

- ◆ Glocal Internship I : Intercultural Competence in Japanese Society
 - ◆ Glocal Internship I : Intercultural Competence in Japanese Society (Graduate)
- 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
Undergraduate (学部) / Graduate (大学院) Level
Fall 2022 コース・スケジュール (Course Schedule)
[Language: English) – Lecture & Fieldwork *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

コース・スケジュール [Course Schedule]

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 No.1 / Rehearsal of Presentation No.1
Class 5	Field Trip to Nisshokan High School [日彰館高校におけるフィールドワーク]
Class 6	Field Trip to Nisshokan High School [日彰館高校におけるフィールドワーク]
Class 7	Reflection of Fieldwork / Emotional Intelligence and Diversity/ Rehearsal of Presentation No.2 for International Seminar
Class 8	International Seminar with Local Government 地域公開国際セミナー
Class 9	Reflection of Fieldwork/ Experiential Learning & Cooperative Learning in Japan : Analysis of Actual Cases
Class 10	Critical Incident: Case Study of Clinical Environment & Work Place in Japan
Class 11	Intercultural Competence/ Intercultural Literacy
Class 12	Diversity & Inclusion/ Rehearsal of Three Minute Presentation No.3
Class 13	Hiroshima University Open Lecture No.1 : Intercultural Communication No.2
Class 14	Hiroshima University Open Lecture No.2 : Theories of Intercultural Understanding: Cultural Dimensions]
Class 15	Reflections & Analysis: Theories and Practice

Details of Each Class

Class 1 Course Orientation / Culture Shock & Reverse Culture Shock / Self Introduction/ Team Building
No.1 [コース概要説明 / カルチャーショックと逆カルチャーショック / 自己紹介 / チーム構築 No.1]

Oct.7 (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.2: Difference of Student-Professor Relationship at Your University and Japanese University (A4, 1~2 pages) [Individual]

*If you are from Japan, please compare American University and Japanese University.

Class 2 Study Abroad and Cultural Adjustment & Readjustment / Doing Project Work: Cooperative Learning / Team Building No.2 [留学における異文化適応と再適応 / プロジェクト学習:協働学習 / チーム構築 No.2]

Oct 14 (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

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」

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 3 Cultural Values in Japanese Society: Hierarchy, Inside/Outside, Behavioral Code / Team BuildingNo.3 | 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 No.3

Oct. 21 (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*
- 「高コンテクスト」・「低コンテクスト」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」

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

Class 4 Intercultural Communication No.1 / Rehearsal of Presentation No.1 | 異文化間コミュニケーション No.1/ プレゼンテーション No.1リハーサル

Oct. 28 (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・文化的コンテクスト 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」

課題 (次週提出)

*Power Point File (To be submitted to TEAMS) by Class 7.

Class 5& Class 6 **Field Trip to Nisshokan High School** [日彰館高校におけるフィールドワーク]

October 29 (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 and Management of 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」(2022年10月29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)

Class 7 Reflection of Fieldwork / Emotional Intelligence and Diversity/ Rehearsal of Presentation No.2 for International Seminar [フィールドワークのリフレクション / 情動的知能とダイバーシティ / [国際セミナー・プレゼンテーションリハーサル] **Nov. 4 (Fri) ①12:50 – 14:20**

Key Points

Slides

- Reflection of Fieldwork in School
- Planning and Management: Working with Local School / Local Society in Japan
- What is Emotional Intelligence (EI) ?

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」

課題 (次週提出)

* **Tips for Yourself in the Meeting with Local Officials**

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

Class 8

International Seminar with Local Government 地域公開国際セミナー

Nov. 11 (Fri) ①12:50 – 14:20 (Extended to 15:30)

Key Points

- Examine Revitalization of Local Society in Japan
- Internationalization of Local Society in Japan
- OB Interns' Career Experience and Internship

Group Presentation

* * Discussion about the Group Project

<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」

課題 (次週提出)

*Power Point File of Group Project Proposal (To be submitted to TEAMS) by Class 9.

*Reflection Sheet

Class 9 Reflection of Fieldwork/ Experiential Learning & Cooperative Learning in Japan : Analysis of Actual Cases [フィールドワークのリフレクション / [国際的体験学習と協働学習: 実践事例分析]

Nov. 18(Fri) ①12:50 – 14:20

Key Points

- Experiential Learning 体験学習の意義
- Cooperative Learning 協同学習
- Cultural Diversity and Intercultural Understanding 多文化と異文化間理解

Slides

Selected Readings:

3. 横溝環「多文化協同学習授業の成果と課題 -誰のための何のための地域活動なのか-」, JASSO ウェブマガジン「留学交流」2017年7月号, Vol.76
4. 横溝環「多文化共生2.0の時代へ -総務省の取り組みを中心に-」, JASSO ウェブマガジン「留学交流」2017年7月号, Vol.76

以下に特集が組まれているので参照すること。

- * 特集 多文化共生社会で生きる(2017年7月号)
- * 特集 多文化共生社会で生きる(2018年7月号)
- * 特集 地域活性化と外国人留学生(2018年9月号)

Group Work

Selected Readings:

1. Tsunematsu, Naomi. "Agency, Autonomy, and Power of International Students in Interactions with Local Society in Japan through an Experiential Learning Project," *COMPARE: A Journal of Comparative and International Education*, Published Online, January 5, 2022. DOI: 10.1080/03057925.2021.2017767

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]

“Critical Incident in 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クリティカルインシデント」

Class 10 Critical Incident: Case Study of Clinical Environment & Work Place in Japan [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.25 (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
- Critical Incident – Hint for Intercultural Analysis

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」

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:

https://www.idrinstitute.org/wp-content/uploads/2018/02/becoming_ic_competent.pdf

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.

Key Points

- Diversity vs. Inclusion
- Exercise

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

2. 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>

Group Presentation: Rehearsal

<Three Minute Presentation Without Power Point>

No.3: Open Lecture

“What Surprised Us in Japan: Please teach us about Japanese Culture.”

「日本でびっくりしたこと -留学生の知りたい日本文化」

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 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>

Group Presentation

- * You are expected to meet local people who attended the Open Lecture.
- * Students are expected to conduct "Minute Presentation No.3" 3分プレゼンテーション No.3

<Three Minute Presentation Without Power Point>

No.3: Open Lecture

"What Surprised Us in Japan: Please teach us about Japanese Culture."
「日本でびっくりしたこと -留学生の知りたい日本文化」

Class 14 **Hiroshima University Open Lecture No.2:** Theories of Intercultural Understanding: Cultural Dimensions] 広島大学公開講座(第2回): 異文化間理解に関する理論-文化の次元

Dec 23 (Fri) ②14:35-16:05

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:

3. 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>

Group Presentation

- * You are expected to meet local people who will attend the Open Lecture.
- * Students are expected to conduct "Minute Presentation No.3" 3分プレゼンテーション No.3

<Three Minute Presentation Without Power Point>

No.3: Open Lecture

"What Surprised Us in Japan: Please teach us about Japanese Culture."
「日本でびっくりしたこと -留学生の知りたい日本文化」

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

Jan.13 (Fri) 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]