
- STUDENT C5 said she thinks her values won`t help intercultural communication
- STUDENT C12 is trying to develop the attitude of trying to understand others and being curious about other people.
- STUDENT C4 thinks being curious (self-direction) and valuing new challenges (stimulation) helps us communicate with people who have different values.
- STUDENT C6 said she only tends to care about people around her and recognises this attitude is disadvantageous for intercultural communication.
- STUDENT C10 recognises that being able to face new things is important for intercultural communication.

Are you try to develop yourself?

- STUDENT C4 doesn't value being curious (self-direction) and valuing new challenges (stimulation) but she is going to try because she thinks they are important for getting to know new people.
- STUDENT C6 hopes to challenge new things but is also afraid of new things.
- STUDENT C10 said she doesn't value stimulation but recognises that being able to face new things is important for intercultural communication. STUDENT C10 felt disturbed that her values might not help intercultural communication but she is going to try to develop herself

Hofstede's Theory

Task 16.1

Mental Software

Watch the clip from The Matrix. What is happening to Neo?

Task 16.2

Hofstede: Mental Software

Read the paragraph below and answer the questions.

From 1973-1978, a Dutch researcher called Geert Hofstede studied cultural differences in work-related values. His basic idea is that as human beings grow up in any given culture, they develop mental programs that contain the main ideas of their culture, which are expressed through the dominant values of that culture. Just like you can load different software packages onto computers, Hofstede suggests that culture loads mental software into our minds as we grow up. His first book was called 'Cultures and Organisations: Software of the Mind.'

1. What kind of values did Hofstede research and when?
2. What is his basic idea?

Task 16.3

How do cultures differ?

Discuss the question in the box with your group and make notes below.

What do you think are the main types of value difference between cultures round the world?

Task 16.4

Hofstede: Four Main Dimensions of Cultural Difference

Read the paragraph below and answer the questions.

Hofstede wanted to identify the dominant values of different cultures round the world. To do this, he surveyed over 100,000 employees of IBM (a company with branches in seventy-two countries.) Hofstede identified four main dimensions of cultural difference round the world, which he called (1) power distance (2) uncertainty avoidance (3) individualism-collectivism and (4) masculinity-femininity.

1. How did Hofstede research the values of cultures round the world?
2. What four dimensions of cultural difference did he discover?

Task 16.5

A Note About Theories

Discuss the question in the box with your group and make notes below.

Last term we studied Schwartz's theory about similarities in values in cultures around the world. Do you think such theories are 'true'?

Task 16.6

Hofstede's Theory: A Note of Caution

Read the paragraph below and answer the questions.

How can we study culture? Imagine using different camera lenses to get different kinds of photographs of the same thing. When we are studying culture, we can use different theories to give us different views of society. Theories about culture are useful but there are always limitations. For example, Hofstede collected most of his information from men working for the same company, so their points of view may be similar and other kinds of people in their culture are not represented. Hofstede didn't research all countries in the world, so not all countries are represented. Finally, Hofstede collected his data nearly 30 years ago and the world has changed a lot since then. Nevertheless, his ideas are interesting and offer a lens we can use to analyse cultural difference.

1. How can theories about culture be useful?
2. What examples are given of the limitations of Hofstede's research?

Week 16: Homework (Group A)

Survival!

Read the survival scenario below and note down your ideas. Email your ideas to me by next week.

Survival scenario:

Imagine you and the other eleven students in this class are suddenly shipwrecked on an uninhabited island. The island is just off the coast of Norway in a very cold area but you cannot reach the mainland. You have to survive together! You are near the sea but the water is very cold and you can't see any fish near the surface. You are near a big, dark pine forest but you cannot see any animals or fruit or berries growing on the trees. It has just started snowing and you are very cold and hungry. You sit down to make a survival plan with the others. Make a list of your top ten priorities.

Week 16: Homework (Group B)

Survival!

Read the survival scenario below and note down your ideas. Email your ideas to me by next week.

Survival scenario:

Imagine you and the other eleven students in this class are suddenly shipwrecked on an uninhabited island. The island is just off the coast of Malaysia in a very warm area but you cannot reach the mainland. You have to survive together! You are near the sea and the water is very warm and you can see many different kinds of fish swimming around under the surface of the water. You are near the edge of a rain forest and it looks beautiful. You can see lots of different kinds of animals and birds and there are fruit trees everywhere. It is very hot and sunny. You feel a bit sleepy but you sit down to make a survival plan with the others. Make a list of your top ten priorities.

Power Distance 1

Task 17.1
Your Relationship with Parents and Teachers

Answer the questions. Then, read the conversations with your partner and fill in the table below.

- 1. Do you tend to ask your parents and teachers lots of questions? Why?
- 2. Why not?

- 3. Do you tend to rebel against your parents and teachers? Why? Why not?

| | Tom | Yuki | Laura | Keisuke |
|---|-----|------|-------|---------|
| Do they ask parents and teachers lots of questions? Why? Why not? | | | | |
| Do they rebel against parents and teachers? Why? Why not? | | | | |

Tom (British)

Oh, I've always been a rebel! I was really rebellious in my teens. I used to break school rules all the time and I was always late to class. My teachers used to get frustrated with me and talk to my parents, but there wasn't much they could do really. I was a pretty good student though. Teachers were always encouraging us to ask questions and I asked lots of questions. I usually got good grades, so it wasn't such a problem.

Yuki (Japanese)

I think it's important to respect my parents and teachers. I don't usually ask questions in class. I just listen to the teacher. Actually, most of my teachers don't expect me to ask questions. They say I should listen carefully and study hard to get high grades and I agree. I usually follow their advice because they have more experience than me. I don't think it's good to be rebellious. I do see some rebellious students at my school but I think they should be better behaved.

Laura (British)

At school, I used to enjoy my classes and ask lots of questions if the subjects were interesting. Lots of my students in my class were really rebellious but they often had problems at home. I'm not rebellious but I don't like to follow rules unless there's a good reason. If you ask people like teachers and parents the reasons behind rules, they often have trouble finding good reason for them. I think we should always question rules.

Keisuke (Japanese)

When I was a child, my parents told me that it's not good to ask the question 'why?' They were very strict and I was punished severely if I ever disobeyed them. I never ask my teachers questions. My teachers are very strict and if we talk in class, our teachers sometimes hit us, which really hurts. I'm not at all rebellious though. The teachers are only trying to help us and I'm grateful to them.

Task 17.2

What is Power Distance?

Read the paragraph about power distance below and then read section 17.1 again. Decide whether each person's culture is high or low power distance and give a reason for your answer.

One basic concern in all cultures is human inequality. Depending on the culture, some people might be regarded as better than others because of their wealth, age or gender, for example. Cultures also differ in the extent to which they view such status inequalities as right or wrong. Hofstede calls these cultural variations power distance. Countries with low power distance believe in questioning authority and reducing inequality. Children are taught to seek reasons or justifications for their parents' actions. Countries with high power distance believe that that organised inequality can benefit society and authority should not be questioned. These status differences may be reflected in language. Some Asian languages have different words for older brother, oldest brother, younger sister and older sister. There is more emphasis on memorisation in schools than on asking questions.

1. I think Tom's culture is high/low power distance because

.....

2. I think Yuki's culture is high/low power distance because

.....

3. I think Laura's culture is high/low power distance because

.....

4. I think Keisuke's culture is high/low power distance because

.....

Task 17.3

Survival!

Discuss your homework from last week with your group. What would your survival plan be? How does it compare with the other group?

| | Group A | Group B |
|----|---------|---------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |
| 5 | | |
| 6 | | |
| 7 | | |
| 8 | | |
| 9 | | |
| 10 | | |

Task 17.4

Why are there cultural differences in power distance?

Read the paragraph below and answer the questions.

Hofstede suggests that climate causes differences in power distance and that both population size and the distribution of wealth are also important. Colder countries tend to have a low power distance culture. Warmer countries tend to have high power distance culture. Hofstede thinks people in colder countries always had to think and behave more independently of tradition and authority in order to survive. Since it is easier to survive in warmer countries, there was less need to question authority.

1. Which three factors does Hofstede think cause cultural differences in power distance?
2. Which is the most important and why?

Week 17: Homework

Power Distance: Judge and Justify

Decide whether each cultural trait below indicates high or low power distance. Then, decide whether you think it is good or bad and give a reason for your answer. Email your answers to me by next week.

High/Low Power Distance

- Inequalities between people should be reduced.
- I think this is good/bad because...

High/Low Power Distance

- Inequalities between people are desirable.
- I think this is good/bad because...

High/Low Power Distance

- Parents treat children as equals.
- I think this is good/bad because...

High/Low Power Distance

- Parents teach children obedience.
- I think this is good/bad because...

High/Low Power Distance

- Younger people and older people treat each other as equals.
- I think this is good/bad because...

High/Low Power Distance

- Younger people are expected to show respect to older people.
- I think this is good/bad because...

Course 3: Week 18

Power Distance 2

Task 18.1

Power Distance: Judge and Justify

Discuss the homework from last week with your group and compare your answers.

Task 18.2

Anna and the King: Critical Interpretation.

Watch the video clip again. Make a critical interpretation of the situation. Who values high power distance culture and who values low power distance culture?

What is critical interpretation?

- Last term, we defined critical in terms of reflecting on our own values and judgments, which are often unconscious. We tried to look behind our conscious thoughts and bring our unconscious values and judgments to the surface, so that we can control them. This term, we will develop our definition of critical. We will look behind social situations to identify hidden dynamics of power. Who has power over whom and who does not? Who wants power and who does not? Why? Who wants to control who?
 1. I think Anna values high/low power distance because
 2. I think the King values high/low power distance because

Task 18.3

Anna and the King: Critical Evaluation.

Watch the video clip again. Judge and justify. Who do you think is right? Who do you think is wrong? Why?

