

## **BISP Seminar: Strategies for Cross-Cultural Learning**

Instructor: Keila Diehl, Ph.D.

**Sociology 198 Fall 2015**

Section 1: Thursdays, 9:30 pm to 11:00 am – 115 Kroeber Hall

Section 2: Fridays, 8:30 am to 10:00 am – 602 Barrows Hall

Section 3: Fridays, 1:00pm to 2:30 pm – 602 Barrows Hall

**Course Objective:** This class has been designed to enhance the academic and personal experiences of international students in the Berkeley International Study Program (BISP) in Letters & Sciences who are attending Cal through UC Berkeley Extension's International Concurrent Enrollment program. The goal of the course is to help BISP students thrive in and out of the classroom and get the most out of their time at Berkeley.

The class focuses on three areas, each of which is explored through a combination of lectures, small group activities, and individual assignments:

1. Cross-cultural communication
2. Writing for American college courses
3. UC Berkeley resources and history

**Course Facilitator:** The course facilitator for Sections 14, 15, and 16 is Keila Diehl (Ph.D. Cultural Anthropology), Student Academic Specialist (BISP). The sponsoring professors are Trond Petersen and Michael Burawoy in the Department of Sociology. If you have any questions about the class, please contact <kdiehl@berkeley.edu> or visit Keila's office hours on Thursdays and Fridays in Barrows 436.

**Advising Appointments:** To make an appointment with the instructor, please sign up at <<http://www.wejoinin.com/sheets/gqqvb>>. Please be prompt. If you cannot come to your appointment, please be sure to cancel online as soon as possible.

**Absences:** Classroom participation is the most important element of this class, so attendance is required. If you are absent more than two times, without a legitimate excuse (such as illness), you risk receiving a "no pass" grade. It is important that you email Keila if you miss a class, ideally ahead of time if you know in advance that you will be absent.

**Grading:** This class is offered as a 1-unit course and is graded on a Pass/No Pass basis.

### **Course Requirements:**

- regular attendance
- active participation in small-group activities
- individual homework assignments completed thoughtfully and on time
- humility and a sense of humor!
- laptops, cell phones, ipods, etc. must be turned off and put away during class

### **Selfies:**

- At the start of each class, two students will share "selfies" taken somewhere interesting and briefly explain to the class where they were and why they chose to share that particular moment. Please email your selfie as a jpg or 1-page PDF to kdiehl@berkeley.edu by 5 pm the day before class.

## **Class Syllabus and Readings:**

*Note: Readings are posted under “Assignments” on bCourses or are available on the Web. All homework must be completed before class meets on the day on which it is listed. Please print all written assignments and bring them to class.*

### **1. Thursday/Friday, September 3/4 — Introductions / Active Listening**

Overview of the course; introductions; active listening exercises; sing “Big C”

*In-class handout:* “Become a Better Listener” by J. Grohol

### **2. Thursday/Friday, September 10/11— Finding your Voice / Reading Strategies**

Communicating with profs, GSIs, and staff; participating in classroom discussions; reading strategies

*Read:* Excerpt (p. 45-53, 55-60, 61-63) from “The Cultural Context” (*Intercultural Communication*, edited by Fred E. Jandt, Sage Publications, 2004)

*Write:* Write a paragraph about a positive or frustrating speaking/listening experience you had during the first week of classes. Try to incorporate a couple of insights from today’s readings to help you understand what happened.

*Resources:* <[http://internationaloffice.berkeley.edu/cultural\\_adjustment](http://internationaloffice.berkeley.edu/cultural_adjustment)>  
<<http://www.bothell.washington.edu/wacc/for-students/eslhandbook/reading>>

### **3. Thursday/Friday, September 17/18 — Culture Shock I: Stereotypes and Assumptions**

How stereotypes can help and hinder intercultural communications, in-class skits.

Discussions of integration, acculturation, assimilation, and marginalization.

*Read:* Wikipedia entries on “Stereotypes of East Asians in the United States” and “Little Emperor Syndrome”

*Watch:* “East Meets West: An Infographic Portrait by Yang Liu”  
<<http://bsix12.com/east-meets-west>>

*Prepare:* Think about an American stereotype of East Asians and come to class prepared to talk about it. Is there some truth to the stereotype? Is it based on false assumptions? Both?

### **4. Thursday/Friday, September 24/25 — Writing Workshop I: Genre Overview and Thesis Statement Practice**

Discussion of various genres of academic writing, expectations. How to craft a thesis statement and introductory paragraph.

*Read:* “China Tells Schools to Suppress Western Ideas, With an Exception” (*New York Times*, Feb. 10-2015, p. A7. Take notes on your reaction to this article.

