

Revised 7/23/07

PROPOSAL SUMMARY AND ROUTING FORM



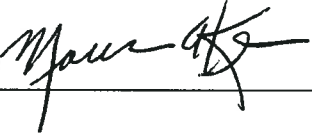
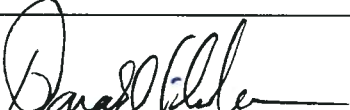
Proposal Title: Intercultural Communication in Japan. Communication 390

Initiating Unit or Individual: Neil Patten

Contact Person's Name: Neil Patten e-mail: Pattenn@ferris.edu phone: 231 591-3621
Cell: 616 516 1818

Date or Term of Proposal Implementation: May 7-20, 2010

- Group I - A – New degree/major or major, redirection of a current offering, or elimination of a degree, major or minor
- Group I - B – New minors or concentrations
- Group II - A – Minor curriculum clean-up and course changes
- Group II - B – New Course
- Group III - Certificates
- Group IV – Off-Campus Programs

Group/Individual	Signature	Date	Vote/Action *
Program or Academic Unit Faculty		01/14/ 10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Faculty			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Department Head		1/14/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
College Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Dean		1/19/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
University Curriculum Committee			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Senate			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support
Academic Affairs		1/20/10	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include a list of specific concerns. Votes must be shown for faculty groups. Administrators check appropriate action taken.

To be completed by Academic Affairs

President (Date Approved)

Board of Trustees (Date Approved)

President's Council (Date Approved)

1. Proposal Summary

(Summary is generally less than one page. Briefly: state what is proposed with a summary of rationale and highlights. Additional rationale may be attached.)

This program will be a 6 credit specialized version of our cross-cultural communication course with a special focus on Japanese culture as a case study and study abroad program. In five three hour monthly meetings starting in January 2010 prior to our group's departure for Japan in May, students will study cross cultural communication theory, as well as concepts pertaining to cross cultural exchange drawn from other social psychology disciplines, such as sociology, anthropology and psychology. There will be two examinations prior to departure over theory from lectures and the Martin and Nakayama text *Intercultural communication*. Additionally, students will read Morton and Olenik's *Japan: Its history and culture* and present chapter summaries on Japanese customs and etiquette from Boye de Lafayette de Mente's *Etiquette guide to Japan*. We will also be doing in class novel, non-fiction book or film reviews (with a one page abstract review) on works dealing with contemporary Japan and Japanese issues. The pre-departure meetings will also feature at least three guest lectures from Japanese nationals and business people who have spent significant time in the country. We will also have a film night and a voluntary field trip to Grand Rapids for a Japanese dinner. The major class project, a term paper on some aspect of Japanese culture will be researched from secondary and tertiary source material prior to departure for Japan. (Any primary research possible stateside will be encouraged, however, the major primary research will be done in Japan. Students will be required to perform at least two 45 minute interviews with a "cultural partner" focusing on the topic of their paper. Their partner can be a Japanese collegiate, a member of their host family, or an individual referred by our hosts at Otomon Gakuin. Possible paper topics could include: the role of women in business in Japan, the Diet and Japanese government, Japanese attitudes about the royal family, a comparative study of the college systems in Japan and the U.S., a study of the anime industry in Japan, family life and structure in Japan, etc. Students will determine their own area of interest.

In country, we will arrive in Osaka and our base of operations will be our sister university Otomon Gakuin University. Students will be placed in home stays with Japanese families. We will have three separate full day/overnight field trips to the historical cities of Kyoto, Hiroshima, and Nara. We plan trips to the Hiroshima peace museum, Buddhist and Shinto shrines, art museums and historical sites. We may also visit a Buddhist temple. During non travel days, our students will be taking a series of 90 minute morning classes in basic Japanese language. (Their grades in this endeavor will not be factored into their final grade except for attendance and obvious effort). Otomon Gakuin University faculty will be lecturing at least three times on Japanese history, Japanese religious culture and philosophy and Japanese etiquette and customs. A tea ceremony and instruction in flower arranging will be included. (Otomon Gakuin has a beautiful tea house in the center of its campus). Other activities will include dinner trips, shopping in Osaka (one free day) and other activities.

During our 12 day stay, students will be expected to maintain a daily journal of impressions, and they will seek a "cultural partner" to interview on the subject of their term project. We will have debriefing sessions every few days to discuss impressions. Upon return to the U.S., the final papers will be presented in a final celebratory dinner meeting.

A detailed version of the full proposal is attached.

2. Summary of All Course Action Required*

a. Newly Created Courses to FSU:

Prefix	Number	Title
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b. Courses to be Deleted From FSU Catalog:

Prefix	Number	Title
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c. Existing Course(s) to be Modified:

Prefix Number Title

d. Addition of existing FSU courses to program

Prefix Number Title

e. Removal of existing FSU courses from program

Prefix Number Title

*Contact Senate Secretary or UCC Chair if spaces for additional courses are needed.

