WESTERN CULTURE
STUDY ABROAD

"The real voyage of discovery consists not in seeking new lands but seeing with new eyes." - Marcel Proust

Anthropology 208, Linguistics 208
E-campus course.
INSTRUCTOR: Brenda Kellar
OFFICE: Waldo 220
OFFICE HOURS: By appointment
E-mail: Brenda.kellar@oregonstate.edu. Please include your full name in the body of all electronic communication.

NOTE: E-campus fees apply; the cost is in addition to study abroad fees.

Course Description:
“Culture is an enigma. It contains both concrete and abstract components. It is also a multifaceted phenomenon. . . First, the term culture refers to a diverse pool of knowledge, shared realities, and clustered norms that constitute the learned systems of meanings in a particular society”. Stella Ting-Toomey (1999)

This is an e-campus course designed for students studying abroad in host countries based on Western philosophical ideals, such as Europe, parts of Latin America, and Australia. A minimum of ten weeks stay abroad, completion of the on-line exercises, participation in the on-line blog, and a reflexive final paper are necessary to fulfill course requirements. The blog is formatted as a discussion group for interaction on the part of all students and counts as class participation. Any student with access through their host university or to internet cafes will be able to take the course. There are no streaming videos or audio for this course in order to make the course accessible even with rudimentary internet facilities. Allowances will be made to provide the course to students who are studying abroad on the semester system.

Culture is humanity’s most ingenious and compelling invention. How we meet and mate, what we eat and hate, how we speak and when we stand silent, what tools we employ and to what ends, our sacred memories and darkest shames, all are part of culture. To expand our knowledge of this core of human social life we undertake a journey of discovery. What do the peoples of the world have in common? How do they
express their own individuality? What can we learn from others about our own lives, institutions, practices, and preferences?

**Baccalaureate Core - Western Cultures Learning outcomes**
[http://oregonstate.edu/ap/curriculum/baccore.html](http://oregonstate.edu/ap/curriculum/baccore.html):

1. Identify significant events, developments, and/or ideas in the Western cultural experience and context.
2. Interpret the influence of philosophical, historical, and/or artistic phenomena in relation to contemporary Western culture.
3. Analyze aspects of Western culture in relation to broader cultural, scientific, or social processes.

**Course Learning Outcomes:**

The student learning outcomes for courses in this category are here. Students will:

- Use theoretical frameworks to interpret the role of the individual within social process and institutions
- Analyze current social issues and place them in historical context(s)
- Critique the nature, value, and limitations of the basic methods of the social sciences
- To acquire a deeper understanding of the role culture has in your life
- To learn the dimensions of culture such as value orientations, nonverbals, and communications styles that inform daily life
- Learn what intercultural competence means, that it is developmental, and that it can be learned
- Learn to distinguish between stereotypes (cultural absolutes) and generalizations (cultural hypotheses) and develop your ability to use generalizations as the more effective way to learn about a culture
- Achieve cultural self-awareness: Be able to understand and explain your own culture, this is the foundation for intercultural competence.


**Reflexive final paper:**

Your reflexive final paper should cover the following points:

- Compare and contrast home and host cultures
- Demonstrate ability to interpret non-verbal clues in the host culture
- Identify and explain your own biases, values, assumptions, and behavioral limits
- Reflect on your experience abroad, with focus on how it affected you and how you think it will affect your future in school, work, and interpersonally
- Most importantly: What did you learn? How are you changed by your experience?
READING AND EXERCISE SCHEDULE
I realize that study abroad entails travel and variable scheduling, therefore portions of this time line are conditional on your scheduling. You are not rigidly held to the schedule for the exercises but blog entries should be done the week they are assigned so that the entire class can discuss the exercises together. The blog is an opportunity for you to exercise your writing talents and to interact with other students. Late blog entries will receive half the credit they would have received if completed on time, and will not be accepted if they are 2 weeks (or more) late.

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<th>Due</th>
<th>Topics, Readings, Activities, Exercises</th>
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| **Week 1** | Introduction and course expectations.  
Blog 1: Introduce yourself and host country  
Contact instructor (e-mail) to confirm arrival in host country.  
Reading: Syllabus and Text 43-75 |
| **Week 2** | Exercise #1: Strategies for Social Relations  
Reading: Text 77-89, 119-123 |
| **Week 3** | Exercise #2: Adjusting—  
Blog #2  
Reading: Text 91-106 |
| **Week 4** | Exercise #3: Strategies for Developing Intercultural Competence  
Reading: Text 107-123 |
| **Week 5** | Exercise #4: Strategies for Intercultural Communication  
Blog #3  
Reading: Text 125-142 |
| **Week 6** | Exercise #5: More Communication  
Reading: Text 125-142 |
| **Week 7** | Exercise #6: Language Strategies  
Blog #4  
Reading: Text 203-224 |
| **Week 8** | Exercise #7: Non-Verbal Communication and Language skills  
Reading: Text 133-142, 225-235 |
| **Week 9** | Exercise #8: Preparing to Return Home  
Blog #5  
Reading: 143-162 |
| **Week 10** | Work on your final paper  
Blog #6 |
| **Week 11** | Final Papers Due |