<<http://www.nytimes.com/2015/02/10/world/asia/china-tells-schools-to-suppress-western-ideas-with-one-big-exception.html>>.

*In-class handout:* “Recipe for an Argument Paper” by K. Diehl

### **5. Thursday/Friday, October 1/2 — Writing Workshop II: Citing Sources**

How to constructively (and legally!) incorporate other people’s ideas and voices into your writing.

*Read:* Excerpt (pp. 65-69) from “Handling Other People’s Writing.”  
Plagiarism information at

<<http://gsi.berkeley.edu/gsi-guide-contents/academic-misconduct-intro/plagiarism/>>

*Write:* Write a paragraph about one of the discoveries made by Berkeley scholars listed at <<http://www.berkeley.edu/about/hist/timeline.shtml>>. Incorporate information from 3–5 outside sources into your paragraph and cite them properly. Print out a copy and bring it to class.

*Useful link:* Online guide to 2 main citation styles (Notes and Bibliography / Author-Date): <[http://www.chicagomanualofstyle.org/tools\\_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)>.

## **6. Thursday/Friday, October 8/9 — UC Berkeley Resources**

Making the most of what UC Berkeley has to offer. Descriptive writing exercise.

*Explore:* <<http://resource.berkeley.edu/>> (look up topics of personal interest, or just click on a few letters of the alphabet and see what comes up).

*Go:* Choose an unfamiliar location on the online campus map and go there.  
<<http://www.berkeley.edu/map/googlemap/>>.

*Write:* Write a descriptive paragraph or two about the place you discovered. The goal is to make the reader feel like s/he has been there – choose your vocabulary thoughtfully! Be creative and poetic; use all of your senses! Bring your description to class to share.

## **7. Thursday/Friday, October 15/16 — UC Berkeley’s History / Demographics**

A chance to learn about Cal and practice giving an informal oral presentation at the same time!

*Read:* Go to <<http://www.berkeley.edu/about/hist/>> and click on “Student Life.” Read about the topic you were assigned in class and do a little extra research on the subject (online, ask profs, students...).

*Prepare:* 2-3-minute oral presentation about your topic. The goal is to speak naturally. You may use note cards for reference, but do not write out or read your presentation.

## **8. Thursday/Friday, October 22/23 - Writing Workshop III: Response Papers**

Evaluating how well texts accomplish their own objectives.

*Read:* Duke University Writing Studio handout

*Write:* Choose a topic that interests you – best of all, one you disagree with! – and read an opinion piece (suggestions will be given in class). Think about the questions on the first page of the handout from class and take notes in response to the piece you read. You don’t have to write out a formal response. We will discuss in class.

## **9. Thursday/Friday, October 29/30 — Speaking American: “Do You Catch My Drift?” (Skits)**

Effective communication involves more than grammar – body language, intonation, and slang.

*Watch:* Chinese speakers: view at least 5 OMG! 美语 videos at  
<<http://www.youtube.com/user/OMGmeiyu/videos>>.

Korean and Portuguese speakers: go to  
<<http://www.eslcafe.com/slang/slang.cgi>> and click on "More Slang" lots of times to learn new phrases (ignore the really rude ones, please!)

*In class:* Create a 1-minute skit with a partner using new slang words you have learned.

**10. Thursday/Friday, November 5/6 — Culture Shock II: Reality Check (You are an Anthropologist)**

Comparing insider/outsider perspectives.

*Read:* Handout about Participant-Observation.

*Write a letter:* “Dear Professor X...” You are an anthropology PhD student doing fieldwork in Berkeley, CA. Write a letter to your dissertation advisor describing (and trying to make sense of) some “exotic” aspects of American culture that you have observed here. Have fun with this! Print your letter and bring it to class.

**11. Thursday/Friday, November 12/13 — What’s So Special About California?**

There’s more to California than Hollywood, Disneyland, Yosemite, and Cal...

*Prepare:* A brief presentation (2-3 minutes) on the topic in California history you were assigned in class. Use your own words! Most of you were assigned slides/topics from the PDF titled “Understanding California” by the California Historical Society. Some of you need to use these the other resources listed for today on bSpace (maps, etc.).

**12. Thursday/Friday, November 19/20 — Finish up California history**

**13. Thursday/Friday – November 26/27 – Thanksgiving Holiday!**

Eat turkey, stuffing, mashed potatoes, yams, cranberries, pumpkin pie, apple pie, etc.!

**14. Thursday/Friday, December 3/4 — Exam preparation / Letters of recommendation/ Applying to Graduate School in the U.S. / Class Evaluation**

Study tips for managing your time and studying efficiently.

No homework this week! Last class!

*In-class handout:* “Exam Preparation: 10 Study Tips”

December 7–11 Reading Week

December 14–18 Finals (No final for this class ☺)