1. I think Anna is right/wrong tobecause.....
2. I think the King is right/wrong tobecause.....

Week 18: Homework 1

Essay

Watch the whole film at home. It is based on a true story. Write a 250-word essay discussing how far you agree or disagree with this statement and why? Deadline: 16 December 2003

- In the name of human rights, Anna was right to try to change aspects of Siamese culture.

Task 18.4

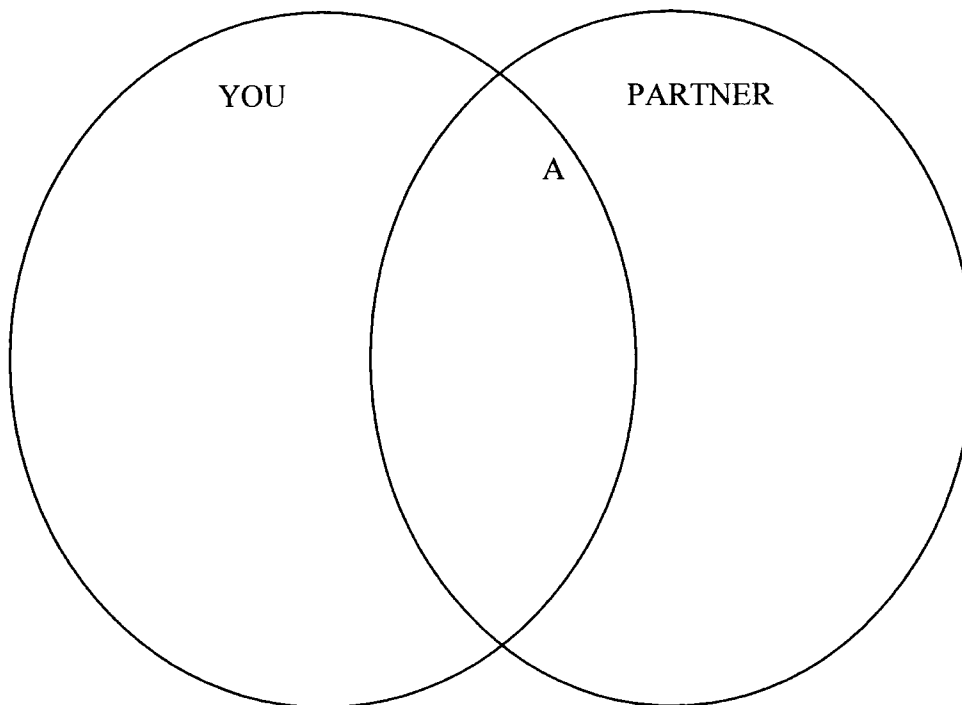
Political Systems: What is Democracy?

What does democracy mean to you? Note down 5 key points below.

Task 18.5

Political Systems: What is Democracy?

Now, compare your points with your partner. Write similarities in zone A and differences in the zones for YOU and your PARTNER.

**Task 18.6**

Defining Democracy

Look at the definition of democracy below. Identify similarities and differences between these points and those of you and your partner.

Democracy provides opportunities for:

- Effective participation in policy-making
- Equality in voting
- Enlightened understanding about policies
- Control of the political agenda
- Inclusion of adults

Source: On Democracy by Robert A. Dahl.
Yale University Press 1998. p37-38.

Task 18.7**Advantages of Democracy**

Look at the list of advantages to democracy. To what extent do you agree or disagree with each point?

Democracy produces desirable consequences:

- Democracy helps prevent government by cruel autocrats
- Democracy guarantees people basic rights
- Democracy insures people personal freedom
- Democracy helps people protect their interests
- Democracy allows people to live under laws they choose
- Democracy allows people their own moral responsibility
- Democracy fosters human development
- Democracy fosters political equality
- Modern democracies do not fight wars with each other
- Democracies foster prosperity

Source: On Democracy by Robert A. Dahl.
Yale University Press 1998. p47-60.

Week 18: Homework 2

Write a 250-word essay. How far do you agree or disagree with these statements and why? Deadline: 11 November 2003

- Democracy is superior to all other political systems because equality is its central value.
- Any aspects of any culture which reinforces inequality must be changed (for example: the KOHAI/SENPAI system and the use of KEIGO to older people in Japan.)

Individualism and Collectivism 1

Task 19.1

Hofstede: Individualism and Collectivism

Read the paragraph below and answer the questions.

All human beings must balance concern for themselves and concern for others. In highly individualistic cultures, people are expected to take care of themselves. Independence, privacy and a strong sense of 'I' are all important. In highly collectivist cultures, loyalty to the group is important and the group is expected to take care of its members. Obligation, dependence on the group and a strong sense of 'we' are important. High power distance cultures tend to be collectivistic whereas low power distance cultures tend to be individualistic. Cultures in colder climates tend to be individualistic, whereas cultures in warmer climates tend to be collectivistic. As suggested earlier, colder climates are likely to support individual initiative and innovative solutions to problems, whereas warmer climates make individual achievements less necessary.

- What is expected of people in individualistic cultures?
- What is expected of people in collectivist cultures?
- Does individualistic or collectivist culture tend to have high power distance?
- Does individualistic culture tend to develop in warm or cold climates?
- Do you think Japan has individualistic or collectivist culture? Why?
- Do you think Britain has individualistic or collectivist culture? Why?

Task 19.2

Robin Hood: Critical Interpretation.

Watch the video clip. Make a critical interpretation of the situation. Who values high power distance culture and who values low power distance culture?

1. I think Robin values high/low power distance because:
2. I think the men value high/low power distance because:

Task 19.3

Robin Hood: Critical Evaluation.

Watch the video clip again. Judge and justify. Who do you think is right? Who do you think is wrong? Why?

1. I think Robin is right/wrong tobecause.....
2. I think the men are right/wrong tobecause.....

Task 19.4

Democracy: The Right to Vote

Read article 1 of the Convention on the Rights of the Child. This is a United Nations Human Rights Treaty, which Japan ratified in 1994. Answer the questions below.

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

See: <http://www.bayefsky.com/treaties/crc.php>

1. How old are you?
2. Under international law, are you an adult?
3. Under Japanese law, are you an adult?
4. Were you eligible to vote in the General Election on Sunday? Why? Why not?
5. Do you think people aged 18-19 should be eligible to vote?
6. Why do you think the government does not recognise this right?

Task 19.5

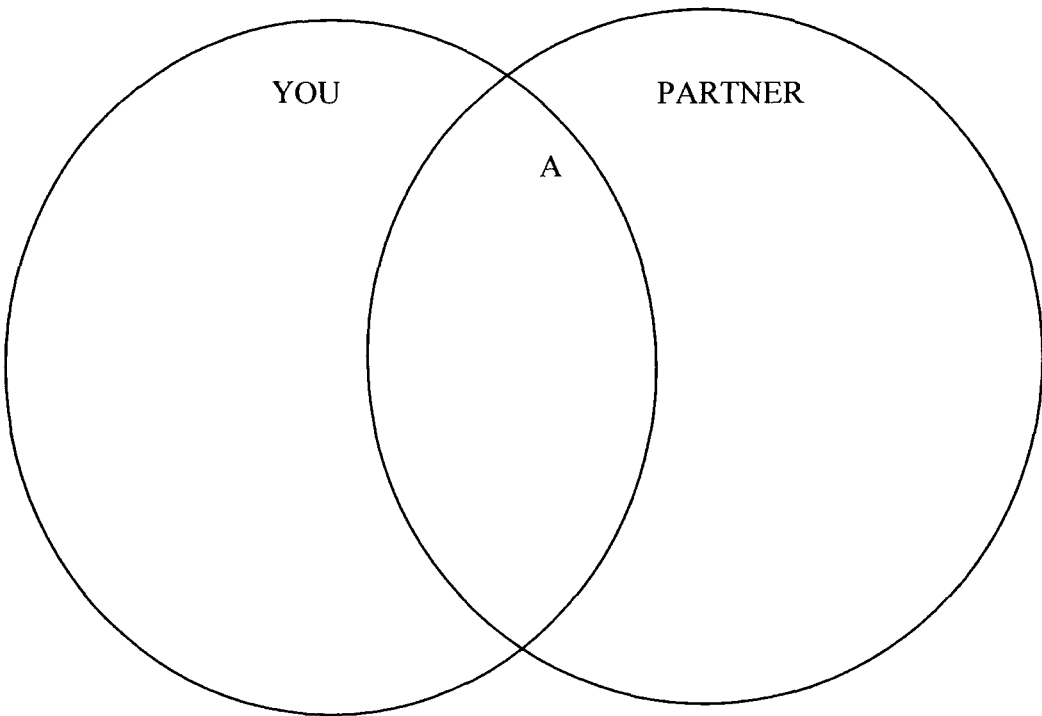
Political Systems: Peace

What does peace mean to you? Note down 5 key points below.

Task 19.6

Political Systems: What is Peace?

Now, compare your points with your partner. Write similarities in zone A and differences in the zones for YOU and your PARTNER.



Week 19: Homework

Defining a Culture of Peace

Look at the U.N. definition of a Culture of Peace below (see: http://www3.unesco.org/iycp/uk/uk_sum_cp.htm). State whether you agree or disagree with any of the points and why. Refer to the detailed handout.

Culture of Peace: Eight Action Areas:

- Fostering a culture of peace through education
- I agree/disagree because

- Promoting sustainable economic and social development
- I agree/disagree because

- Promoting respect for all human rights
- I agree/disagree because

- Ensuring equality between men and women
- I agree/disagree because

- Fostering democratic participation
- I agree/disagree because

- Advancing understanding, tolerance and solidarity
- I agree/disagree because

- Supporting participatory communication and the free flow of information and knowledge
- I agree/disagree because

- Promoting international peace and security
- I agree/disagree because

Individualism and Collectivism 2

Task 20.1

Hofstede: Consequences of Individualism/Collectivism

Read the paragraph below and answer the questions.

