

The Ohio State University
Freshman Seminar Program
Repeat Course Form

China - America: How Culture Matters

Seminar Title

Gabriel Walker, EAST ASIAN LANGUAGES & Literatures

Professor's Name and Primary Department (Please Print)

G. W. Walker

Professors Signature

Date

walker.17, 100 Hagerly Hall 2-4243

Professor's e-Mail, Office Address, and Phone

Mark Bender

Department Chair's Name (Please Print)

Mark A Bender

Department Chair's Signature

Date

6/5/2016

Please indicate the semesters you would like to offer the seminar: Au' _____ Sp' X

Send the completed form, along with any updates to the current syllabus and biographical sketch, to –
Freshman Seminar Program, 100 Denney Hall, 164 Annie & John Glenn Avenue, Columbus, OH 43210,
ATTN: Dawn Nolen or scan form and attachments and send by e-mail to nolen.2@osu.edu.
Information is available at 614/292-4680 and at <http://freshmanseminars.osu.edu>.

Freshman Seminar
1 credit hour

Galal Walker
Professor
DEALL

China-America: How culture matters

The focus of this course is on the role of culture in our daily lives and what happens when two cultures—Chinese and American—come into contact. The goal of the course is to develop the ability to analyze and discuss these considerations of culture from both Chinese and American perspectives. The purpose is to give students with limited exposure to other cultures the capacity to engage in contrasting and conflicting behaviors and opinions in productive ways.

The course will look at cultural differences from four basic categories of sources from the two societies, starting with the contrasting views of humanity and deity in selected fundamental texts from China and the West. We will raise the possibility that different civilizations can consider humanity in significantly different, but ultimately comprehensible, ways.

China-America: how culture matters will meet once a week for 55 minutes throughout the semester. Students are expected to attend every class with at least one additional one-on-one meeting with the professor.

The participants in this course will discuss and write about the following topics, based on online readings and audio and video discussion materials:

Foundations: Compare some basic concepts of the West as expressed in the Bible and selected Greek philosophies and the Chinese Confucian Analects and the Daodejing.

Sources: Passages from the cited texts

Patterns of communication: Compare the way Americans and Chinese conduct daily interactions and transactions, how commonly perceived events can be interpreted in different ways, and how issues can be resolved in contrasting ways. Distinguish between speaking a language and conversing in that language.

Sources: Scripts of dialogs focused on daily interactions; audio and video recordings of Americans and Chinese engaged in socialization and the conduct and maintenance of relationships.

Cultural Psychology: To what degree are our identities, personalities, and concepts of psychological health connected to our culture. How do we acquire our cultures,

how do we identify with a particular culture, and how can we accommodate different cultures in our lives. Can one culture be better than another?

Sources: Reading selections from such scholars as Lev Vygotsky, Jerome Bruner, Richard Nesbitt, Michael Tomasello, and introductions to how human brains make meaning.

Intercultural Strategies: Explore aspects of the Chinese and American cultures that are not compatible and devise strategies for negotiating in environments in which one culture or the other dominates. Do Chinese and American organizations function differently?

Sources: Selected student presentations and guest discussants who regularly go between Chinese and American cultures to conduct their professional affairs.

Students will present one 5-10 minute presentation in predetermined topics; write a one to two page concept paper for each topic, in addition to a midterm and final exam.

Final grades will be determined in the following proportions:

Classroom participation	30%
Concept papers	30%
Class presentation	10%
Midterm examination	10%
Final examination	20%

Syllabus

China-America: how culture matters

Fall 2106 / Spring 2017

Instructor: Galal Walker, Professor

Time: TBA

Location: TBA

Office hours: TBA

Course Description:

The purpose of this course is to develop a productive discourse on the role that culture plays in our individual and social lives. Our means to achieve this is to consider selected examples of cultural production from both Chinese and American cultures, using print, video, and audio sources. Our considerations will consist of short lectures by the instructor, assigned material, 1-2 page papers on the major concepts, and discussions.

The course will focus on four basic topics:

- 1) Foundational concepts of humanity in early texts from China and the West.
- 2) Patterns of communication in the daily lives of Chinese and Americans.
- 3) Cultural psychology explanations of individual identities, development of personalities, and patterns of socialization.
- 4) Intercultural strategies for successful interactions between Chinese and American individuals and organizations.

No prerequisites. All materials will be in English.

Course objectives:

- 1) Recognize the influence of culture in behavior, relationships, and common assumptions.
- 2) Develop a productive discourse for dealing with observed Chinese and American cultural elements.
- 3) Develop strategies for intercultural interactions and transactions between Chinese and Americans.
- 4) Explore academic disciplines that provide research opportunities in these areas.

Course structure

This course will meet once a week throughout the semester for 55 minutes. Each session will consist of the instructor presenting exemplar ways to consider behavior, information, and achievements in both China and America for about 20 minutes. These will be followed by directed discussion for another 20 minutes and 15 minutes of student comments and questions, discussion of selected concept papers or student presentations.

The instructor will observe and evaluate class participation and work with individuals to improve their contribution to the course.

Course Requirements

A. Attendance

Attendance is mandatory. Three unexcused absences will exclude you from getting an A in the course.

B. Class preparation & participation

Assigned materials are to be completed before each class meeting. Full and active participation in class discussion is expected.

C. Concept paper

For each of the topics, each student will write a one to two page paper on a previously determined concept. The paper will be critiqued and graded. If the paper is returned with criticisms and a grade, you will be expected to edit it and return it to have the grade recorded. The purpose of the paper is to describe your understanding of the concept. The papers are short, so filler expressions and unnecessary words will reduce the evaluation. The instructor is familiar with the Internet.

D. Presentation

At the suggestion of the instructor, students will give 10-minute presentations on the major concepts in each topic area.