NEW COURSE INFORMATION FORM

See Sample – Limit to Two Pages Please

Course Identification:

Prefix: **Number** **Title**
Communication 390 **Intercultural Communication in Japan**

Course Description:

This 6 credit program entails a fully developed course in cross cultural communication that will emphasize a specific focus on contemporary Japan. In five three hour meetings over the semester prior to departure, students will read a 300 level text on theories of cross-cultural communication, *Intercultural Communication* by Martin and Nakayama (which also draws on sociology, anthropology, psychology and other disciplines), and will also be reading Morton and Olenik's *Japan: Its History and Culture*. The pre-departure meetings will require two examinations, but will also focus on guest lectures by Japanese nationals and business people who have spent a significant amount of time in modern Japan. While Japanese history, religion and culture will certainly play a role in our class, contemporary issues in Japanese politics, relations with other nations, trends in the arts, the state of the modern Japanese education system, current economic realities and a host of other issues will be touched upon, along with a focus on family structure and day-to-day life in Japan. Each student will be presenting either a book review or film review on a Japanese novel, work of non-fiction, or a historical or contemporary Japanese film. We will also be arranging voluntary field trips to Japanese restaurants and examining Japanese customs and etiquette. (Each student will be profiling and presenting a chapter unit summary from Boye Lafayette de Mente's *Etiquette Guide to Japan*, which is frequently used for cross cultural corporate training. *The Culture Shock Guide to Japan* will also be utilized. I have already purchased copies of all of these books for student check out). The main project students will be working on is a research paper on a topic of their choice, focusing on some aspect of contemporary Japanese culture. This could range from a paper on government and the Diet, or a focus on the role of Japanese women in business, a comparative study of college life in Japan and the U.S., or a study of the anime industry. The secondary research on this paper will be completed stateside prior to departure. In Japan, the students will interview a **cultural partner** for at least two 45 minute sessions on the subject of their paper. This could entail pairing up with a member of their host family, a Japanese student at Otemon-Gakuin University, or a possible interview with a person referred by our Japanese university hosts. (One interested student already has indicated they wish to study Japanese health care issues in coordination with their Allied Health major at Ferris).

The actual program stay in country will involve no less than twelve days in country, completely immersed in Japanese culture. We will be interacting on a daily basis with host families, Japanese collegiates and professors, touring the Osaka area and making side trips to Hiroshima, Kyoto, Nara and other sites. In addition to three guest lectures by Japanese professors on Japanese history, religious life and politics, students will be taking ninety minute classes in basic Japanese language instruction on days we are not specifically touring cultural sites. We plan numerous museum and historical site visits and we will be interacting with modern Japan on a daily basis. Finally, students will be required to journal in country and we will hold debriefing sessions every two days. After returning to the U.S., our final meeting will entail oral presentations of their term paper.

Course Outcomes and Assessment Plan:

General Program Objectives:

By the conclusion of the program students will attain:

- An appreciation of the differences between low context cultures such as the United States and high context cultures such as Japan.
- An awareness of the justification for being communicatively competent across cultural and sub-cultural divisions.
- A solid familiarity of the major contemporary theories of intercultural communication from a communication discipline perspective and knowledge of the history of the this area of the discipline.
- An appreciation of the importance of being able to comprehend the imperatives of other cultural worldviews/frames of reference in context.

- An understanding of the importance of cultural identity and how enculturation determines worldview.
- Awareness of the centrality of verbal and non-verbal language codes to intercultural competence.
- New tools and strategies for functioning effectively in other cultures or living simultaneously in two or more cultures/sub-cultures.
- New ways to view and handle conflict across cultural contexts.
- A greater sense of “functional fitness” in dealing with other cultures.
- A lifelong appreciation for the value of travel and intercultural exchange.
- An introductory knowledge of Japanese culture, customs and language.

Assessment: Assessment will include evaluation of standardized objective examinations; evaluation of written and oral reports; assessment of highly structured self-reflection journals and self-reports; standard program evaluations and SAIs.

Course Outline including Time Allocation:

This program will require five three hour “pre-departure meetings/classes” on a monthly basis starting in Jan.-before we leave for Japan in May. During these evening sessions, students will cover theories of cross cultural communication from Martin and Nakayama’s *Intercultural communication*, read *Japan: Its history and culture* by Morton and Olenik and give reports on Japanese etiquette and customs from numerous sources provided by the professor. In addition, students will present a book or film review dealing with Japanese culture, we will have a film night, a voluntary field trip to a Japanese restaurant and there will be at least three guest lectures by Japanese nationals and business people with extensive experience in Japan. Two exams will be taken prior to departure and students will have identified and done the secondary research on their term project, on some aspect or issue in contemporary Japan. (Most studies will be comparative). Once in Japan for two weeks, students will be placed in homestays with Japanese families. Our base will be Otemon Gakuin University, where on non-travel days we will be taking basic Japanese language courses and Japanese professors will lecture on Japanese history, arts, culture, politics and religion. Students will interact with Japanese collegiates and will be required to maintain a daily journal in country as well as interviewing a “cultural partner” for at least two 45 minute sessions on the subject of their term paper. (Partners will likely be members of home stay families, Otemon Gakuin professors, Japanese students or referrals). We will be traveling on at least half of our days to sites in Osaka including art museums, Buddhist temples, Shinto shrines, participating in a tea ceremony, traveling to Hiroshima and visiting the Peace memorial, visiting Himeji Castle, traveling to the beautiful city of Kyoto, and other points of interest. Daily debriefing meetings will be held to discuss impressions. Students will present a verbal version of their term paper at a celebratory debriefing dinner once we arrive back in the U.S. Days in country will generally run 8AM to 7PM. (Refer to full itinerary and program proposal attached to these forms).

Study Abroad Program Proposal – Japan – May 7-20, 2010

(A tentative draft-Please note, much more detail will be added to this proposal after negotiation with representatives of the host institution, Otemon-Guikuin University. The budget figures will be determined more precisely after meetings with Tera Benzing, Study Abroad Co-ordinator).

Program Academic requirements, preliminary meeting syllabus for Pre-departure meetings (five), daily program itinerary and schedule, and post-travel de-briefing.