Collectivist cultures tend to be group-oriented. A consequence is that in-group members tend to distance themselves from out-group members. Out-group members are regarded as almost unimportant. This does not tend to happen in individualist cultures as much. In-group members are not as close but out-group members are not as distant. Individualist cultures train their members to speak out as a means of resolving difficulties. Collectivist cultures are more likely to teach avoidance, third-party intermediaries, or other face-saving techniques.

1. What is one consequence of collectivist cultures?
2. How do out-group members tend to be regarded in collectivist cultures?
3. Does this happen in individualist cultures?
4. How do individualist cultures teach people to resolve problems?
5. How do collectivist cultures teach people to resolve problems?
6. Is there a Japanese translation for 'in-group' and 'out-group'?

Task 20.2

Bend it Like Beckham 1: Critical interpretation and Evaluation

Watch the video clip. An Indian couple are trying to resolve a problem.

1. The problem the Indian couple are trying to resolve is
2. They try to resolve it by
3. Their approach is typical of individualist/collectivist culture because.....
4. I think they are right/wrong because.....

Bend it Like Beckham 2: Critical interpretation and Evaluation

Watch the video clip. An Irish man is trying to resolve a problem.

1. The problem the Irish man is trying to resolve is
2. He tries to resolve it by
3. His approach is typical of individualist/collectivist culture because.....
4. I think he is right/wrong because.....

Task 20.3

Tajfel: Social Identity Theory

Read the paragraph below and answer the questions.

Another important theory which relates to Hofstede's individualism and collectivism is Tajfel's Social Identity Theory. He suggests that human beings develop two aspects to their identity; personal identity and social identity. Personal identity is unique to the individual but social identity develops as people start to identify themselves with different social groups. Tajfel suggests that human beings shift frequently between the personal and social identity in different situations and people can have a range of social identities. Why? Human beings need two things (1) to identify who they are and (2) self-esteem. People need to feel good about themselves. Importantly, the need for self-esteem leads people to evaluate their in-group (and its members) more favourably than out-groups (and their members.) People tend to think things like 'my group is best' or 'your group is not as good as mine.' Such in-group bias is related to prejudice, discrimination and violence. What a problem this is!

1. According to Tajfel, what are two key aspects of human identity?
2. What two things motivate people to form these identities?
3. What does the human need for self-esteem lead people to do?
4. Would you expect personal or social identity to be more developed in collectivist cultures or individualist cultures and why?
5. Would you expect in-group bias to be more developed in collectivist cultures or individualist cultures and why?

Task 20.4

Out-groups in Japanese Society

Read the questions below and discuss them with your group.

1. Is the in-group/out-group distinction important in Japan or not?
2. Which groups within Japanese society are generally considered to be out-groups (or perhaps feel they are out-groups) and why?

Task 20.5

Racial Discrimination in Japanese Society

Read the paragraphs below and answer the questions.

Japan ratified the International Convention for the Elimination of All Forms of Racial Discrimination (I.C.E.R.D.) in 1995. The Japanese government must send reports to the UN Committee for the Elimination of Racial Discrimination (C.E.R.D.) every 4 years. In its first reports in the year 2000 (see: http://66.36.242.93/reports/japan_cerd_c_350_add.2_2000.pdf), the Japanese government told C.E.R.D. about racial discrimination in Japan and what they are doing to resolve these problems. The Japanese government wrote about problems facing the following groups: the Ainu, foreigners, Korean residents, Indo-Chinese refugees (from Vietnam, Laos and Cambodia.) In its reply, (see: <http://www.imadr.org/japan/2001/cerd.final.japan.html>), C.E.R.D. asked the Japanese government to also focus on the burakumin and Okinawan communities and non-Indo-Chinese refugees in their next report.

1. What is ICERD?
2. Which groups did the Japanese government write about in its first reports on ICERD?
3. Which groups did CERD ask the Japanese Government to include in the next report?

Week 20: Homework 1

What is Racial Discrimination?

Read the definition below and have a look at the websites.

`any distinction, exclusion, restriction or preference based on race, colour, descent or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field.`

- See Article 1 of ICERD:
- English:
<http://66.36.242.93/treaties/cerd.php>
- Japanese:
<http://www.nichibenren.or.jp/jp/katsudo/jinkenlibraly/treaty/race/convention/contents.html>

Week 20: Homework 2

Essay: Minority Groups in Japan.

Choose one of the following groups: (1) the Ainu (2) foreigners (3) Korean residents (4) refugees (5) the burakumin community or (6) the Okinawan community. Research the three questions below using the internet. Write a 250-word essay and email it to me with a list of useful websites. The deadline is 25 November

1. What problems related to racial discrimination does the group face?
2. According to their political manifestos for the recent general election, did the main political parties say they want to help this group or not? If so, how? If not, why do you think this is?
3. If nothing is written in the political manifesto, email your local politician and ask her/him directly. Does your local politician try to help this group? If so, how? If not, why do you think this is? Ask them directly.

- The group I will research is:

Masculinity and Femininity 1

Task 21.1

Japanese Women and Japanese Men

Answer the questions below in writing and discuss them with your group.

1. What is the role of men in Japanese society?
2. What is the role of women in Japanese society?
3. Should parenting be the mother or father's responsibility or both?
4. Are men and women equal?
5. What kind of image of women does the media project?

Task 21.2

Hofstede: Masculinity and Femininity

Read the paragraph below and answer the questions.

Some cultures value achievement, assertiveness and acquiring wealth. Others focus more on caring for others and quality of life. Hofstede calls these variations masculinity and femininity. Cultures high in masculinity believe in achievement and ambition, judge people on the basis of their performance and display material goods that have been acquired (such as expensive clothes, handbags, houses and cars.) Manliness is very important. Cultures high in femininity care more about improving the quality of life, equality between the sexes and caring roles for both women and men. Again, Hofstede suggests climate is important. Masculine cultures tend to live in warmer climates near the equator, and feminine cultures typically reside in colder climates away from the equator. Cold-weather climates require men and women to develop survival skills that foster equality.

1. What kind of things do cultures high in masculinity value?
2. What kind of things do cultures high in femininity value?
3. Why does Hofstede think some cultures develop masculinity?
4. Why does Hofstede think some cultures develop femininity?
5. Do you think Japan is high in masculinity or femininity? Why?

Task 21.3

Lara Croft: Critical Interpretation.

Watch the video clip again. Make a critical interpretation of the situation. What message do you think the writer wants to send about masculinity and femininity?

The Writer

- I think the writer's message is

Task 21.4

Lara Croft: Critical Evaluation.

Watch the video clip again. Judge and justify. Does the writer project a positive image of women? Does the writer promote the equality of women? Do you think the writer's message is good or bad? Why?

1. I think the writer (projects/does not project) a positive image of women because
2. I think the writer (is/is not) promoting the equality of women because
3. I think the writer's message is (good/bad) because

Task 21.5

Definitions: CEDAW, CEDAW and Sexual Discrimination

Read the definitions below. Fill in the blanks with words from the box.

| |
|---|
| freedoms..... Committee.....Discrimination sex..... equality..... rights |
|---|

CEDAW

- Convention on the Elimination of All Forms of (1.....) against Women

CEDAW

- The (2.....) for the Elimination of Racial Discrimination

"discrimination against women"

- 'shall mean any distinction, exclusion or restriction made on the basis of (3.....) which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of (4.....) of men and women, of human (5.....) and fundamental (6.....) in the political, economic, social, cultural, civil or any other field.'

See: Article 1 of CEDAW (<http://66.36.242.93/treaties/cedaw.php>)

Task 21.6

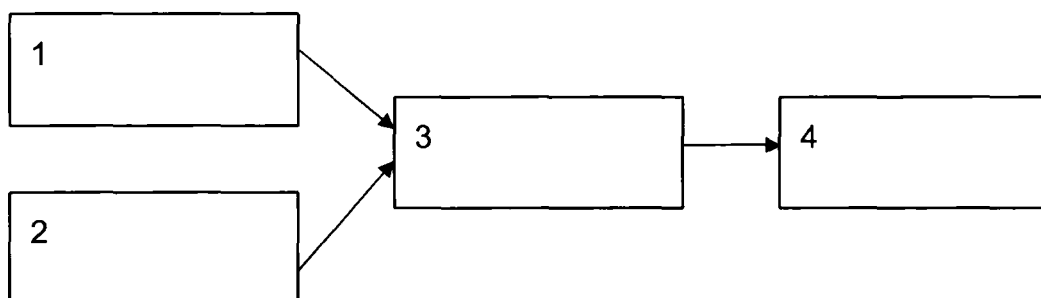
Japan and ICERD: Procedures

Read the paragraph below and complete the table below. Who sends reports to whom?

- Japan ratified (signed) CEDAW in 1985 and it came into force in 1985. Just like with ICERD, the Japanese government must send reports to CEDAW periodically and sent the most recent one in 2002 (see: <http://ods-dds-ny.un.org/doc/UNDOC/GEN/N02/600/19/IMG/N0260019.pdf?OpenElement>) CEDAW made many recommendations to the Japanese government (see: <http://www.un.org/womenwatch/daw/cedaw/cedaw29/ConComm/JapanE.pdf>)

Submission of reports on CEDAW: Who sends reports to whom?

| | |
|------------------------------|-------------------------|
| CEDAW | NGOs |
| the Japanese Government..... | the Japanese Government |



Task 21.7**CEDAW's Recommendations**

Read the quotation from article 24 of CEDAW's report. What does CEDAW recommend?

CEDAW recommends that the Japanese government tries to change:

- 'existing stereotypical attitudes on women's and men's roles.....advancing the notion of parenting as a social responsibility of both mothers and fathers.'

