

◆ Glocal Internship I : Intercultural Competence in Japanese Society  
(Undergraduate 学部) [8B502501]

◆ Glocal Internship I : Intercultural Competence in Japanese Society  
(Graduate 大学院) [8B609001]

グローバル・インターンシップ I : 日本社会における異文化間能力

Fall 2024 コース・スケジュール (Course Schedule)

[Lecture : *in English*]

Face-to-Face

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時限 (Class Time): 金曜日 Friday 5&6 (12:50-14:20) 教室 (Classroom): 教育 K308

教授言語 (Instruction Language): English

単位数: 2 単位 (2 Credits)

### コース・スケジュール [Course Schedule]

Class 1	(1) <b>Course Orientation</b> /Culture Shock /Reflection/ <b>Team Building</b> (Oct. 4)
Class 2	(2) <b>Field Trip: Visit to Local Japanese Festival</b> 日本の伝統 “祭り” (Oct. 6, Sun) <b>*Bus is chartered (Departure: Ikenoue Dormitory)</b>
Class 3	Study Abroad and Cultural Adjustment & Readjustment / Doing Project Work: Experiential Learning & Cooperative Learning / <b>Team Building</b> (Oct.11)
Class 4	Cultural Values in Japanese Society: Hierarchy, Inside/Outside, Behavioral Code / <b>Team Building</b> (Oct. 18)
Class 5	Intercultural Communication No.1: Language & Code/ <b>Presentation Rehearsal No.1</b> (Oct. 25)
Class 6	<b>Cultural Dimensions [文化の次元]</b> (Nov.1, 12:50-14:20) / <b>[II Only] Field Work at Hiroshima Bank</b> [広島銀行におけるフィールドワーク] (Nov. 1, 14:35-16:05)
Class 7	Intercultural Competence / Intercultural Literacy / <b>Presentation Rehearsal No.2</b> [異文化間能力 / 異文化間リテラシー / プレゼンテーション・リハーサル No.2] (Nov. 8)
Class 8	<b>Field Trip to Nisshokan High School</b> [日彰館高校におけるフィールドワーク] (Nov. 9, Saturday 土曜日) <b>*Bus is chartered.</b>
Class 9	<b>Field Trip to Nisshokan High School</b> [日彰館高校におけるフィールドワーク] (Nov. 9, Sat)
Class 10	Reflection of Fieldwork / Critical Incident: Case Study of Clinical Environment & Work Place in Japan (Nov. 15)
Class 11	Intercultural Communication No.2: Constituents of Culture / <b>Lecture by Tourism Promotion Section of Kure City Government 呉市観光振興課講義</b> (Nov.22)
Class 12	<b>Presentation Rehearsal [for International Seminar]/ Emotional Intelligence and Diversity</b> (Nov.29)

	<b>* Tsuenematsu is absent – Attending Conference</b>
Class 13	<b>Visit to Satake Corporation</b> [12:30-14:30] (Dec.6) <b>*Bus is chartered.</b>
Class 14A	リハーサル 予備日 (Dec.13)
Class 14B	<b>International Seminar in Local Government 地域公開国際セミナー(呉市) (Dec.20, Friday)</b> <b>13:50-14:30 Hybrid (I: Online + II: Face-to-Face),</b> <b>14:30-16:00 Discussion &amp; Observation (ディスカッション+見学) (II)</b> <b>[I Students: Attend Online]</b> <b>[Only II students] Visit to Kure-City (Dec.20, 12:40-17:00) *Bus is chartered.</b> <b>Visit to Kure-City Hall (Presentation) 呉市行政訪問</b>
Class 15	Reflections & Analysis: Theories and Practice (January 10)

### Details of Each Class

#### Class 1 Course Orientation /Culture Shock /Reflection/Team Building

[コース概要説明 / カルチャーショック/ リフレクション/ チーム構築] Oct.4 (Fri) ①12:50 – 14:20

#### Key Points

- コース全体・課題・プロジェクトの説明
- What is “Culture Shock”? カルチャーショック定義
- 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)

- ◆ 「学生情報シート」 Student Information Sheet
- ① Report No.1: Difference of Student-Professor Relationship at Your University and Japanese University (A4, 1~2 pages) [Individual]

#### Class2 **Field Trip: Visit to Local Japanese Festival 日本の伝統 “祭り” (Oct. 6, Sun)** **\*Bus is chartered (Departure: Ikenoue Dormitory)**

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

- (2) Reflection : Field Trip to Autumn Festival

#### Class 3 Study Abroad and Cultural Adjustment & Readjustment / Doing Project Work: Experiential Learning & Cooperative Learning / Team Building [留学における異文化適応と再適応 / プロジェクト学習: 体験学習と協働学習 / チーム構築] Oct 11 (Fri) ①12:50 – 14:20

## Key Points

- Study Abroad and Intercultural Challenges
- Project-based Learning, Cooperative Learning, Experiential Learning
- Developmental Model of Intercultural Sensitivity 異文化感受性モデル
- **Template for Project Work / Project Theme**