**Professor: Dr. Neil A. Patten, Dept. of Humanities (Communication)
112 Johnson Hall 231-591-3621 cell 616 516-1818**

Rationale: This program is a logical outgrowth of a core class taught in the communication area of the Department of Humanities, Communication 365, or Cross-cultural communication. The program is designed to reinforce concepts taught in that course, although it is not designed to replace that course, but rather to compliment it by focusing in an intensive “case-study” style on in-country academic and cultural interactions in Japan. The program is being developed with the assistance of **Dr. Linda Viswat, Professor of International Business at Otemon-Guikuin University in Osaka, Japan. (The program also has tentative support from the President of Otemon-Guikuin University, Suzuki-sensei, and Otemon Gakuin’s Director of International Programs, Fukushima-sensei.)***

The actual trip to Japan will feature a fifteen-day itinerary which will focus on travel in the **Kansei** region of the island of **Hansei**. Our base will be Otemon-Guikuin University and students will stay with host families during their stay. Side trips will include full day tours of **Hiroshima** and **Miyajima** and **Nara** (a historic former capital of Japan) and of course a full day trip to perhaps the most beautiful city in Japan, famous for its art and history, **Kyoto**.

Academic Credits: Students will earn **six credits** and global consciousness* credit (subject to committee approval) for this course. There will be approximately 12-13 contact hours prior to departure for Japan and the daily schedule in country far exceeds the number of contact hours required for six credits. Generally, each day will feature either a formal class or an intensive program of cultural activities and interactions at museums and various historical and sites. Our days will generally run from 7AM to 6 or 7PM and longer on side trip days. The Ferris professor will be present every day of the program. There will be some personal time built into our schedule, but this will be a very intensive program. (It will be fun too!)

Prerequisites: Students will be required to have a GPA of at least 2. or above (or consent of the coordinator of the program) to qualify for acceptance into the program.

Pre-Travel Meetings: (Five of two and one-half hour lengths-monthly).

In a series of five evening meetings during the Spring semester of 2010, participant students will focus on an in-depth review of the academic study and practical application of intercultural communication from a global perspective focusing on modern Japan as a case-study experience. (Many intercultural or cross

cultural communication courses taught in American universities often also focus on domestic American sub-culture, but this program will obviously center on issues pertaining to international exchanges). Students will be expected to acquire a solid base awareness of existing literature and research in intercultural communication in the communication discipline, and readings will also focus on interdisciplinary perspectives from anthropology, sociology, psychology and business literature. (Students will be tested on theory and terminology prior to departure for Japan in May and the test scores will be part of their graded evaluation). The major goal of the program is to experientially heighten student awareness and sensitivity to other cultures (not just Japan), and to empower them to better cope with and understand cultural diversity not only in other cultures, but at home in the United States as well. Ultimately, the goal will be to better empower students to cope with international cultural diversity in their own personal and business lives. The rationale and need for such experiences is highlighted in the first chapter of the general theory text we will be using, Martin and Nakayama's *Intercultural Communication in Contexts* which details the imperatives of studying cross-cultural communication-to promote peaceful relations with other nations, to build stronger successful economic ties in a globalized, interlinked, twenty-first century world, to adapt to the exploding demographic cultural diversity in our own nation, to adapt to the rapid "shrinking" of the world due to advances in technology and transportation, and to counteract the pitfalls of ethnocentrism, nativism and xenophobia.

Our two week stay in Japan, which will feature classes at a major Japanese university, cultural interactions with Japanese collegiates and professors, home stay experiences for students, and a host of cultural experiences will offer our students a cross-cultural experience far richer than any offered by a mere tourist experience. Prior to departure, in a series of monthly evening meetings, students will bond through a series of preparatory sessions which will feature lectures on specific cultural issues, such as Japanese history, culture, politics and economic issues; family structure, religion, etiquette and traditions; art, film, music, and popular culture and language. Lecture/discussions will be presented by the professor as well as guests from Japan and American guests who have spent substantial time in Japan for business commitments. Students will be preparing one substantial paper which will focus on a specific major issue pertaining to modern Japanese culture. (exs.-the role of women in business in Japan; the educational system in Japan; the role of immigrant society in Japan; the challenges of Westerners doing business in Japan: the Japanese film industry and popular cultural phenomenon such as *anime* and *manga*; the unique role of Shintoism and Buddhism in modern Japan; etc.) Students will complete preliminary research on their papers (approximately 10-12 pages with full bibliographies) from tertiary and secondary resources prior to departure. The centerpiece of each paper will hopefully be contributions by a "cultural partner"- i.e. either a student or family home stay contact whom they can interview for perspectives on their research during their stay in Japan. (In the standard course in Communication 365 that I offer at Ferris, these interviews are preplanned, structured and usually consist of at least two 45 minute sessions). The final papers will be presented at a celebratory debriefing session when we return to the United States. In the sessions prior to our departure-each student will be presenting a 10-15 minute report on a key aspect or issue focusing on modern Japanese life; each student will also be presenting a book or film review with a one page detailed abstract on a fiction or non-fiction book dealing with Japanese culture or a review of a Japanese film. (We may also have a "film night" prior to departure which will feature a contemporary Japanese film such as *Tampopo*, *A Taxing Woman*, *Shall We Dance?* or an Anime film. Probably we will see at least one Kurosawa film such as *The Seventh Samurai*, *Roshomon* or *Ran*). I also hope to hold one (voluntary) field trip to a Japanese restaurant in Grand Rapids, such as Shogun or Mikado.

General Program Objectives:

By the conclusion of the program students will attain:

- An appreciation of the differences between low context cultures such as the United States and high context cultures such as Japan.