CEDAW also recommends that

- 'the media be encouraged to project a positive image of women and of the equal status and responsibilities of women and men in the private and public spheres.'

Week 21: Homework 1**Q & A**

Look again at your answers to task 21.1 and identify what parts of your thinking you should change. Email your answers to me by next week.

1. What should the role of men be in Japanese society?
2. What should the role of women be in Japanese society?
3. Should parenting be the mother or father's responsibility?
4. Should men and women be equal?
5. What kind of image of women should the media project?

Week 21: Homework 2**Summary**

Read the newspaper article about the CEDAW report in Japanese and summarise it in English. Write one paragraph. Email it to me by next week.

Masculinity and Femininity 2

Task 22.1

Hofstede's Definitions

Read Hofstede's actual definitions of the 3 value dimensions we have studied.

Power Distance

- 'the extent to which the less powerful members of institutions and organizations within a country expect and accept that power is distributed unequally.'
 - G. Hofstede: Cultures and Organizations: Software of the Mind (p28)

Individualism and Collectivism

- 'Individualism pertains to societies in which the ties between individuals are loose: everyone is expected to look after himself or herself and his or her immediate family. Collectivism is as its opposite pertains to societies in which people from birth onwards are integrated into strong cohesive in-groups, which throughout people's lifetime continue to protect them in exchange for unquestioning loyalty.'
 - G. Hofstede: Cultures and Organizations: Software of the Mind (p51.)

Masculinity and Femininity

- 'Masculinity pertains to societies in which social gender roles are clearly distinct (i.e. Men are supposed to be assertive, tough and focused on materials success whereas women are supposed to be more modest, tender and concerned with the quality of life); Femininity pertains to societies in which social gender roles overlap i.e. Both men and women are supposed to be modest, tender and concerned with the quality of life.'
 - G. Hofstede: Cultures and Organizations: Software of the Mind (p82/3)

Task 22.2

Stephanie's Concept: British Men

Read about Stephanie's concept of men in Britain. Bear this information in mind as you watch today's video clips.

I can only tell you my strongest stereotypes of men in Britain. Most men I know support women in the workplace and I am satisfied women have equal opportunities at work. Many men seem reluctant to cook and do housework but younger men especially (and some older men too) seem happy to share those responsibilities. However, I still think there is unacceptable gender division in sport, especially soccer. Things may have changed since I left the UK but it is still difficult, if not impossible, for most girls to play soccer. It's a man's game, full of manliness and male bonding and I think men are reluctant to even consider letting women play, never mind watch them! I do have the impression that younger girls may be playing more and I thought the film, Bend it Like Beckham, is interesting, because it breaks stereotypes and may indicate a change in mentality. I also think (rightly or wrongly) curry is connected to the soccer mentality. After matches, I think many young men like to eat really hot curry as a challenge (a sign of manliness!) The hottest type of curry is called Vindaloo and this word was even in a soccer anthem.

Task 22.3

Jamie Oliver: Critical Interpretation and Evaluation 1

Watch the video clip. Jamie Oliver is a famous TV chef in the UK. His TV show is called The Naked Chef. Answer the questions below.

1. Do you think Jamie values masculinity or femininity? Why?
2. Judge Jamie and justify. From your reaction to this clip, do you think you value masculinity or femininity? Why?

Task 22.4

Jamie Oliver: Critical Interpretation and Evaluation 2

Watch the next video clip. Answer the questions below.

1. Do you think Jamie values masculinity or femininity? Why?
2. Judge Jamie and justify. From your reaction to this clip, do you think you value masculinity or femininity? Why?

Task 22.5

Bend it Like Beckham: Critical Interpretation and Evaluation 1

Watch the video clip. Is it acceptable for girls to play soccer in Britain? Answer the questions below.

1. What does each person value: masculinity or femininity? Why?
2. Judge and justify. From your reaction to this clip, do you think you value masculinity or femininity? Why?

Task 22.6

Bend it Like Beckham: Critical Interpretation/Evaluation 2

Watch the next video clip. Is it acceptable for girls to play soccer in Britain? Answer the questions below.

1. What does each person value: masculinity or femininity? Why?
2. Judge and justify. From your reaction to this clip, do you think you value masculinity or femininity? Why?

Task 22.7

Democratic Citizenship

We have talked about democracy, a culture of peace and human rights for various minority groups including women in Japanese society. Discuss the questions below with your group.

1. Do you want to live in a democracy which promotes peace, equality and human rights for everybody including foreigners and women? Why? Why not?
2. For democracy to succeed, what kind of citizens does it need?

Task 22.8

Are you a good democratic citizen?

Read the points below and answer the questions.

A good democratic citizen:

- studies society and is knowledgeable about it
- actively tries to change society for the better.
- votes wisely in elections
- tries to affect decision-making about society
- includes all adults in society

1. Do you study society and are you knowledgeable about it?
2. Do you actively try to change society for the better?
3. Do you vote wisely in elections? Did you vote in the last election?
4. Do you try to affect decision-making in society?
5. Do you think foreigners and women should have equal rights to Japanese men, including the right to vote?
6. Do you think you are a good democratic citizen? Why? Why not?

Week 22 Homework

Democratic Action: Project

You are researching the problems facing minority groups in Japan. Next, you are going to take democratic action related to intercultural communication as a responsible democratic citizen. Follow the steps below to plan your project. Your essay should be a minimum of 250 words. Please hand it in by

STEP 1:

Choose a group you would like to help.

- The Ainu
- Foreigners in Japan
- The Korean community in Japan
- Refugees in Japan (Indo-Chinese and non-Indo-Chinese)
- The burakumin community
- The Okinawan community
- Japanese and foreign women in Japan

STEP 2:

Research the kinds of problems they have in more depth.

STEP 3:

Plan small-scale democratic action. Here are some suggestions:

- Discuss the problems of the group you have chosen with your local politician, professors and students here at the University of XXX and persuade people to take action.
- Discuss the problems facing women in Japan with your parents, family and both male and female friends and tell them about CEDAW.
- Make contact with people in the burakumin, Korean, Ainu or Okinawan communities including their NGOs and find out how you can help them.
- Analyse how women or minorities are portrayed in magazines at this university and discuss the position of women with their publishers and writers

STEP 4:

Write an essay reporting on your progress.

Week 22: Homework 1

Democratic Citizenship: Plan Your Project

Plan your project on the form below and hand in next week at the latest.

STEP 1:

The group I would like to help is:

STEP 2:

I know they have the following problems:

STEP 3:

To help them, the democratic action I would like to take is:

Week 22: Homework 2

Sample: Stephanie's Democratic Citizenship Plan

Democratic Citizenship is everyone's responsibility including teachers. Read about how Stephanie tries to be a good democratic citizen below.

STEP 1:

The group I would like to help is:

- Foreign teachers at Japanese universities (including myself!)

STEP 2:

I know they have the following problems:

- Many foreign teachers at Japanese universities have no job security.
- Many foreigners are only allowed to work at their university for a few years and then they must leave.
- It is easy for foreigners to get a job when they are young because salaries are low but since older people get higher salaries in Japan, universities do not want to employ older foreigners because they don't want to give foreigners so much money.
- Though they have to pay into the Japanese pension scheme, foreigners often find they cannot qualify for a pension in Japan, because they have not worked for long enough but since they have not worked in their native country, they cannot get a pension there either.
- To get a Japanese pension, most foreigners must take permanent residence but there's no point if you can't get work when you are older.
- In spite of ICERD, this policy against foreigners is encouraged by the Japanese government and Japanese courts do not support foreigners very often.
- Our University has this kind of system at the moment. I am a GAIKOKUJINKYOSHI and I can only stay for 5 years and then I must leave.

STEP 3:

My democratic action is as follows:

- I have researched the problems in depth and published papers within the university and on the internet to educate people
- I have visited the president of the university twice to persuade him to change this system and I hope he will be willing and able!
- I have persuaded an NGO (the General Union) to report this problem to the UN CERD Committee (since the Japanese government did not mention it in their report!)
- I will probably write the report for the UN CERD committee after a period of research with the General Union

Useful websites

- Issho Kikaku: A web based NGO which makes presentations to CERD about human rights abuses in Japan. There are many articles on many subjects in many languages. Here is their Japanese site:
<http://www.isscho.org/index.php?newlang=ja>
- Issho Kikaku: They hold many research papers about the problems of foreign teachers in Japanese universities in both English and Japanese
<http://www.isscho.org/modules.php?op=modload&name=News&file=index&amount=10&catid=&topic=5>
- Japan Civil Liberties Union: This NGO makes presentations to CEDAW about the position of women in Japan and is about to propose a new law on racial discrimination
<http://www.jclu.org/>
- IMADR: A human rights NGO founded by the Burakumin. This is an excellent website which has extended worldwide.
<http://www.imadr.org/info/imadrinfo.html>
- <http://www.imadr.org/japan/index.html>
- Fukuoka General Union: A labour union which helps all workers who have problems with their employer, Japanese and foreign.
<http://fukuoka.generalunion.org/>
- The General Union: Another labour union which helps all workers who have problems with their employer, Japanese and foreign.
<http://kumiai.generalunion.org/>

Some of Stephanie's papers published on the internet:

On ICERD and NGOs:

- <http://fukuoka.generalunion.org/cerd.htm>
- On foreigners and the Japanese pension system
- Legal - IsshoNews (en): Japan: Foreign Nationals on Term-Limited Contracts and the Japanese Old Age Pension
- Legal - IsshoNews (en): Japan: Foreign Nationals and the Japanese Pension System

Course 3: Week 23

Week 23: Summer Assignment Presentations

Four students will present their summer assignments (critical interpretation and critical evaluation.) Listen carefully to their critical evaluation (the way they judged the interviewee according to their own values.) Answer the question below.