Slide

## 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)
2. Bennett, M. J. (2004) **"Becoming interculturally competent,"** In J.S. Wuzel (Ed.) Toward multiculturalism: A reader in multicultural education. Newton, MA: Intercultural Resource Corporation.  
[https://www.idrinstitute.org/wp-content/uploads/2018/02/becoming\\_ic\\_competent.pdf](https://www.idrinstitute.org/wp-content/uploads/2018/02/becoming_ic_competent.pdf)

## Group Work: Introduction

\* \* Discussion about the Group Project

<Group Project Theme>

### No.1: Local High School

**"Proposal : Creating Intercultural Interactions between International Students and High School Students 「提案：留学生と日本の高校生の異文化間インタラクションを起こす方法」**

### No.2: Local Government

**"Proposal: Make Local Tourism Attractive to International Students"  
「提案：日本の地域の魅力を留学生に伝える方策」**

**\* The Project is to prepare yourself for (1)Fieldwork in High School, (2) Meeting with Local Officials, and also for your future intercultural interactions.**

課題 (次週提出) Assignment (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  
"Group Project Proposal" - Template is to be uploaded.

**Class 4** Cultural Values in Japanese Society: Hierarchy, Inside/Outside, Behavioral Code / [Team Building](#)

[日本社会と価値観：ヒエラルキー、内と外、行動様式/ [チーム構築](#)]

**Oct. 18 (Fri) ①12:50 – 14:20**

## Key Points

- ヒエラルキー, 変容する「自己」 Hierarchy, Shifting "Self"
- 表と裏, 内と外 *Omote/Ura, Uchi/Soto*
- 交渉と根回し Negotiation and *Nemawashi*
- 「高コンテキスト」・「低コンテキスト」文化 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

<Group Project Theme>

**No.1: Local High School**

**“Proposal : Creating Intercultural Interactions between International Students and High School Students 「提案： 留学生と日本の高校生の異文化間インタラクションを起こす方法」**

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Class 5 Intercultural Communication No.1: Language & Code / **Presentation Rehearsal No.1**

「異文化間コミュニケーション No.1: 言語と記号/ プレゼンテーション・リハーサル No.1

**Oct. 25 (Fri) ①12:50 – 14:20**

**Key Points**

- 対人コミュニケーションと言語メッセージ・非言語メッセージ  
Interpersonal Communication and Verbal Message and Non-Verbal Message
- 社会的・文化的コンテキスト Social and Cultural Context

Slide

**Selected Readings:**

1. Jon, Jae-Eun. 2012. **“Power dynamics with international students: from the perspective of domestic students in Korean higher education,”** Higher Education (2012) 64: 441-454.  
<https://link.springer.com/content/pdf/10.1007/s10734-011-9503-2>.

Group Presentation: Rehearsal

\* \* Discussion about the Group Project

<Group Project Theme>

**No.1: Local High School**

**“Proposal : Creating Intercultural Interactions between International Students and High School Students 「提案： 留学生と日本の高校生の異文化間インタラクションを起こす方法」**

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

\*Power Point File (To be submitted to TEAMS) by next week.

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Class 6 Cultural Dimensions [文化の次元] / **(Nov.1, 12:50-14:20)** / **[Only II students] Field Work at Hiroshima Bank [広島銀行におけるフィールドワーク] (Nov. 1, 14:35-16:05)**

**Key Points**

- Hofstede 国民文化の6次元モデル
- 文化の次元
- ステレオタイプ・カテゴリー化

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>

**\*\* Students enrolled in “Glocal Internship II” have a fieldwork at Hiroshima Bank from 14:35~.**

### Key Points

- 異文化間コンピテンシーの Model と枠組み Models and Frameworks of IC
- 自文化中心主義・文化相対性
- Definition of Intercultural Literacy 異文化間リテラシーとは

Slide

### Selected Readings:

1. Deardorff, Dala K. **Intercultural Competence Model**

“The identification and assessment of intercultural competence as a student outcome of internationalization at institutions of higher education in the United States”, *Journal of Studies in International Education*, Fall 2006, 10, pp.241-266.

2. Arasaratnam-Smith, Lilly A., “Intercultural competence: an overview,” in Darla K. Deardorff and Lilly A. Arasaratnam-Smith, eds. *Intercultural Competence in Higher Education: International Approaches, Assessment and Application*. 2017. London and New York: Routledge Taylor & Francis Group.

### 課題 (次週提出)

#### \* Tips for Yourself in the Meeting with Local Officials (Group Work)

Please make a short tips for yourself (A4 1~2 pages) to be ready for an official meeting. Please refer to Japanese cultural values you learned in the class.