- An awareness of the justification for being communicatively competent across cultural and sub-cultural divisions.
- A solid familiarity of the major contemporary theories of intercultural communication from a communication discipline perspective and knowledge of the history of the this area of the discipline.
- An appreciation of the importance of being able to comprehend the imperatives of other cultural worldviews/frames of reference in context.
- An understanding of the importance of cultural identity and how enculturation determines worldview.
- Awareness of the centrality of verbal and non-verbal language codes to intercultural competence.
- New tools and strategies for functioning effectively in other cultures or living simultaneously in two or more cultures/sub-cultures.
- New ways to view and handle conflict across cultural contexts.
- A greater sense of “functional fitness” in dealing with other cultures.
- A lifelong appreciation for the value of travel and intercultural exchange.
- An introductory knowledge of Japanese culture, customs and language.

Methodology and Assignments:

- As this program is proposed for six credits with credit for global consciousness credit, my academic expectations for students are high. However, having taught intercultural communication over ten times at both the undergraduate and graduate level at two universities, experience has taught me that students who seek out this course already have a curiosity about other cultures and a desire to interact with them and think beyond their own cultural boundaries. Hence, the program will be **highly participatory** both in meeting sessions in the United States and in our classes and daily debriefing sessions in Japan. Students will:
 - Prove their basic knowledge of cross-cultural communication theory in two rigorous exams prior to departure. (Students will read a 300 level cross-cultural text and a series of reserve article readings in addition to lecture materials).
 - Will present a researched 10-15 minute profile of a cultural issue or subject broadening the group’s cultural awareness of Japan. (The oral report will accompany a 4-5 page paper and class handout).
 - Students will prepare and present a 4-5 minute review of a non-fiction or fiction book or film pertaining to some aspect of modern Japanese culture.
 - Students will complete a substantial term project, featuring interviews with a Japanese “cultural partner”-10-12 pages with full APA bib.-to be orally presented in post-trip meeting.
 - Students will keep a daily journal of their experiences in Japan and will discuss their impressions in nightly “debriefings”

while in country. Approximately one page per program day and a response to a self-reflection instrument at the end).

Assessment: Assessment will include evaluation of standardized objective examinations; evaluation of written and oral reports; assessment of highly structured self-reflection journals and self-reports; standard program evaluations and SAIs.

Books: Required Martin J. & Nakayama, R. (2007). *Intercultural communication in contexts*. New York: McGraw-Hill. 4th ed.
ISBN#-13: 978-0-07-313527.

Morton, W. S. & Olenik, J. K. (2005). *Japan: Its history and culture*. New York: McGraw Hill.

Recommended (Professor will have copies available to check out.)

Lafayette de Mente, B. (1990). *Etiquette guide to Japan*. Tokyo: Tuttle Publishing.
ISBN# 10: 0-8048-3417-2.

McClain, J. (2001). *A modern history of Japan*. New York: W.W. Norton & Co.

Morimoto-Yoshida, Y. (2005). *Culture shock! A survival guide to customs and etiquette*. Portland OR: Graphic Arts Publishers.

Morton, W.S. & Olenik, K. (2005). *Japan: It's history and culture*. New York: McGraw-Hill. 4th ed.

Richmond, S. & Dodd, J. (2007). *The Rough Guide to Japan*. London: Penguin. 3rd ed.

(An extended bibliography of non-fiction and fiction books and films of interest pertaining to Japan will

be distributed on our first pre-travel program night session).

PRE-DEPARTURE SESSIONS-(Meeting times will be determined by general consent of students enrolled in the program, but will take place most likely on evenings on the Big Rapids campus Mondays through Thursdays. Students enrolling in the program must commit to attending these meetings to obtain credit. Meetings will take place monthly-Jan.-May, 2009.

Jan.

Meeting one: orientation night-introductions, program overview and requirements; Discussion of Martin and Nakayama chaps. 1-3 on imperatives for study of cross cultural communication, the history of the field (Social-psychology, communication and critical perspectives) and the role of communication, culture and power.

Readings-Martin and Namayaka text Chaps. 1-3.

Brief article on general Japanese history from *The Rough Guide to Japan*. (On library reserve list-I will try to make all reserve readings available on PDF file and in hard copy at the reserve desk).

Trip rules and expectations outlined.

Brief culture report and book/film review options detailed.

Divide up sections from *The Etiquette Guide to Japan* and *Culture Shock! A Survival Guide to Customs and Etiquette* for in class mini-reports.

Feb.

Meeting two: Discuss Martin and Nakayama-Chaps. 4-7-the concept of History vs. "histories"; the formation of cultural identity, values, norms, and rules. **Student mini-reports** on etiquette issues (with demos!) Sub-cultures vs. dominant cultures-sub-cultural issues in Japan-(racism, the Yakuza, the homeless, etc.) Language and non-verbal communication. Schedule and declare topics for book/film reviews and cultural issue profile reviews. (I will provide a list of suggestions, or students may select.) Program cultural partner project outlined.

Mar.

Meeting three: Examination one (half hour). Martin and Nakayama 1-7.

Discussion of reading on Japanese history.

Martin and Nakayama-discuss Chaps. 8-10-

Cultural transitions and theories of culture shock;

Intercultural relationships; the impact of pop culture and folk culture.

Guest lecture-(tentative-to be announced)-

Possible guests: FSU Japanese language professor on

Language Kiraku Murata, Ferris graduate and Japanese national

Tim Nagae on Japanese education system and culture shock

issues; Ferris grad. and businessman David Stott-on

international business in Japan from an American

perspective. (Mr. Stott is director of N. American sales

in Asia for the Brown company and is fluent in Japanese

and has spent years traveling to and living in Japan).