Speaker 1

1. What did you learn about the presenter's values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Speaker 2

1. What did you learn about the presenter's values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Speaker 3

1. What did you learn about the presenter's values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Speaker 4

1. What did you learn about the presenter's values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Week 24: Homework

Culture Conflict: Lazy Mr Yamada

Read the conversation about lazy Mr Yamada. Considering the situation from the perspective of human rights and democracy, mediate the situation by including yourself as a 3rd person mediator between Nicholas and Takashi. Make your position clear. Follow the guidelines below. Send your homework in by email by next week.

Critical Evaluation

- In this situation, do you think Nicholas is good or bad and why?
- In this situation, do you think Takashi is good or bad and why?

Values for mediation

- Values you will refer to when mediating this situation which should relate to human rights and democracy.

Mediation

- Mediate the situation with reference to the values you have chosen for mediation.
- Including yourself as a 3rd person mediator between Nicholas and Takashi.

Culture Conflict: Lazy Mr Yamada

Nicholas and Takashi are very good friends who teach at the same high school in Fukuoka. Nicholas is an A.L.T. and Takashi is a young English teacher. Mr Yamada is also an English teacher but he is much older than Takashi. Nicholas has noticed that Takashi is asked to do much more work than Mr Yamada. Takashi seems very stressed and Nicholas is worried about him. They are talking about pay rises and the Japanese salary system.

Nicholas: Takashi, you look exhausted! Are you OK?
Takashi: Yes, I have lots of work to do which just won't get done unless I do it.
Nicholas: Yes, but I don't want you to die of overwork! Is that karoshi in Japanese?
Takashi: Yes, karoshi! (Laughs.)
Nicholas: I'm wondering why you do it! Are you getting paid a lot of extra money for doing overtime? Are you hoping to get promoted?
Takashi: Well, no, this is just my usual work. I don't get paid any extra money for it. In Japan, we get a salary increase every year because of age. It doesn't really matter how much extra work we do. We get a salary increase anyway.
Nicholas: (Looks astonished.) Older people get paid more money just because they are older and it doesn't matter how much extra work they do?
Takashi: That's right!
Nicholas: Wow! (Looks around the staff room.) So, let's take Mr. Yamada, for example. He works in the same group as you. We all know he's a really lazy English teacher. Look at him. He's always asleep! (Mr. Yamada is snoring away at his desk.) Does he get paid more than you just because he's older?
Takashi: Well, yes. That's the way the system works. He could help me with this work but he thinks younger people should do all the hard work!

Nicholas (Looks shocked!) But that's not fair! Look at you! You're running yourself into the ground! (Looks at Takashi cheekily.) Why don't you ask Mr. Yamada to help you?

Takashi: (Looks shocked.) Oh, I couldn't.

Nicholas Well, if you won't, I will! Rather that than you die of overwork!

Takashi: (Looks shocked!) Nicholas! Please don't!

Course 3: Week 24

Week 24: Summer Assignment Presentations

Four students will present their summer assignments (critical interpretation and critical evaluation.) Listen carefully to their critical evaluation (the way they judged the interviewee according to their own values.) Answer the question below.

Speaker 1

- 1. What did you learn about the presenter`s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 2

- 1. What did you learn about the presenter`s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 3

- 1. What did you learn about the presenter`s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 4

- 1. What did you learn about the presenter`s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Week 24 Homework

During the holidays, please work on your pre-course interview assignment and catch up with any homework you did not do this term (from week 15.) And don`t forget to write your diary this week!

Course 3: Week 25

Week 25: Summer Assignment Presentations

Four students will present their summer assignments (critical interpretation and critical evaluation.) Listen carefully to their critical evaluation (the way they judged the interviewee according to their own values.) Answer the question below.

Speaker 1

1. What did you learn about the presenter`s values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Speaker 2

1. What did you learn about the presenter`s values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Speaker 3

1. What did you learn about the presenter`s values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Speaker 4

1. What did you learn about the presenter`s values from their critical evaluation?
2. Judge their evaluation and justify with reference to your own values.

Week 25 Homework

Discussion Point

Read the three quotations below. How far do you agree or disagree with each opinion and why? Write a paragraph expressing your own opinion and please email it to me by next week.

- 'About STUDENT C1, I wonder why she thinks negative is always bad for her. Maybe, I think the reason is the mark of ' - ', and the words of 'negative'. We have prejudice and bad images about these things, so she said she don't want to be negative.'

STUDENT C7's week 24 diary

- 'STUDENT C1's way of thinking was really difficult to understand. But I think there's no need to persist in own idea. I have already told you that value is changing object.'

STUDENT C9's week 24 diary

- 'What STUDENT C1 and I are thinking is that we want to make the way of thinking toward something positive. Therefore, we think it's not ok to change positive thinking to negative thinking and that's it. But now, as I write this email, I'm getting confused. Could you tell me what is positive and negative? How can we decide the things positive or negative?'

STUDENT C2's week 24 diary

Week 25: Homework 2

Preparation: End-of-Course Interview

At the end of January, you will have your end-of-course interviews in small groups. In July, I provided all the topics for discussion. This time, I would like you to contribute. Please look back over the course from October 2003, your homework and diaries. Think of 2 interesting questions for discussion related to critical evaluation. Please email them to me

Course 3: Week 26

Week 26: Summer Assignment Presentations

Four students will present their summer assignments (critical interpretation and critical evaluation.) Listen carefully to their critical evaluation (the way they judged the interviewee according to their own values.) Answer the question below.

Speaker 1

- 1. What did you learn about the presenter’s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 2

- 1. What did you learn about the presenter’s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 3

- 1. What did you learn about the presenter’s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Speaker 4

- 1. What did you learn about the presenter’s values from their critical evaluation?
- 2. Judge their evaluation and justify with reference to your own values.

Week 26 Homework

Discussion Point

Read the quotation below. Write a paragraph answering the questions below and please email it to me by next week.

Do you feel the same as STUDENT C9? Why? Why not?

How can fear affect intercultural communication?

What should we do with our fear?

- 'This week we discussed whether it's good or bad to have a fear in case of intercultural communication. I think I have fear. Of course we had not better have such a fear. I understand. But... I have. Because when I meet foreign people, I get nervous. I have fear which I can't express and tell what I want to say. However except this fear, I don't think it's bad to have a fear. A fear is also part of me.

STUDENT C9's week 25 diary

Week 25: Homework 2

Preparation: End-of-Course Interview

At the end of January, you will have your end-of-course interviews in small groups. In July, I provided all the topics for discussion. This time, I would like you to contribute. Please look back over the course from October 2003, your homework and diaries. Think of 2 interesting questions for discussion related to critical evaluation. Please email them to me

Course 3: Week 27

Uncertainty Avoidance

Task 27.1

Foreigners in Japan

Read the questions in the box and discuss them with your partner

1. How do you feel about more and more foreigners coming to Japan?
2. What are the main problems, in your opinion?

Task 27.2

Hofstede: Uncertainty Avoidance

Read the paragraph below and answer the questions.

What will happen in the future? The future will always be unknown in some respects. One concern of all cultures is how they will cope with uncertainty. Hofstede defines uncertainty avoidance as follows: 'the extent to which the members of a particular culture feel threatened by uncertain or unknown situations.' Countries low in uncertainty avoidance do not feel threatened by uncertainty. They aim to reduce the number of rules in society and tolerate people who do not follow them. They tend to take risks, try new things and accept change. Countries high in uncertainty avoidance tend to feel threatened by uncertainty and try to reduce it by creating and obeying many rules. They tend to resist social change because change is uncertain and therefore threatening. Table 1 (below) provides a numerical rating of the fifty countries and three regions on the uncertainty avoidance dimension.

1. How does Hofstede define uncertainty avoidance?
2. What kind of things do cultures high in uncertainty avoidance value?
3. What kind of things do cultures low in uncertainty avoidance value?
4. Do you think Japanese culture today tends to value high or low uncertainty avoidance?
5. In your life, do you avoid uncertainty or not?

TABLE 1: RATINGS OF FIFTY COUNTRIES AND THREE REGIONS ON HOFSTEDE'S UNCERTAINTY AVOIDANCE DIMENSION

| | Uncertainty Avoidance | | Uncertainty Avoidance |
|----------------|-----------------------|---------------|-----------------------|
| Greece | 193 | Ecuador | 6 |
| Portugal | 160 | Germany | -2 |
| Guatemala | 148 | Thailand | -6 |
| Uruguay | 143 | Iran | -27 |
| Belgium | 119 | Finland | -27 |
| Salvador | 119 | Switzerland | -31 |
| Japan | 110 | West Africa | -48 |
| Yugoslavia | 94 | Netherlands | -52 |
| Peru | 89 | East Africa | -56 |
| France | 85 | Australia | -60 |
| Chile | 85 | Norway | -64 |
| Spain | 85 | South Africa | -68 |
| Costa Rica | 85 | New Zealand | -68 |
| Panama | 85 | Indonesia | -72 |
| Argentina | 85 | Canada | -72 |
| Turkey | 81 | U.S.A. | -81 |
| South Korea | 81 | Philippines | -89 |
| Mexico | 69 | India | -106 |
| Israel | 65 | Malaysia | -122 |
| Colombia | 60 | Great Britain | -126 |
| Venezuela | 44 | Ireland | -126 |
| Brazil | 44 | Hong Kong | -157 |
| Italy | 40 | Sweden | -151 |
| Pakistan | 19 | Denmark | -176 |
| Austria | 19 | Jamaica | -218 |
| Taiwan | 15 | Singapore | -239 |
| Arab Countries | 11 | | |

(A large positive score means the country prefers to avoid uncertainty. A large negative score means the country does not prefer to avoid uncertainty. The average score is zero.)

Source: Adapted from Intercultural Competence (3rd edition)
by M. Lustig and J. Koester. P119.

Task 27.3

Japanese Fear of Foreigners 1

Read Stephanie's summary of an article printed in The Japan Times online on November 2nd 2003. Answer the questions.