COURSE GRADING – DETAIL

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<th>Total points possible</th>
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<tbody>
<tr>
<td>Blackboard exercises</td>
<td>8 @ 20 points each</td>
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<tr>
<td>Blogs (class participation)</td>
<td>6 @ 20 points each</td>
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<tr>
<td>Final paper</td>
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Breakdown of grading:
A 360-400 points
B 320-359 points
C 280-319 points
D 240-279 points
F <240 points

Students with Disabilities:
Accommodations are collaborative efforts between students, faculty and Disability and Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 541-737-4098

Expectations for Student Conduct:
Student conduct is governed by the university’s policies, as explained in the Office of Student Conduct.

Personal Responsibility — In an academic community, students and faculty, and staff each have responsibility for maintaining an appropriate learning environment, whether online or in the classroom. Students, faculty, and staff have the responsibility to treat each other with understanding, dignity and respect. Disruption of teaching, administration, research, and other institutional activities is prohibited by Oregon Administrative Rule 576-015-0015 (1) and (2) and is subject to sanctions under university policies, OSU Office of Student Conduct.

Academic Integrity — Students are expected to comply with all regulations pertaining to academic honesty, defined as: An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. For further information, see these Academic Integrity Notes, or contact the office of Student Conduct and Mediation at 541-737-3656.

Conduct Online — Students are expected to conduct themselves in the course (e.g., in class, on discussion boards, via email) in compliance with the university’s regulations regarding civility. Students will be expected to treat all others with the same respect as they would want afforded themselves. Disrespectful behavior to others (such as harassing actions, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules Division 015 Student Conduct Regulations. Please read my post on the subject of discussion board conduct in the General Discussion forum.
Ground Rules for Communication & Participation:

- Online threaded discussions are public messages, and all writings in this area will be viewable by the entire class. If you prefer that only the instructor see your communication, send it to me by email, and be sure to identify yourself and the class.
- Posting of personal contact information online is discouraged (e.g. telephone numbers, address, personal website address).
- Observe "Netiquette" in all online postings. All your online communications need to be composed with fairness, honesty and tact. Spelling and grammar are very important in an online course. What you put into an online course reflects on your level of professionalism. Here are a couple of references that discuss:
  - Writing online: http://goto.intwg.com/
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and reread your online comments before you post them.
- Assume the best of others in the class - if someone’s comments or tone upset you, think about the ways you may be misinterpreting the writing.
- Value the diversity of the class. Recognize and value the experiences, abilities, and knowledge each person brings to class.
- Disagree with ideas, but do not make personal attacks. Do not demean or embarrass others. Do not make sexist, racist, homophobic, or victim-blaming comments.
- Be open to be challenged or confronted on your ideas or prejudices. Do not assume a disagreement with your ideas is a personal attack.
- Pay attention to the instructor’s announcements, posts and comments.

Student Assistance:

Contacting the Instructor — The best way to communicate with me is via e-mail. You can email me directly at Brenda.kellar@oregonstate.edu

Technical Assistance — If you experience computer difficulties, need help downloading a browser or plug-in, assistance logging into the course, or if you experience any errors or problems while in your online course, contact the OSU Help Desk for assistance. You can call (541) 737-3474, email osuhelpdesk@oregonstate.edu or visit the OSU Computer Helpdesk at http://oregonstate.edu/is/tss/och?destination=node/333.

Tutoring —

- Writing: OSU offers a range of resources to assist you in becoming a better academic writer. Specifically, you are encouraged utilize the OSU Online Writing Lab.
- Other Tutoring: online tutoring service is available free through Ecampus online tutoring via NetTutor.
OSU Student Evaluation of Teaching — Course evaluation results are extremely important and are used to help me improve this course and the learning experience of future students. Results from the 19 multiple choice questions are tabulated anonymously and go directly to instructors and department heads. Student comments on the open-ended questions are compiled and confidentially forwarded to each instructor, per OSU procedures. The online Student Evaluation of Teaching form will be available toward the end of each term, and you will be sent instructions through ONID. You will login to “Student Online Services” to respond to the online questionnaire. The results on the form are anonymous and are not tabulated until after grades are posted.

NOTICES: Notices, additional instructions, information, and updates to this syllabus and other important class related items will be posted on Blackboard under the course identification number and accessible from your ONID account. Check the contents of all Blackboard entries regularly. You are responsible for monitoring this site throughout the term.

Textbook Information: NOTE: For textbook accuracy, please always check the textbook list at the OSU Bookstore website (http://osubeaverstore.com/).