**Declare subject for program cultural partner project.
Submit paragraph prospectus and preliminary bibliography.**

April

Meeting four:

Conclude discussion of Martin and Nakayama-Culture, communication and conflict-Japanese collectivist approaches vs. U.S. individualism.
Cultural profile presos. 10 mins. each.

May

Meeting five:

Exam two (half hour). Martin and Nakayama 8-11 and readings on Japanese history and etiquette.
-Reviews of books/movies!
-Getting ready for departure-questions and discussion.
-Movie!

TRAVEL SCHEDULE AND TENTATIVE DAILY CALENDAR OF ACTIVITIES IN JAPAN:

***(We are deeply indebted to Prof. Linda Viswat for her key role in planning this tentative itinerary-which will be subject to change).**

MAY

May 7 (Fri.) Depart from Grand Rapids on Delta Airlines, connecting in Detroit for flight to ultra modern Kansai International Airport, situated on one of the largest man-made islands in the world.

May 9 (Sun.) Arrive Japan after crossing international date-line. Approximately 6PM arrival and transfer by train and bus to Ibaraki-one night stay in business hotel to deal with jet lag.

May 10 (Mon.) Travel to Otemon-Gukuin University for orientation; meet host families; welcome reception.

May 11 (Tues.) Japanese lessons 1 & 2 (90 mins. in morning 9:30-12:40); Afternoon Japanese culture session #1-Tea ceremony tradition and flower arranging.

May 12- (Weds.) Trip to Hiroshima and Miyajima-Structured tours with English-speaking guide of the site of the WWII atomic bombing, where we will see the Atomic bomb dome, the peace memorial museum and park and possibly the Hiroshima Museum of Contemporary Art or the Horoshima Prefectural Museum of Art. Miyajima is home to beautiful shrines and temples and is said to possess one of the most spectacular views in Japan.

May 13 (Thurs.) morning Japanese lessons 3 and 4; afternoon Japanese culture lesson on religion-Shintoism and Buddhism.

May 14 (Fri.) Full day tour of Kyoto with English speaking guide. Kyoto, was the capital of Japan for over one thousand years, and although today a huge modern city of 1.5 million, it retains much of it's ancient character in the form of thousands of Buddhist temples, hundreds of Shinto shrines, gardens, and imperial villas.

May 15 (Sat.) morning Japanese lessons 5 and 6; afternoon Shopping in Osaka/and/or Museum trip. Evening nightlife event (tentative).

May 16 (Sun.) morning free; afternoon-tour of historic seventeenth Century Himeji Castle and gardens.

May 17 (Mon.) morning Japanese lessons 7 and 8; afternoon Japanese culture lecture-Japanese history.

May 18 (Tues.) morning Japanese lessons 9 and 10; afternoon trip to historical City of Nara.

May 19 Weds.) morning Japanese lessons 11 and 12; afternoon-free day in Osaka-final chance to interview Japanese cultural partners-evening free to pack.

May 20 (Thurs.)-Depart for the United States and Grand Rapids/Big Rapids

**FINAL PROJECT PRESENTATION MEETING AND DEBRIEFING
To be announced-but it will take place one week after our return.**

PROGRAM GRADE AND EVALUATION CRITERIA

Percentages:	Exam One	10%
	Exam Two	10%
	Major "cultural partner" Research project	35%
	Book review or film review	5%
	Cultural issue profile report	5%
	In country journal and post travel self- reflection report	25%
	Program participation	10%
	(attendance, participation, activities, smaller presos, discussion of events at daily in country debriefings)	

Late Assignments: Generally late assignments will not be accepted. However, in the event of personal or health emergencies exceptions will be made. (The official FSU standards will be followed, documentation may be required).

Make-ups and Incompletes: Make-ups and incompletes are allowable only under the most dire circumstances and are subject to the official policies of FSU.

Attendance: Is absolutely required for this highly participatory class. Missing a class meeting will generally result in a failing course grade. **Please do not register for this class if you already know you cannot make a particular weekend. A full three weekend commitment is expected.**

Grading scale: Final grade will be determined by multiplying the percentage of each assignment by the numerical equivalent of each grade received, then tallying the total. (See assignment percentages above).

Grade scale is the standard 4. Format:

A = 4.

A-	= 3.7
B+	= 3.3
B	= 3.
B-	=2.7
C+	=2.3
C	=2.
C-	=1.7
D+	=1.3
D	=1.0
D-	=.3
F	=0

Behavioral Expectations: Will be made explicit during first session meeting in January-All student behavior is subject to Ferris State Study Abroad conduct policy.

TENTATIVE BUDGET:

According to Prof. Viswat , the land portion should cost \$1500. including the lessons and excursions, homestays with breakfast and dinner, and hotel (first night) with breakfast. Students and faculty will have to purchase a JR rail pass, which must be purchased in the U.S. The final additional cost will be the airfare on Northwest, along with expense money and tuition. I will be working with Tera Benzing on the specific budget pending approval.

PROMOTION: Will be done at the Fall 2010 Travel Abroad fair,

Via fliers which will be posted not only in Johnson Hall, but in Rankin, Starr, the CAS building, at the FLITE library, Business building, and Timme Center. I will also be contacting key professors in different programs-international business, lang. and lit,, psychology, languages and of course my colleagues in Humanities. I also plan to work with the JMSU organization to reach other major Michigan universities to recruit possible students. (Although the pre-travel meetings may pose a challenge for those outside the area, but arrangements for some distance learning options could be possible-we may definitely want to include students from other Michigan universities and colleges as well as possible partnerships with other

U.S. institutions that have a relationship with Otomon Gakuin (such as Valdosta State in Georgia).