32.4% of Japanese oppose increase in foreign tourists

Nearly 32.4 percent of Japanese people say they do not want to see more foreign tourists visiting Japan. 90.2 percent of them say their reason is because of a rise in crimes committed by foreign nationals, according to a government report. In contrast, 48.2 percent said they favor an increase in foreign tourists. The results show that Prime Minister Junichiro Koizumi's plan to double the number of foreign tourists to Japan by 2010 (to strengthen the economy) has little public support. The National Police Agency said that last year a record 16,212 foreign nationals were arrested or prosecuted for breaking the law. This showed an increase of 10.6 percent from 2001, according to the report. The reported increase in foreign crime is not blamed on tourists but the government needs more support from the public for its plan to bring more foreign tourists to Japan.

(www.japantimes.com/cgi-bin/getarticle.pl5?nn20031102a9.htm)

1. What percentage of Japanese people said they DO want to see more foreign tourists visiting Japan?
2. What percentage of Japanese people said they DO NOT want to see more foreign tourists visiting Japan and why?
3. What does Mr Koizumi hope to achieve by 2010 and why?
4. Between 2002-2003, how many foreign nationals were arrested by police or prosecuted for breaking the law?
5. By what percentage had this number increased since 2001?
6. Is the increase blamed on tourists?
7. Would Japanese people who DO NOT want more foreign tourists to come to Japan probably be high or low in uncertainty avoidance?
8. Would Japanese people who DO want more foreign tourists to come to Japan probably be high or low in uncertainty avoidance?

Task 27.4

Japanese Fear of Foreigners 2

Read Stephanie's summary of an article printed in The Asia Times online on November 14th 2003. Answer the questions.

Japan's foreigner crime fears

By Hussain Khan (Summarised by Stephanie Houghton.)

TOKYO - Japan is caught in a media frenzy - without justification - about crime committed by foreign nationals. Japanese people seem determined to blame their crime problems on everybody but themselves....This is a problem for many people, including multinational business people and tourists. There is very little foundation for concerns about foreigners. The National Police Agency recently published a report on foreign crime in Japan, which admitted that foreign crime had fallen in 2000 and 2001. After that, the number did increase but this is natural since the numbers of foreigners in Japan has also increased greatly. The overall population of Japan grew by 2.3 percent over the last ten years but in the same period, the number of registered foreigners in Japan grew by 44.5 percent. ...The police report could not prove that the increase in foreign crime rate was proportionate to the increasing number of foreigners in Japan.

(<http://www.atimes.com/atimes/Japan/EK14Dh03.html>)

1. Are Japanese concerns about foreign crime justifiable?
2. Did the foreign crime rise or fall in 2000 and 2001?
3. Did foreign crime rise or fall after 2001?
4. Over the last ten years, by what percentage has the overall population of Japan grown?
5. Over the last ten years, by what percentage has the number of foreigners in Japan grown?
6. Can the police prove that the foreign crime rate is increasing in line with the growing number of foreigners in Japan?
7. According to the article, some Japanese people want to blame crime on foreigners? Do you think this may be true?

Task 27.5

Democratic Citizenship

Look at the week 22 homework below. Discuss the questions below with your partner. What progress did you make? If you did not make much progress, why was this?

=====

Week 22 Homework

Democratic Action: Project

You are researching the problems facing minority groups in Japan. Next, you are going to take democratic action related to intercultural communication as a responsible democratic citizen. Follow the steps below to plan your project. Your essay should be a minimum of 250 words. Please hand it in by

STEP 1:

Choose a group you would like to help.

- The Ainu
- Foreigners in Japan
- The Korean community in Japan
- Refugees in Japan (Indo-Chinese and non-Indo-Chinese)
- The burakumin community
- The Okinawan community
- Japanese and foreign women in Japan

STEP 2:

Research the kinds of problems they have in more depth.

STEP 3:

Plan small-scale democratic action. Here are some suggestions:

- Discuss the problems of the group you have chosen with your local politician, professors and students here at the University of XXX and persuade people to take action.
- Discuss the problems facing women in Japan with your parents, family and both male and female friends and tell them about CEDAW.
- Make contact with people in the burakumin, Korean, Ainu or Okinawan communities including their NGOs and find out how you can help them.
- Analyse how women or minorities are portrayed in magazines at this university and discuss the position of women with their publishers and writers

STEP 4:

- Write an essay reporting on your progress.

Week 27: Homework**Democratic Citizenship: Plan Your Project**

If you have not yet completed your democratic citizenship project, try again for homework this week. Use this form to make your plan. Send your progress report to me by email.

STEP 1:

The group I would like to help is:

STEP 2:

I know they have the following problems:

STEP 3:

To help them, the democratic action I would like to take is:

Week 27: Homework**Discussion Point**

Read the questions below. Write a paragraph expressing your own opinion and please email it to me.

1. Why do you think some Japanese people are afraid of foreigners?
2. What can be done to improve their attitudes to make a more comfortable society for everyone?
3. Are you afraid of foreigners? Why? Why not?
4. How can you improve your attitudes to make a more comfortable society for everyone?

Week 27: Homework 2**Preparation: End-of-Course Interview**

At the end of January, you will have your end-of-course interviews in small groups. In July, I provided all the topics for discussion. This time, I would like you to contribute. Please look back over the course from October 2003, your homework and diaries. Think of 2 interesting questions for discussion related to critical evaluation. Please email them to me

Course 3: Group Interview Handouts 2

Democracy

Political Systems

- I wondered that democracy is always good to us. I think democracy is equality thinking decidedly. However, democracy society always exist common people and politicians. I think communism is equality thinking. In Communism society, everyone is equal. We learned American style (Democracy) is good to us and Soviet Russian style (Communism) is sometimes dangerous. I don't have enough knowledge about politics, so I cannot understand these reasons. (STUDENT C7: Week 18 Student Diary)

Expressing an Opinion

- Sometimes I need discussion, but I guess many Japanese people don't like it and don't feel comfortable when they discuss. Most of them tend to be afraid that (it) could make the relationships between people worse. I honestly don't think so... most Japanese respect..."Harmony" too much. (STUDENT C3: Week 17 Student Diary)
- ..it's much easier to make our opinions reflect in Democratic society, because we could have more chances to exchange our opinions and feel free to do that. That is the requirement of democratic society to me. (STUDENT C3: Week 19 Student Diary)
- I think democracy had the potential to be better than other systems, on the other hand, the opposite case of that also is possible. It means whether democracy work effectively...or not depend on people's value and society's value. (STUDENT C12: Week 19 Student Diary)
- Democracy...can be said as the Low Power Distance. In Japan, people can take part in election when we are 20 years old. I have awareness especially that Japanese governments aren't autoratic, and they insure people personal freedom. (STUDENT C5: Week 18 Student Diary)
- In democracy, I said that we can take part in the election when people are 20 years old, but I don't know whether we should vote on the election, because we commoner don't know personality or career of candidates. Some adults know candidates in detail, I think that we young people must vote the candidate by the only looks. On such a situation, it can't be said that Democracy is formed. (STUDENT C5: Week 18 Student Diary)
- I think that Jpanese schools should prepare us all better to participate in democracy, because I can understand the importance of democracy, but I don't know the function of it, so I want to teach me it in school early. (STUDENT C5: Week 18 Student Diary)
- I have to listen to each member of society saying. Last time I didn't vote, because I didn't listen to their opinions, and I thought my vote was not worth, but I wanna tyr to vote next time. Perhaps my vote could change Japanese society!!! It's just joke:-) (STUDENT C5: Week 18 Student Diary)
- I have heard in Japan that one candidate had been elected by one votes. I think my vote is very very important!! (STUDENT C5: Week 18 Student Diary)

- Now I think perhaps I don't value Self-Direction. If I had a sense that try to make society a better, I couldn't practice with such a mind. I must be able to state my opinion clearly in order not to cling to Security and Collectivism. (STUDENT C5: Week 20 Student Diary)
- I had never thought about democracy until now, so it was so difficult to think about it. And as I said in my essay, we have democracy political system, but we have also SENPAI/KOUHAI system. So it is very difficult and complicated to survive between this society. And personally I don't want to care about that system, but if I didn't use KEIGO to teacher or some older person, they might regard me as rude and impolite. (STUDENT C8: Week 18 Student Diary)

Democratic Citizenship

Change

- Japanese afraid to change, even if they are not satisfied this situation. (STUDENT C4: Week 22 Student Diary)
- Interest in Politics
- I think I am not good citizen but, I don't have no interest. I think if I had to right to vote last election, (now I am 19) I would go to vote. (STUDENT C4: Week 22 Student Diary)
- I could know how bad situation foreigners are in now. Like pension and nationality system. So I thought we should think about it carefully from now. (STUDENT C8: Week 23 Student Diary)
- About democratic citizens, I'm not good citizens because I cannot Japanese government's working so much. I want to study about it more and I want to criticize to them someday! (STUDENT C7: Week 22 Student Diary)

Social Action

- I researched about Korean residents. To be honest, I had a Korean residents prejudice, but not anymore. For the reason my parents have it strongly. I think they were told it from their parents. But somehow prejudice is ugly thing as a human. Then after I researched I could know about their problems partly. And those problem related to that each Japanese person. So I am thinking about what could I do for it. And the action for problem is the next homework. So, I will try to do something. (STUDENT C8: Week 20 Student Diary)
- I know I should take action for older people or boss when they were making mistake. But most of the time I can't do it. Because if I do so, for example in part-time job, if I against to boss, I would be in trouble and I might be a target to displease. This means my work footing would be harder. So if I could keep quiet I would keep. But if I did so, nothing change (STUDENT C8: Week 23 Student Diary)
- The group I researched was Korean residents. There are many problems in this society and in this country. As a problem, there are work problems, nationality problem, education problem and so on. But I think all these problems related with small prejudice of each Japanese people. So, this is the biggest problem. Then I checked my city's political manifesto about what are they doing for these problems. But there is no information of it. Therefore I asked about it to public

office. And they replied that there is no counsel about Korean residents. Then I asked again that how ideal city do you want to make, and are you doing for it now? Then again they replied some common ideal city. And they are making new building for improvement the human rights problem. But actually they are doing nothing for it, (STUDENT C8: Week 20 Homework)