## Class 8& Class 9 **Field Trip to Nisshokan High School** [日彰館高校におけるフィールドワーク]

**November 9 (Sat)**

**\*IMPORTANT: This is ONE DAY Field Trip. Bus will be chartered.**

\*Departure Time: **9:00 AM (8:45 at Ikenoue Dormitory)** Arrival Time in High School : 10:30

\*Please be ready to use ***Your Intercultural Competence!***

### Key Points

- Japanese Cultural Practice
- Intercultural Contact with Local High School
- Planning, Management, and Role Divisions for the International Exchange

Group Presentation

Group Work

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

Nisshokan High School “*Omotenashi!*” International Exchange

日彰館高校「おもてなし国際交流」(2024年11月9日(土)におけるフィールドワーク)

\*Experiential Learning in School & Presentation 日本の学校体験 & プレゼンテーション

\*Interactive sessions with high school students

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

### 課題 (次週提出)

- \* Reflection Sheet: Fieldwork (Individual)

\* Power Point File (To be submitted to TEAMS) by next week.

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**Class 10** Reflection of Fieldwork / Critical Incident: Case Study of Clinical Environment & Work Place in Japan [リフレクション / 異文化間理解におけるクリティカルインシデント: 日本の医療現場&職場ケーススタディ] **Nov.15 (Fri) ①12:50 – 14:20**

**Key Points**

- 信念・モラル・法・習慣 Belief, Morality, Customs
- 医療に関する文化の相違 Cultural Differences in Medicine
- 日本の医療機関と外国人患者 Medical Institutions and Foreign Patient
- Reflection of Fieldwork in School

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

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

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**Class 11** Intercultural Communication No.2: Constituents of Culture / Lecture by Tourism Promotion Section of Kure-City Government [異文化間コミュニケーション No.2:文化の構成要素 / 呉市観光振興課講義] **Nov.22 (Fri) ①12:50 – 14:20**

**Key Points**

- 文化の機能と特性・構成要素 Functions and Characteristics of Culture, Cultural Constructs
- 自己概念 Self Concept
- 知覚・認知と文化 Perception/Cognition and Culture

Slide

**Selected Readings:**

1. Rogers, Everett, Hart, William, and MiiFroiecke, 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>

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]  
“Issues in Making Local Tourism Attractive to International Students” [Individual]  
「日本の地域の魅力を留学生に伝えるための課題」

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Class 12 Presentation Practice [for International Seminar]

[プレゼンテーションリハーサル(国際セミナー)] Nov.29 (Fri) ①12:50 – 14:20

**\*Lecturer is absent – Attending Conference**

**Selected Readings:**

1. 恒松直美「地域社会と連携した『学生主導型』交換留学生インターンシップの挑戦 – 地域再生への貢献と留学生のエンパワーメント」, JASSO ウェブマガジン「留学交流」2014年8月号, Vol.41
2. 恒松直美「多国籍留学生が体験学習から捉えた日本社会との接触における課題」, 『留学生教育』, 24号, 2019, pp. 11-21./ "Intercultural Challenges of International Students in their Association with Japanese Society through Experiential Learning," *Journal of International Students Education*, Vol.24, 2019, pp.11-21.

Group Presentation: Rehearsal

**\* PREPARATION for Group Project Proposal Presentation (10 minutes)**

<Group Project Theme>

**No.2: Local Government**

**“Proposal: Make Local Tourism Attractive to International Students”**

**「提案： 日本の地域の魅力を留学生に伝える方策」**

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Class 13 **Visit to Satake Corporation** [サタケ訪問] (Dec.6, 12:30-14:30)

\*Bus is chartered.

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Class 14A **Rehearsal of International Seminar with Local Government / Emotional Intelligence and Diversity** [国際セミナーリハーサル / 情動的知能とダイバーシティ] Dec. 13 (Fri)

**Key Points**

- Make yourself ready for official presentation
- Significance of Emotional Intelligence (EI)

Slides

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Class 14B **International Seminar with Local Government 地域公開国際セミナー** Dec. 20 (Fri)

**\* Visit to Kure-City Hall (Presentation) 呉市行政訪問 (II)**

**12:40: Departure**

**13:50-14:30 Hybrid (I: Online + II: Face-to-Face) \* Check Schedule of “I Students”**

**14:30-16:00 Discussion & Observation (ディスカッション+見学) (II)**

**\* You will have discussion with Kure-city local government officials (Kure City Hall)**

**[I Students: Attend Online]**

**[II Students: Visit to Kure-City (12:40-17:00)] \* Bus is chartered.**

## Key Points

- Meeting Local Government Officials
- Examine Revitalization of Local Society in Japan
- Connecting Local Society in Japan to the World

### Group Presentation

\* \* Discussion about the Group Project

<Group Project Theme>

**Presentation No.2: Local Government**

**“Proposal: Make Local Tourism Attractive to International Students”**

**「提案：日本の地域の魅力を留学生に伝える方策」**

課題 (次週提出)

\*Power Point File of Group Project Proposal (To be submitted to TEAMS) by next class.

\*Reflection Sheet

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Class 15 Reflections & Analysis: Theories and Practice リフレクション&考察:理論と実践

**Jan.10 ①12:50 – 14:20**

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

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