CREATE NEW COURSE
Course Data Entry Form

FORM F

Create New Course
Rev. 07/23/07

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Notes

1. Complete each item in Section I and Section II.
2. If this course is to be used as a prerequisite for other university courses, Form Fs that reflect the prerequisite change must be submitted for those courses as well.

Term Effective (6 digit code only): 201005 Examples: 200801(Spring), 200805(Summer), 200808(Fall)
Note: The first four digits indicate year, the next two digits indicate month in which term begins.

II. PROPOSED FOR NEW COURSE: Complete all sections a through r. See manual for clarification.

a. Course Prefix Communication b. Number 390 c. Enter Contact Hours per week in boxes.
LECTure LAB INDEpendent Study – Check (x)

Practicum: Seminar:
d. Course Title: Intercultural Communication in Japan (Limit to 30 characters/spaces.)

e. College Code: CAS f. Department Code: HUM
Credit Hours: Check (x) type and enter maximum and minimum hours in boxes.

g. Type: Variable Fixed h. Minimum Credit Hours i. Maximum Credit Hours 6

j. May Be Repeated for Added Credit: Check (x) Yes X No

k. Levels: Check (x) X Undergraduate Graduate Professional

l. Grade Method: Check (x) X Normal Grading Credit/No Credit only (Pass/Fail)

m. Does proposed new course replace an equivalent course? Check (x) Yes X No

n. Equivalent course: Prefix Number See instructions on Replacement courses.

o. CATALOG DESCRIPTION – Limit to 75 words – PLEASE BE CONCISE.
Communication 390 – Intercultural Communication in Japan. This six credit program in cross cultural communication will provide the undergraduate with a solid background in the theories of intercultural communication in the communication discipline, with a focus on Japan. In addition to the accelerated course taught stateside, students will spend two weeks in Japan, immersed in the culture visiting sites, staying with Japanese families, and taking brief classes in Japanese language, culture, history, religion and art.

p. Term(s) Offered: 200905 (See instructions for listing.) q. Max. Section Enrollment: 20

r. Prerequisites/Co-requisites/Restrictions: (If none, leave blank.) Limited to 100 spaces.

UCC Chair Signature/Date: _____

Academic Affairs Approval Signature/Date: _____

To be completed by Academic Affairs Office: - Standard & Measures Coding and General Education Code
 Basic Skill (BS) General Education (GE) Occupational Education (OC) G.E. Codes

Office of the Registrar use ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE ___ SCADETL ___ SCARRES ___ SCAPREQ ___

GENERAL EDUCATION APPROVAL FORM

Form G plus justification of the General Education designation being sought must be sent to the General Education Coordinator (preferably electronically). The criteria for each designation can be found FSU General Education website: <http://www.ferris.edu/HTMLS/academics/gened/gened.html>

Upon review, the form below will be completed by the **University General Education Committee** for the courses that will meet General Education requirements. The form must be included in the proposal packet.

Course Prefix: Comm **Course Number:** 390 _____

Course Title: Intercultural Communication in Japan

G. E. Codes Requested: C and G

G.E. Codes: G=Global Consciousness; R=Race/Ethnicity/Gender Issues; S=Social Awareness; C=Cultural Enrichment; W=Writing Intensive; Z=Scientific Understanding	
Initiator: <u>Neil Patten</u> _____	Date Sent: <u>Sept. 9, 2009</u> _____
Proposal Contact: <u>Grant Snider</u> _____ Email: <u>Snider@ferris.edu</u> _____	
Department: <u>Humanities</u> _____ Campus Address: <u>JOH 117</u> _____	
Please Print	

University General Education Committee: _____
Chair: _____ Date Returned: _____

Based upon University General Education Committee review on _____(date), we

- Support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s).)
- Do not support the request to designate the course listed above as a _____(insert Gen. Ed. Designation(s) for reasons listed below.

Comments:

Frederick R Heck/FSU
01/23/2009 12:54 PM

To Donald Flickinger/FSU@FERRIS
cc Grant Snider/FSU@FERRIS, Neil Patten/FSU@FERRIS
bcc
Subject COMM 390 approval

Don,

The UGEC and appropriate subcommittees have approved the study abroad course, COMM 390 Intercultural Communication in Japan for both Global Consciousness and Cultural Enrichment status.

Fred Heck
Gen Ed Coordinator



COMM 390 Intercultural Communication in Japan.doc

FORM G – General Education Course Criteria

All courses seeking General Education status are required to meet specific criteria approved by the Academic Senate. These criteria differ for each of the General Education designators. Course proposers must provide a justification for why their course should be given General Education status by speaking to each of the course criteria that apply to the requested designator.

Course proposers can request a General Education designator for any of the following learning outcome areas: Cultural Enrichment (C); Global Consciousness (G); Race, Ethnicity, Gender (R); Scientific Understanding (Z); Social Awareness (S), or Writing Intensive Courses (WIC).

The criteria that a course must meet for a given designator are listed on the pages that follow. Each page has the course criteria for one of the designators. Below each criterion is a space for the proposer to explain how her/his course meets that particular criterion. Course proposers must complete the appropriate page for the requested General Education designator by speaking to each one of the criteria for that designator.

Some of the outcome areas state that a course “should meet” rather than “must meet” the given criterion. In these cases it is not expected that each criterion will be met with equal strength, but each criterion must be addressed, even if only to acknowledge that the course will not meet that criterion.

The completed page must be included with the other appropriate curriculum proposal forms. Following approval by the proposer’s dean, the proposal must be sent electronically to the General Education Coordinator who will forward the proposal to the appropriate General Education learning outcome committee for evaluation of the request for General Education status.

