Providing a Framework to Build Cultural Competence in ELAI 990

MVOC Fellowship Project
Spring 2019
Ray Gonzales
“The Big Idea”

In order to understand complex global and cross-cultural issues and interactions, students need an analytical framework to identify the relevant cultural and systemic forces at play in these issues. The concepts of “Deep Culture” (Hall 1976) and global-national systems can be part of such a framework.
The Cultural Iceberg (Hall, 1976)

Surface Culture
- Food
- Flags
- Festivals
- Fashion
- Holidays
- Music
- Performances
- Dances
- Games
- Arts & Crafts
- Literature
- Language

Deep Culture
- Communication Styles and Rules
  - facial expressions
  - gestures
  - eye contact
  - personal space
  - touching
  - body language
  - tone of voice
  - handling and displaying of emotion
  - conversational patterns in different social situations

  Notions of:
  - courtesy and manners
  - friendship
  - leadership
  - cleanliness
  - modesty
  - beauty

  Concepts of:
  - self
  - time
  - past and future
  - fairness and justice
  - roles related to age, sex, class, family, etc.

  Attitudes toward:
  - elders
  - adolescents
  - dependents
  - rule expectations
  - work
  - authority
  - cooperation vs. competition
  - relationships with animals
  - age
  - sin
  - death

  Approaches to:
  - religion
  - courtship
  - marriage
  - raising children
  - decision-making
  - problem-solving
Deep Culture

Communication Styles and Rules:
- personal space
- eye contact
- tone of voice
- conversational patterns

Concepts / Notions of:
- friendship
- leadership
- beauty
- manners
- courtesy
- self
- time
- roles related to age
- fairness

Attitudes Towards:
- elders
- competition vs. cooperation
- work
- authority

Approaches to:
- raising children
- problem solving
- decision making
- religion
What students need to do

Global Learning Outcomes

1. Explain one’s culture in global and comparative context, recognizing that this culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences.

2. Apply knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
What students need to do

Global Learning Value Rubric

1. Analyze ways that human actions influence the natural and human world.

2. Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems.
Human Systems

Laws, Policies, etc. → Institutions, Organizations, etc. → People’s Behavior, Health, Rights, Economic Life, etc. → Officials, Professionals, etc. → Beliefs, Attitudes, Expectations, etc.
Building Conceptual Knowledge
<table>
<thead>
<tr>
<th>System</th>
<th>Cause/Factor</th>
<th>Health Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economic:</td>
<td>• economic sanctions</td>
<td>• malnutrition</td>
</tr>
<tr>
<td></td>
<td>• consumerism</td>
<td>• higher infant mortality</td>
</tr>
<tr>
<td></td>
<td>• __________________________</td>
<td>• __________________________</td>
</tr>
<tr>
<td>Societal:</td>
<td>• gender inequality</td>
<td>• __________________________</td>
</tr>
<tr>
<td></td>
<td>• __________________________</td>
<td>• __________________________</td>
</tr>
<tr>
<td></td>
<td>• __________________________</td>
<td>• __________________________</td>
</tr>
<tr>
<td>Colonial:</td>
<td>• cultural domination (e.g. language loss)</td>
<td>• __________________________</td>
</tr>
<tr>
<td></td>
<td>• __________________________</td>
<td>• __________________________</td>
</tr>
<tr>
<td>Aspect of Deep Culture</td>
<td>Examples</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Notions of Courtesy and Manners (Syria)</td>
<td>• The host continues to serve the guest large portions of food after he/she has cleared the plate.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Even unannounced guests are served tea or coffee and entertained for hours sometimes</td>
<td></td>
</tr>
</tbody>
</table>
Building Language Skills
Language Loss: Key Collocations

culture  fluent  assimilate into
identity  language of  workplace

1. _________ the new society  4. ethnic ________________

2. predominant ____________  5. ___________ everyday use

3. ________________ speakers  6. ________________ language
Instructions: Order the following collocations and phrases to assemble complete and logical sentences.

all residents speak the predominant language are obliged to
the state religion in some societies and follow

the U.S. to teach in the English language only have passed laws
obliging schools local governments in some parts of
Putting it Together

• Readings, Videos
• Assignments, Essays
Readings and Videos to Introduce Issues

- Unit 1: What Happens When a Language Disappears?
  - “History of the Maori Language”
  - “When Languages Die”


- Video: “Cross-Cultural Communication”

  (Garda, Ilze, TEDx Talk, October 21, 2014)
In-Class Discussions and Journal Responses

Questions designed to have students reflect on their current knowledge of the general topics:

“What minority people(s) live in a country that you know well? What languages do they speak? Is this language doing well or is it dying? Why or why not?”
Questions designed to have students analyze topics, issues, problems, etc. using the “Deep Culture” and Global – National Systems Concepts:

“As we read in ‘The History of the Maori Language’, the Maori language has been under great pressure over the past two centuries. What global-national systems contribute to language loss?”