- Democracy shouldn't be forced but people who want to create their nation by themselves can gather to reflect their own opinions. That's the democratic country. I do want to help to create my country and make it better place to live because I am a member of this country. I don't want to be depending on an autocrat or someone. Democratic country is easy to reflect one's opinion. So I am agree with Democracy, which I am belong to. (STUDENT C3: Week 18 Homework)
- I still think democracy is best, and it's important for citizen to be guaranteed their human rights, freedom and equality. But, at the same time, I also want to respect the Keigo system and Senpai- Kohai system. That's my culture although people who live in another country regard our system as strange and wrong. (STUDENT C12: Week 18 Homework)

Fostering Democratic Participation

- I disagree because I think democratic thinking is good, but if U.N. promotes it, minority governments (for examples, communism or other thinking) seems not to be admitted. (STUDENT C7: Week 19 Homework)
- I disagree because democracy is not always good for all people. (STUDENT C9: Week 19 Homework)
- I disagree because I think democracy doesn't relate to peace. (STUDENT C8: Week 19 Homework)
- I agree because I associate "PEACE" with harmony between people, and I think democracy is the closest idea to harmony than socialism or Nazism. (STUDENT C10: Week 19 Homework)

Human Rights

Women

- I think the word of 'yamatonadesiko' is not always bad meaning. For example, This word is also used when describe very beautiful women. However it is fact that this word have image of weak women, and unequally. I think we should change our thinking. (STUDENT C7: Week 21 Student Diary)
- What do you need for your husband when you get married? (what's your ideal husband?) (STUDENT C12)
What's the meaning of equality between men and women? (STUDENT C12)
- Women's lives shouldn't be controllable by men. (STUDENT C3: Week 22 Student Diary)
- I think today is just the transitional period on sexual stereotype. So we waver between the old value and the new one. Because of that, I feel there are many distortion in our society. For example, the working women are remarkably increasing, but the systems that protect women (the holiday for birth and taking care for babies) are not enough. (STUDENT C12: Week 21 Student Diary)

- About KSTUDENT C9shu Danji, that was very old but it was natural in some years ago. But including I, many classmates said that it's wrong and we can't stand such a custom. (STUDENT C9: Week 21 Student Diary)
- I think Japanese attitude toward gender is changing little by little. Women power is becoming stronger than former. And, as STUDENT C1 said I think I am university student now,. So I don't feel inequality between men and women. However when I start to work, I will feel inequality. (STUDENT C4: Week 21 Student Diary)
- I think Japanese media should recommend making women's status better. I think Japanese media should do same things about Korean residents. (STUDENT C4: Week 23 Student Diary)
- I was very wondering why even now, there is sex discrimination in Japan in spite of Japan is a developed country. (STUDENT C2: Week 21 Student Diary.)

In group and out group

- I think I am a quite a "in-group" person. I really regard people around me as important. I hope to treat every person as important, but it's impossible. I think the matter is how important it is. I have many precious people. For them, I want to do whatever I can do. So, I can't afford to pep to worry about someone who doesn't know well. (STUDENT C9: Week 20 Student Diary)
- before I didn't belong to any clubs, so I didn't have chance to meet new people. But now I belong to a club and meet some people, I am influenced a lot. I tend to avoid to change my dairy life. It's very interesting, but also it is scary. However it was really good for me to belong a club and meet new people. Now I think so. (STUDENT C9: Week 20 Student Diary)
- I want to know the value about "in group" and "out group" for my classmates. And I want to listen to the reason. (STUDENT C9)
- I think that I classify people who I meet first into two goupes unconsciously. one group is that they are expected to be friends and the other is that they are not to. (STUDENT C1: Week 20 Student Diary)
- ..we've learned about Individualism and Collectivism, and the idea of out-group and in-group. I think each culture has that sense, so to have the sense of "we" itself is ok, but if it's too strong, that's not ok. To accept and admit others is important. (STUDENT C10: Week 20 Student Diary)
- There are image Japanese value cooperation However I think recent Japanese are getting to change. Recently, it's said to develop one's personality or originality is important. (STUDENT C4: Week 16 Student Diary)

Senpai-Kohai System

- Although I don't value power, I'm obey in society, where is exist power-system, so I found I do value power indirectly. (STUDENT C7: Week 16 Student Diary)
- I want to ask who is respectable person for my classmates. (STUDENT C9)
- A word "respectable" I image means to be able to do which I cannot do. I think that standard is different respectively, for example ability, personality, life, aSTUDENT C2vement, and salary (assets).....there are many standards. In STUDENT C3's standard, there was age, but you disagreed. At first, I agreed

with STUDENT C3 because I have thought older people than me have experienced many things for the age, but my opinion changed. There are no relations in the age at all. The experience values are different respectively. (STUDENT C5: Week 26 Student Diary)

- In Japan, they say that we should follow superiors' idea. that is why there are "keigo" and "senpai" "kouhai" in Japanese. these are Japanese culture so we should respect. but I also think that it is important as young people's ideas as elder's.(STUDENT C1: Week 17 Student Diary)
- I've never complain about Senpai-Kohai system. I even respect for it. I really think that alder people are always superior to me, even though their ways oh thinking are out of date. They could provide me with much information, which come from their own experiences. As I do so, they suggest everything basing on their experiences. Which is more sophisticated? My experiences or theirs? Absolutely theirs! That's the reason why I try to respect what they say and I appreciate for them. (STUDENT C3: Week 20 Student Diary)
- I respect people who are older than I automatically, and I also respect people who are younger than I, if they have much experiences, or have high ability, or can do what I can't do. (STUDENT C3: Week 26 Student Diary)
- The reason why I don't like Senpai-Kohai system is that the system makes something like a barrier when we live together in friendship. It's the case whose age is close to me. I have sometimes worried about how to talk with such people.... However if the Senpai is very older than me, the system is necessary..... I am not moved or attracted any politicians. Maybe now I don't listen to them carefully, but the image of politicians is not good for me. I think the chance to vote should be given more often for us. So we will get to have interest in politics.... I am not interested in politics last week, but now....I have gradually started to think. (STUDENT C9: Week 16 Student Diary)
- I thought about " who is a respectable person for me". We tend to try to respect older people than the self. However, it's wrong. I don't disagree to use honorific word to the older people, but ... all older people don't worth respect. For example, I belonged to the basketball club 2 years ago. But now I quit and I belong to art club. There were many older people in the basketball club, but honestly to say, I couldn't respect anyone. The feeling I hold to them was kind of disappointment. (STUDENT C9: Week 26 Student Diary)
- In Japan there is Senpai-Kohai relationship. As everyon said, I think it's for mainitaining good relationship and Japanese traditon. These are connected with value-conformity and tradirion. I think we must respect older people, too. (STUDENT C4: Week 16 Student Diary)
- In Japan, I don't understand that there are not customs which leaners ask teacher lots of questions in the class. If we have things we don't know, we should ask them, because we Japanese think that adult know lots of things. (STUDENT C5: Week 17 Student Diary)
- I was shameful, because I didn't go for the last election, and all of the members of the class answered that they weren't interested. I knew the poorness of the understanding of the young men against the society. I thought that it intended to study on the society, and be knowledgeable about it more. (STUDENT C5: Week 22 Student Diary)

- When I was high school student, I went to Tokyo because of the school trip, and we visited the Diet Building. I felt close to politics. It's important for younger to experience actually. (STUDENT C5: Week 22 Student Diary)
- I learned that foreign teachers at Japanese university was put in the unfavorable position and that the seniority system was concerned with them....They must leave the school for a few years, so they cannot be promoted according to the seniority system.... I cannot satisfy of regarding a newcomer though they are veteran in the society, and ununderstanding that office work, so the system for foreign teachers should change. (STUDENT C5: Week 23 Student Diary)
- I think old Japanese kept the mind that it is very important to take care of older people and to respect to them. Now the mind is still alive I think but it is reducing. Therefore there are some news that student hurt teacher or killed teacher. This is very bad. And I know Korean people have that mind strongly. So, I think Japanese people remember again about it now, then we would know about Japanese old good point. (STUDENT C8: Week 17 Student Diary)
- Although our political system is democracy in Japan, but we can't say our opinion freely sometime. Because we have to obey to our boss or older person in usually. So, I mean if that boss made a mistake, we should be quiet because we should not make boss or superior shame. I think this is the KOHAI/SENPAI system. And as I said this system cause undeveloped politics. That's why there are many scandal in Japan I think. (STUDENT C8: Week 18 Homework)
- I think this system is good for us to keep us in order. However, there are some risks that this system may work in the wrong way. For instance, the case that SENPAI abuse this system and force KOHAI to do something that they don't want to. To avoid such a case, we have to be careful about it. (STUDENT C2: Week 18 Homework)

Adulthood

- In Japan, they say more than 20 years old is adult...why 20 years old?? ... I am 20 years old but I don't feel I became an adult. I wonder when I can feel I had grown up. (STUDENT C1: Week 19 Student Diary)
- I didn't know a child means below the age of eighteen years as United Nations Human Rights Treaty. So I am an adult. But I don't have right to vote. I understand Japanese system(the standard of age of adult is 20) but it's inequality a little in another situations... most things are allowed from 20....I educated this mentality from childhood, so it's natural. In addition to this, I am not interested in politics now, so I don't think I want to have the right to vote. (STUDENT C9: Week 19 Student Diary)
- I don't know how Japanese government think the difference of Japanese law and international law, but I think they maybe don't admire younger than 20 years (not be 20 years) people as adult. I think there's not a serious difference among from 18 years people to 20 years people, so it is good that 18 years people agree the voting. (STUDENT C6: Week 21 Student Diary)
- Seeing my 20th birthday come round in this August, I was to be adult, but this is merely rules in Japan. I don't change myself because of it, maybe I cannot. (STUDENT C7: Week 19 Student Diary)