Please contact the General Education Coordinator for any questions about this process.

Cultural Enrichment Course Criteria

Courses designated as Cultural Enrichment courses should meet the following criteria:

1. provide interpretive approaches to the events, arts, languages, or ideas of cultures;

By its nature, an intercultural communication course focuses on three separate schools of interpretation and practice of the discipline of cross-cultural communication-the social science, interpretive and post-modern critical approaches

to examining cultures. Since students will be writing extensive term papers with Japanese cultural partner interviews as well as secondary research, analysis of perspectives on politics, art, religion, popular culture, history, education, family structure, etc. is an elemental part of the program/course. (Although a communication course, cross-cultural communication

draws its theoretical and pedagogical base from other disciplines as well, such as psychology, sociology, anthropology, etc.)

2. offer established methodologies for understanding components of cultures;

The social science approach (predictability and rationality), the interpretive approach (less quantitative, more qualitative, but some emphasis on predictability) and the more post-modern critical approach (aimed at criticism and change and focusing on power structures and cultures as "texts") all will be covered in pre-departure lectures, readings and will be incorporated into papers. This is a very theory-rich course.

3. offer an appreciation and understanding of the "techniques" of the arts or disciplines;

Our in-country visit will include lectures by Japanese professors on art, religion and politics, trips to museums, religious shrines and temples, the Hiroshima Peace Museum, etc. Certainly, technique of arts, disciplines, etc. will be explored in-depth. (Students will be taking introductory Japanese language courses, some may focus their research on historical or contemporary art or Japanese popular culture artifacts).

4. possibly provide participation in the various arts;

Two guest lectures are planned at Otemon Gakuin University in Osaka, focusing on etiquette, (Boye Lafayette de Mente's *Etiquette Guide to Japan* is one required pre-trip text), the tea ceremony, zen flower arranging, calligraphy, and other topics. (Otemon has its own tea house in the center of their modern campus). Students will also visit numerous art museums and we will be exploring cultural phenomenon such as Japanese dance traditions, sumo wrestling, the Geisha tradition (and myths . . .), etc.

5. help students see the connection between the elements of cultures and themselves;

Our two main texts focus on no less than five different versions of Kalvero Oberg's concept of culture shock and Leon Festinger's concept of cognitive dissonance, and students will be required to journal in-country and share self-reflective observations in daily de-briefings.

6. help students explore new ways to perceive, think, experience, and value;

The entire point of any intercultural communication course with a travel component or not, is to assist the student in achieving new insights and perspectives on their own culture, beliefs, attitudes and values. In a globalized world this is incredibly important. Our program will begin with a study of six imperatives for studying another culture-technology, demographic, economic, pacifist, ethical and self-awareness.

7. help students gain a better understanding of a culture from an analysis of specific events or works;

The in-depth term project allows a student to take 10-12 pages to research a specific sub-issue of

Japanese culture, from the role of women in business, to cultural phenomenon such as Manga and Anime, or perhaps a comparative analysis of Japanese and American educational systems. (Students propose and defend their topic area prior to departure).

8. be compatible with the designation of other universities;

I have taught cross-cultural communication at Ferris (and at other universities at the graduate level) over fifteen times and I am confident that this course fulfills the 8th requirement.

9. provide knowledge and appreciation of the components of a culture;

This is an inextricable part of the subject material before we even arrive overseas.

10. offer an understanding of the processes of thought or creativity that produces a cultural artifact;

This will be particularly important in the term paper, journals and in the study of the critical perspective school of cultural analysis. (Again, textual analysis and criticism will be key).

11. be taught by faculty with the appropriate credentials.

I hold a Ph.D. in Communication from Indiana University (as well as undergraduate degrees in Communication and Political Science from the University of Michigan and an MA in Communication studies with course work in cross-cultural communication from the University of Michigan and Purdue).

(please refer to the full proposal document for full details).

Global Consciousness Course Criteria

Courses designated as Global Consciousness courses must meet the following criteria:

1. at least 50 percent of the course content must address one or more of the following areas of study concerning a region(s) or country(ies) outside North America (United States and Canada): Geography, Economics, Language(s), Culture(s), History;

This 6 credit program entails a fully developed course in cross cultural communication that will emphasize a specific focus on contemporary Japan. In five three hour meetings over the semester prior to departure, students will read a 300 level text on theories of cross-cultural communication, *Intercultural Communication* by Martin and Nakayama (which also draws on sociology, anthropology, psychology and other disciplines), and will also be reading Morton and Olenik's *Japan: Its History and Culture*. The pre-departure meetings will require two examinations, but will also focus on guest lectures by Japanese nationals and business people who have spent a significant amount of time in modern Japan. While Japanese history, religion and culture will certainly play a role in our class, contemporary issues in Japanese politics, relations with other nations, trends in the arts, the state of the modern Japanese education system, current economic realities and a host of other issues will be touched upon, along with a focus on family structure and day-to-day life in Japan. Each student will be presenting either a book review or film review on a Japanese novel, work of non-fiction, or a historical or contemporary Japanese film. We will also be arranging voluntary field trips to Japanese restaurants and examining Japanese customs and etiquette. (Each student will be profiling and presenting a chapter unit summary from Boye Lafayette de Mente's *Etiquette Guide to Japan*, which is frequently used for cross cultural corporate training. *The Culture Shock Guide to Japan* will also be utilized. I have already purchased copies of all of these books for student check out). The main project students will be working on is a research paper on a topic of their choice, focusing on some aspect of contemporary Japanese culture. This could range from a paper on government and the Diet, or a focus on the role of Japanese women in business, a comparative study of college life in Japan and the U.S., or a study of the anime industry. The secondary research on this paper will be completed stateside prior to departure. In Japan, the students will interview a **cultural partner** for at least two 45 minute sessions on the subject of their paper. This could entail pairing up with a member of their host family, a Japanese student at Otemon-Gakuin University, or a possible interview with a person referred by our Japanese university hosts. (One interested student already has indicated they wish to study Japanese health care issues in coordination with their Allied Health major at Ferris).

