

Intercultural Competence and Japanese Society
Intercultural Competence and Japanese Society (Graduate)
 Morito Institute of Global Higher Education 森戸国際高等教育学院
 2022 [2nd Term]

コース・スケジュール [Course Schedule]

Lecturer: 恒松直美 Dr. Naomi Tsunematsu

Schedule of the Course

Class 1	Course Orientation / Culture Shock & Reverse Culture Shock / Self Introduction / Team Building No.1
Class 2	Study Abroad and Cultural Adjustment & Readjustment / Doing Project Work: Cooperative Learning / Team Building No.2
Class 3	Cultural Values in Japanese Society: Hierarchy, Inside/Outside, Behavioral Code / Team Building No.3
Class 4	Intercultural Communication: Case Study : Clinical Environment & Work Place in Japan / Diversity & Inclusion
Class 5	Intercultural Communication / Project Presentation No.1
Class 6	Intercultural Literacy / Emotional Intelligence and Diversity
Class 7	Fieldwork in Local High School & Project Presentation No.2/ Theories of Intercultural Understanding : Cultural Dimensions
Class 8	Project Presentation No.3

Details of Each Class

Class 1 Course Orientation / Culture Shock & Reverse Culture Shock / Self Introduction /
Team Building No.1 **June 15 (Wed) ②14:35-16:05**

Key Points

- Course Orientation
- What is “Culture Shock”?
- Cultural Adjustment and Readjustment : Entry and Reentry

Slide

Selected Readings:

1. Furnham, Adrian. “Culture Shock: Literature Review, Personal Statement and Relevance for the South Pacific.” *Journal of Pacific Rim Psychology*, Vol. 4 (2), pp. 87-94.
<https://doi.org/10.1375/prp.4.2.87>

課題 (次週提出) Assignment (Submit next week)

- ①Report No.1: Japanese Students’ Intercultural Challenges at Hiroshima University after Returning from Study Abroad in the USA (A4, 1~2 pages) [Individual]
- ②Report No.2: Difference of Student-Professor Relationship at American [Or Your] University and Japanese University (A4, 1~2 pages) [Individual]

*Please submit both ① and ②.

Class 2 Study Abroad and Cultural Adjustment & Readjustment / Doing Project Work: Cooperative Learning / Team Building No.2 **June 22(Wed) ②14:35-16:05**

Key Points

- Study Abroad and Intercultural Challenges
- Project-based Learning, Cooperative Learning, Experiential Learning
- **Template for Project Work / Project Theme**

Slide

資料配布

Selected Readings:

1. Kidder, Louise H. "Requirement for Being 'Japanese': Stories of Returnees". 1992. International Journal of Intercultural Relations, Vol. 16, pp.383-393.
[https://doi.org/10.1016/0147-1767\(92\)90029-T](https://doi.org/10.1016/0147-1767(92)90029-T)

Group Work No.1

* Discussion in English.

- ① レポート No.1 「帰国日本人(大学・大学院をアメリカ留学)が広島大学で直面する課題」
- ② レポート No.2 「アメリカの大学と日本の大学における大学教員との関係性の相違」
- ① Report No.1: Japanese Students' Intercultural Challenges at Hiroshima University after Returning from Study Abroad in the USA (A4, 1~2 pages) [Individual]
- ② Report No.2: Difference of Student-Professor Relationship at American University and Japanese University

Group Work No.2

* * Discussion about the Group Project Theme

<Group Project Theme>

「留学生と日本の地域高校生がつながる場づくりの提案」

“Proposal to Connect International Students and Local High School Students in Japan”

Assignment 課題 (次週提出) *Submit next week.

- ① 「プロジェクト概要ワークシート(個人)」: 来週提出。 [Template をアップロード予定]
Work Sheet of Group Project Proposal (Individual) : To be submitted next week
“Proposal to Hiroshima University” - Template is to be uploaded.
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Class 3 Cultural Values in Japanese Society: Hierarchy, Inside/Outside, Behavioral Code / Team Building No.3 **June 29 (Wed) ②14:35-16:05**

Key Points

- Hierarchy, Shifting “Self”
- *Omote/Ura, Uchi/Soto*
- Negotiation and *Nemawashi*
- High Context / Low Context Culture

Slides

Selected Readings:

1. Bachnik, Jane M. "The Two 'Faces' of Self and Society in Japan." *Ethos*, 1992, Vol. 20, No.1 (Mar., 1992), pp.3-32.
<https://www.jstor.org/stable/pdf/640449.pdf>

Group Work

* * Discussion about the Group Project Theme

<Group Project Theme>

「留学生と日本の地域高校生がつながる場づくりの提案」

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Class 4 Intercultural Communication: Case Study : Clinical Environment & Work Place in Japan / Diversity & Inclusion **July 6 (Wed) ②14:35-16:05**

Key Points

- Belief, Morality, Customs
- Cultural Differences in Medicine
- Medical Institutions and Foreign Patient
- Being Included and Excluded

Slide

Selected Readings:

1. Tuo, Jinmei, Mai Kabayama, Kei Kamide and Yoshinari Aimi. 2021. "A Qualitative Study on Challenges Chinese Nurses Face while Working in Japanese Hospitals." *The Open Nursing Journal*, Vol.15, pp.122-129. DOI: 10.2174/1874434602115010122
DOI: 10.1016/0147-1767(92)90018-P
2. 在日外国人が実感した日本の医療における 異文化体験の様相 Aspects of Cross-cultural Experience Perceived by Foreigners Living in Japan When Using Its Healthcare Services 寺岡三左子 1),*, 村中陽子 2) Misako Teraoka, Yoko Muranak
日本看護科学会誌 J. Jpn. Acad. Nurs. Sci., Vol. 37, pp. 35-44, 2017 DOI: 10.5630/jans.37.35
3. 医療の場における異文化理解 Cultural Competence in Medical Settings 大野 直子 1) 順天堂グローバル教養論集 第一巻 (2016) 70-79
4. 長坂香織、百々雅子、「医療の多文化化にむけて 一山梨県在住外国人の語りから見る医療の現状と課題」 山梨県立大学看護学部紀要 Vol.13 (2011), pp.47-60.
Multiculturalism in Medicine: Issues in the Medicine Found in Narratives of Foreign Residents in Yamanashi. Nagasaka Kaori, Dodo Masako.
Key words: Power dynamics, foreign residents, differences, discrimination, empowerment
5. 森朋子「大学における「ダイバーシティ&インクルージョン教育」の重要性」東京家政学院大学紀要, 第 58 号, 2018, pp.1-9
<https://www.kasei-gakuin.ac.jp/wp-tkg-u/wp-content/uploads/2019/03/58-2.pdf>

* プロジェクト提案グループ・プレゼンテーション (10 分) の準備

PREPARATION for Group Project Proposal Presentation (10 minutes)

<Group Project Theme>

「留学生と日本の地域高校生がつながる場づくりの提案」

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Group Work

課題 (次週提出)

レポートNo.1(A4 1~2 ページ。必要により参考文献を参照)。次週提出。[各学生]

「日本の医療現場または学校現場における異文化間理解の課題」

“Intercultural Issues in Clinical Environment/ Schools in Japan” [Individual]

Class 5 Intercultural Communication / Project Presentation No.1 July 13 (Wed) ②14:35-16:05

Key Points

- Functions and Characteristics of Culture, Cultural Constructs
- Self Concept
- Perception/Cognition and Culture

Slide

Selected Readings:

1. Rogers, Everett, Hart, William, and MiiFroieke, Yoshitaka. “Edward T. Hall and the history of intercultural communication: The United States and Japan.” *Keio Communication Review*, 2002, no.24: 3-26.
<http://www.mediacom.keio.ac.jp/publication/pdf2002/review24/2.pdf>
2. 「異文化間心理学の視点からとらえる異文化対人コミュニケーション」『工学教育』56 巻 (2008) 3 号, pp.62-67. DOI: https://doi.org/10.4307/jsee.56.3_62
3. 「文化本質主義」をめぐる一考察—異文化コミュニケーション研究の視点から—「北星論集(文) 第54巻第2号(通巻第65号), March 2017, pp.1-10.
<https://cir.nii.ac.jp/crid/1050564287423364480>

Group Presentation

プロジェクト提案グループ・プレゼンテーション (10分)

<Group Project Proposal Presentation (10 minutes)>

「留学生と日本の地域高校生がつながる場づくりの提案」

“Proposal to Connect International Students and Local High School Students in Japan”

課題 (次週提出)

*Power Point File (To be submitted to TEAMS)

Class 6 Intercultural Literacy / Emotional Intelligence and Diversity

July 20 (Wed) ②14:35-16:05

Key Points

- What It Means to be Culturally Literate
- What is Emotional Intelligence (EI) ?
- Layers of Diversity
- Affirmative Introspection and Self-Governing

Slide

Selected Readings:

1. Gardenswartz, Lee, Jorge Cherbosque, and Anita Rowe. "Emotional Intelligence and Diversity A Model for differences in the Workplace." *Journal of Psychological Issues in Organizational Culture*, Vol. 1 (1), 2010 © 2010 Bridgepoint Education, Inc. and Wiley Periodicals, Inc. Published online in Wiley InterScience (www.interscience.wiley.com) • DOI: 10.1002/jpoc.20002

Class 7 **Fieldwork in Local High School & Project Presentation No.2/** Theories of Intercultural Understanding : Cultural Dimensions] **July 27 (Wed) ②14:35-16:05**

Key Points

- Hofstede, National Culture
- Cultural Dimensions
- Stereotype, Categorization

Slide

Selected Readings:

1. Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Online Readings in Psychology and Culture, Unit 2.
<http://scholarworks.gvsu.edu/orpc/vol2/iss1/8>

地域高校フィールドワーク[Fieldwork in Local High School:

*We will visit a local high school. We will have interactive sessions with high school students, observe club activities (Kendo club, Japanese Koto Club, etc.)

***You will conduct a PROJECT PRESENTATION in high school.**

*We will charter a bus.

*If you are taking classes right before and after this class, please attend it ONLINE.

Class 8 Project Presentation No.3 **Aug 3 (Wed) ②14:35-16:05**

Group Presentation

プロジェクト提案グループ・プレゼンテーション (10分)

<Group Project Proposal Presentation (10 minutes)>

「留学生と日本の地域高校生がつながる場づくりの提案」

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Assignment 課題 (次週提出) *Submit next week.

* 研究レポート提出 [Submission of Research Paper]

*Power Point File of Group Project Proposal (To be submitted to TEAMS)