-). I think to be adult is changing my thinking in widely view, so it is depend on personal character or surroundings. Also, I think these changing is done gradually, so I cannot think I am adult by being 20 years old. However, I may start thinking about more responsibility than before being 20 years old, although I don't change anything! (STUDENT C7: Week 19 Student Diary)
- I thought I don't want to be adult. Because adult have to have more responsibility than child. Still I feel like this.... I can live easily if I don't have so much responsibility in life. Although it would be bad way, but it is comfortable. (STUDENT C7: Week 19 Student Diary)

Discrimination

- I think I'm kind of lucky to have this chance to think about those discriminations in Japan, because most of them are very serious problems here and we need to focus on them. I think it's important to consider those problems to make it better place to live for all. (STUDENT C3: Week 20 Student Diary)
- we have to think about this problem as not only social problem but also our problem. Actually, it's difficult to change and there're few things we can do by ourselves. But I think we have to have the consciousness for this problem. (STUDENT C12: Week 21 Student Diary)
- I think some Japanese people might ignore racial discrimination. That is being done even between the Japanese, because they are scared to removed by their group. It becomes themselves priority though they know it's discrimination in the head. I regret that I can't say I'm not so. I may not be able to deny their error if the company of the group is a friend, because I dislike losing my friends and being lonely. (STUDENT C5: Week 20 Student Diary)
- it's necessary to override any values which undermine human rights if it's easy to live for us. (STUDENT C5: Week 21 Student Diary)
- I'm surprised your talk about 'Pension'. I don't know about so much even for us, so it is good chance to know about it. Japan has these discriminations much more than other country. I think ZAINICHI people are suffered to it the most. They paying duty to Japan, but they cannot get the right to vote. Also they have to carry foreigner registration on them. I think it is strange because some of them born in Japan and they haven't been to abroad or their homeland. (STUDENT C7: Week 17 Student Diary)
- I think Japan is really bad treat to foreigners. Now, the world is being more global, so we should change old rules and thinking! (STUDENT C7: Week 23 Student Diary)
- The attitude of political party is "Don't make the children who are sleeping wake up" It means the situation will become bad if we take some action to support burakumin. Because even the people who don't know the discrimination for burakumin know that through education. So sometimes, the education of burakumin isn't positive. But I think it's the first step for losing the discrimination to know real situation and history of burakumin. (STUDENT C12: Week 20 Homework)
- About the burakumin: And I actually E-mailed to LDP and questioned whether they are doing something or not politely. But they didn't reply any-thing! This is a disconsolate fact. (STUDENT C10: Week 20 Homeowrk)

Critical Evaluation

Positive and Negative

- “change” it can be both negative and positive word. I mean if my mind change negative to positive, the word “change” its image becomes positive. and if my mind change positive to negative, it becomes negative. (STUDENT C1: Week 24 Student Diary)
- I’m not willing to negate others (or their tradition) and that can make me feel guilty. (STUDENT C3: Week 20 Student Diary)
- I wasn’t quite sure if I could tell them what my real value is. There are some conflicts in my mind all of the time, so that can make me confused. Sometimes I even don’t know what I really value on. Some of my values always can change what it used to be. (STUDENT C3: Week 25 Student Diary)
- This week I thought it was very difficult to think whether right or wrong when we thought about the Anna and the King. Because there’re many aspects although there is only one subject. So I couldn’t decide which was right or wrong. I felt this critical evaluation isn’t simple, quiet complicate. I wonder there is “the answer”. (STUDENT C12: Week 18 Student Diary)
- I defined myself. But, it’s wrong to define the self in spite of no challenge or no experience.
- I think values...change. If I say I value A and later I don’t value A, it doesn’t matter. (STUDENT C9: Week 17Student Diary)
- STUDENT C1’s way of thinking was really difficult to understand. But I think there’s no need to persist in own idea. I have already told you that value is changing object. (STUDENT C9: Week 24 Student Diary)
- STUDENT C12 when she said new challenge is scary but important. I think so, too very much. Before I studied about value in this class, I don’t think so but my value was changed. (STUDENT C4: Week 23 Student Diary)
- What we talked about today was about positive and negative thinking using the chart below.

| | other | me 1 | me 2 | |
|---|-------|------|------|---------------|
| 1 | + | - | → + | OK |
| 2 | - | + | → - | OK o r NOT OK |

- In my opinion, I think 1 is ok but 2 is not ok same as STUDENT C1. It's because I tend to think negative thinking is not good so, I always try to have positive thinking....What STUDENT C1 and I are thinking is that we want to make the way of thinking toward something positive. Therefore, we think it's not ok to change positive thinking to negative thinking and that's it. But now, as I write this email, I'm getting confused. Could you tell me what is positive and negative? How can we decide the things positive or negative? (STUDENT C2: Week 24 Student Diary)
- Anyway changing is positive for me, because usually I use the word " change" in good way. In my mind "change" means to change something new. But on the other hand, it means old one is needless and unnecessary. So I worried about it. I

think we also have to value old culture. (STUDENT C8: Week 24 Student Diary)

- About STUDENT C1, I wonder why she thinks negative is always bad for her. Maybe, I think the reason is the mark of ‘ - ’, and the words of ‘negative’. We have prejudice and bad images about these things, so she said she don’t want to be negative. (STUDENT C7: Week 24 Student Diary)

Fear

- This week we discussed whether it’s good or bad to have a fear in case of intercultural communication. I think I have fear. Of course we had not better have such a fear. I understand. But... I have. Because when I meet foreign people, I get nervous. I have fear which I can’t express and tell what I want to say. However except this fear, I don’t think it’s bad to have a fear. A fear is also part of me.... I don’t want to be driven by fear. But I think to know what is my fear is important. And also to think the reason. If I have a fear and I always care its fear, I can’t get something new. I have already told you that especially, the new thing is scary for me. But I don’t want to be driven by the fear. (STUDENT C9: Week 25 Student Diary)
- In my case, in intercultural communication, fear exist same with excitement in my mind. Therefore it is negative and positive things for me. I don’t know what other people thinks, but I think to have fear is good because it is evidence of doing big challenge. (STUDENT C7: Week 26 Homework)
- I want to decrease my fear about speaking English. I think having fear certain extent is good. It is natural to have a fear when we start new things. (STUDENT C4: Week 26 Homework)
- I have fear which I can’t express and tell what I want to say when I meet foreigners as STUDENT C9 said. I think this fear affects communication each other. If I got nervous and I didn’t try to talk with foreigner at all, the person must think that I don’t probably want to talk to the person. The person feels unpleasant. I want to talk in fact, but the partner mistaken. The true intention isn’t conveyed to the partner. (STUDENT C5 Week 26 Homework)
- I am already used to meet new people and foreigners. So I don’t have a fear any longer. Even when I was younger than what I am today, I didn’t have a fear at all. I was just so much curious about everything especially new things. I don’t know why I don’t have a fear at all. (STUDENT C3 Week 26 Homework)

Stereotypes

- I noticed that stereotype is made by myself, and not until I knew the realities did I heard other opinions. So it’s important for me to listen to many other’s opinions. We should know how to interpret in different ways for prevention of stereotype. (STUDENT C5. Week 16 Student Diary)

Honne

- In this class (discussion) it’s important for us to say ‘honne’, because I learned way of critical evaluation.... I think that in the cultural communication, we may need ‘honne’. If we use ‘honne’ at first, some people might get a culture shock,

but we must stand it for learn the different culture. If we use 'tatemae', other people cannot understand the facts. So 'honne' is best.' (STUDENT C5: Week 25 Student Diary)

Compare/Contrast

- I want to say that it is also important to compare but to think about the reason of why do they do this or something like this is the most important thing. (STUDENT C8: Week 16 Student Diary)

Words

- I think it is interesting that the words have many meaning to each person. It is different for all people, so I can watch each personality to ask the meaning of some words. It is very interesting, isn't it?! (STUDENT C7: Week 26 Student Diary)

Fear of Foreigners

- I think because they have strong stereotype toward foreigner. For example, some Japanese, especially old people, always say that "the criminal of this crime is Chinese or North- Korean." Because they were taught that Japanese is superior to other Asian when Japan was on the war. And such kind of stereotype still remains. Moreover, old people think we never understand foreigner. Because they think how to think or feel of foreigner is completely different from them. As a result some Japanese judge the foreigner because of their image. So they're afraid of foreigner. (STUDENT C12: Week 27 Homework)
- When I don't know about that country or area, I can't accept easily. Because I can't imagine the value or culture they have. And I have one stereotype toward countries in the Communist bloc. I'm afraid of that foreigner little bit. I don't know this reason, but maybe I don't really know this different system. We, Japanese are westernized and we can know Western and developed countries well through TV, book or other information. But we don't know other developing countries, so sometimes I'm afraid. (STUDENT C12: Week 27 Homework)
- I think it's the best way that we know each other and we try to understand each other. Without direct communication, we can't know about other culture or value of person. So it's necessary for trusting each other to have the opportunity to know each other. (STUDENT C12: Week 27 Homework)
- Because I don't have good ability of English, especially speaking, so I cannot tell my feeling in English well. Also I'm afraid of strangers, so sometimes I cannot tell even in Japanese. I think shy and fear is similar feeling to me. However, I want to improve that I am shy. I want to speak with stranger more positively than now. (STUDENT C7: Week 26 Homework)