The actual program stay in country will involve no less than 12 days in country, completely immersed in Japanese culture. We will be interacting on a daily basis with host families, Japanese collegiates and professors, touring the Osaka area and making side trips to Hiroshima, Kyoto, Nara and other sites. In addition to three guest lectures by Japanese professors on Japanese history, religious life and politics, students will be taking ninety minute classes in basic Japanese language instruction on days we are not specifically touring cultural sites. We plan numerous museum and historical site visits and we will be interacting with modern Japan on a daily basis. Finally, students will be required to journal in country and we will hold debriefing sessions every two days. After returning to the U.S., our final meeting will entail oral presentations of their term paper.

2. the course must provide the students with an understanding of the cultural context of the region(s) and area(s) of study. The course must provide the students with an understanding of contemporary cultures outside the United States and Canada.

Please see above.

Race/Ethnicity and/or Gender Course Criteria

Courses designated as Race/Ethnicity/Gender courses must meet the following criteria:

1. the course must approach the subject of race/ethnicity and/or gender from an identifiable theoretical framework;
2. the course must address race/ethnicity and/or gender issues appropriate to the course discipline. Courses can narrowly address a single category (race, or ethnicity, or gender), or any combination of two categories (race and gender, or race and ethnicity, or gender or ethnicity), or all three categories combined. No matter how the course is configured, at least 75% of the course content must be based on issues clearly identified as race/ethnicity and/or gender;
3. the course materials must demonstrate clear evidence that the significant focus of the course is concerned with race/ethnicity and/or gender. Such evidence will be included in: 1. the course description, 2. the title(s) or chapter heading of reading assignments, 3. the lecture topics specified in each course syllabus, 4. the graded assignment and examination materials in each course section.

Scientific Understanding Course Criteria

Courses designated as Scientific Understanding courses should meet the following criteria:

1. be open to students from all programs;
2. explain the historical perspective of scientific ideas;
3. utilize the scientific method for understanding the physical universe;
4. present content deemed most important in traditional scientific disciplines;
5. promote scientific awareness by developing the use of inquiry and observation;
6. encourage thoughtful analysis that allows students to develop operative knowledge so that they may assess social, medical, and environmental issues, and make informed decisions;
7. be taught by faculty with qualifications and background in the subject matter that meet the standards for university level instruction in that discipline;
8. be recognizable as general education in the natural sciences at other institutions.

Social Awareness Course Criteria

Courses designated as Social Awareness courses should meet the following criteria:

1. have as their core subject matter human development and behavior, group interactions, or established social Institutions;
2. offer theories for the understanding of the subject matter;
3. offer an established methodology for approaching the subject matter;
4. be identifiable as general education in social awareness or its closest equivalent at other institutions;
5. be taught by faculty with qualifications and background (such as graduate training and teaching experience) in the subject matter that meet the standards for university level instruction in that discipline.

WRITING INTENSIVE COURSES

A Writing Intensive Course (WIC) is a non-freshman level (200 or above) course that demands a substantial amount of writing, fulfills the criteria listed below, and partially satisfies the communication competence category of the General Education Requirements. The prerequisite of any WIC will be English 211 or 250. A department will decide as a whole which courses it wishes to propose as WIC. (Individual sections can not be designated as WIC).

Procedures for obtaining approval for a Writing Intensive Course:

1. According to general education guidelines, a department interested in obtaining a WIC designation must submit a proposal to the WIC committee, through the General Education Coordinator, for approval.
2. The proposal will be submitted at least a year before the course will be offered in order to provide adequate time for consultation between the proposing department and the WIC committee, time for the WIC committee to consider the course, and time to meet university publication deadlines.
3. The proposal for a WIC designation must consist of the following:
 - a. complete description of the course plan and a course syllabus;
 - b. supporting material including
 - 1) description of potential pedagogical methods to be employed,
 - 2) possible textbooks and materials,
 - 3) the name(s) of faculty member(s) who will teach the course, and
 - 4) the name of one faculty member who will agree to answer questions about the proposal.
4. Once a course has received WIC approval, the WIC committee will contact the sponsoring department, the dean's office of the College of Arts and Sciences, and the Records Office in order to ensure the inclusion of the course in WIC listings in university publications.
5. If there are any substantive changes to the content of methodology/approach of a WIC, the sponsoring department will contact the WIC committee.

Writing in courses across the curriculum can help students:

- develop critical thinking skills
- decrease writing anxiety
- view writing as an important life and learning skill
- improve retention and understanding of course material
- connect with course material
- become familiar with writing conventions of particular career fields

Writing Intensive Courses (WIC) at Ferris are non-freshman-level courses that include a substantial amount of writing. *These courses partially satisfy the communication competence general education requirement.*

College of Arts and Sciences

January 19, 2010

**TO: Don Flickinger, Associate Vice President of Academic Affairs
Meral Topcu, Chair, College Curriculum Committee**

FR: Matthew A. Klein, Dean *mak*

RE: COMM 390 – Intercultural Communication in Japan

Enclosed for your information is the proposal for COMM 390 – Intercultural Communication in Japan which I have approved to be offered May 7-20 by the Humanities Department.

Thank you.

**Cc: Grant Snider
Valerie Greenfield**