E. Examinations

The midterm and final examinations are designed to make sure students recognize the terms and ideas encountered in discussions of culture and cultural differences. If students' encounter terms and ideas they do not understand during the course, they are encouraged to note them down and they will be given opportunities to ask about them in class or in meetings with the instructor.

Grading

Classroom participation	30%
Concept papers	30%
Class presentation	10%
Midterm examination	10%
Final examination	20%

Course materials

1) Fundamental traditional materials (found online)

Reading selections from Beginning passages:

Analects
Bible
Daodejing
Koran
The Vedas (Hindu)

Bruner, J. 1979. *Childtalk*

Nesbitt, R. 2003. *Geography of Thought*

Nesbitt, R. 2010. *Intelligence and how to get it: Why schools and cultures count.*

Walker, G. 2000. "Performed Culture"

Walker, G. manuscript. "Organizations and the expression of power in China and America"

Chinese and American dialogs

Liu, Y. Formation of an identity in a foreign language

Wang, Qi Autobiography in Chinese and English

Audio selections:

"Americans in Chinese Organizations"

"Value of Ignorance"

Video selections

“Beijing Encounter” 1989.

Eagleman, R. 2014. “The Brain”

wk#	Topics: the general categories of cultural roles and interactions	Assignments (all readings, video, and audio are online unless otherwise noted)	class activities: Content of lectures and discussions and the roles students play in presentations and panels.
1	Introduction to course	none	introduction goals and participants
2	Foundations	Beginning passages of from philosophical and religious texts and Analects and Daodejing	Discussion: terminology of understanding culture, meaning, concepts, and values Q & A: on concepts
3	Foundations	1-2 page paper on a concept discussed in class. Turn in online before class.	Q&A on how “man”, “learning”, “knowing”, “relationships” and “self” are conceptualized in early China presentations of selected concept papers
4	Patterns of communication	Chinese and American dialogs	Interpretations of how to realize intentions in Chinese and American English, intercultural interpretations Q&A on cross-cultural expression of common intentions and unintended attitudes
5	Patterns of communication	Identify 5 ways to express intentions and attitudes in English and/or Chinese. Submit your list online.	Communicating intentions on different levels of life: your place in society, your role in relationships, your understanding of happiness, health, and harmony

6	Patterns of communication	Readings on "Performed Culture"	Performances of common interactions and transactions in Chinese and English
7	Patterns of Communication	Submit concept paper online before class: how a "performance" from the previous class discussion is conducted in either English or Chinese	Contrasting how American and Chinese values are expressed: at universities at restaurants at homes on visits when meeting someone -Midterm review -Selected concept paper presentations
8	Cultural psychology	View selections from "The Brain"	Discuss: 1) complexity of the brain, 2) imbalance of perceptions, 3) construction of meaning, 4) expression of what we perceive Q&A
9	Cultural psychology	-View "Beijing encounter" -Read from Nesbitt "Geography of Thought"	Chinese and American interpretations of: 1) what we see 2) what we hear
10	Cultural psychology	Read Nesbitt "on intelligence"	How to appear to be intelligent in China and America Identify concepts
11	Cultural psychology	-Read Liu on the formation of an identity in a foreign language -Read Wang Qi on autobiography -Submit concept paper before class	Expressing self in different contexts in China and America Demonstrating competence in academic contexts China and America Selected concept papers
12	Intercultural strategies	-Read "Organizations and the expression of power in China and America" -Audio "Americans in Chinese organizations"	Organizations as expressions of status, power and reward in China and America Q&A

13	Intercultural strategies	Audio: Value of Ignorance	Discussion of the how information is shared in organizations in China and America
14	Intercultural strategies	Read career descriptions of guest informants who have worked cross-culturally in Chinese and American organizations	Student Panel for questioning guest informants on working in American and Chinese organization Selected concept presentations
15	Review of Course Concepts	Review course notes and student concept papers posted online.	A preview of the final examination: 1) basic terminology, 2) fundamental role of culture in defining humans socially and individually, 3) evaluating peer concept papers, 4) identifying cultural elements in your life experiences.

Galal Walker's Bio

Galal Walker, Professor, OSU Department of East Asian Languages and Literatures, Director, National East Asian Languages Resource Center at The Ohio State University, and Director, The Ohio State University Chinese Flagship Program. He has served the fields of Chinese language study and the less commonly taught languages in varied capacities such as President of the National Association of Self-Instructional Language Programs, member of the Steering Committee of the National Council for the Organizations of Less Commonly Taught Languages, member of the Executive board of the *Journal of the Chinese Language Teachers' Association*, and member of the Task Force for the College Boards Chinese Advanced Placement Program. He is instrumental in the development of the College of Humanities' World Media and Culture Center, a unique facility for learning, development, and exchange to open its doors in 2003. Grants and awards he has received include a grant for *Chinese: Communicating in the Culture* (US Department of Education), a grant for National East Asian Languages Resource Center (US Department of Education), a grant for *Kaleidoscope: A Course in Intermediate to Advanced Spoken Cantonese* (Center for the Advancement of Language Learning), and a grant from Defense Language Institute. Selected publications include *Chinese: Communicating in the Culture* (co-authored, three volumes published), five-volume series and ancillaries for *Spoken Cantonese: Context and Performance*, and *Learning Less Commonly Taught Languages: An Agreement on the Bases for the Training of Teachers* (co-authored), "Design for an Intensive Chinese Curriculum" in *Current Trends in Chinese Language Pedagogy* (ed. by Scott McGinnis), and *Shaping the Future: Challenges and Opportunities* (Northeast Conference Reports). Moreover, he was instrumental in the development and implementation of Individualized Instruction in Chinese at OSU and has been actively investigating the use of hypermedia for Chinese, Japanese, and Korean curriculum and materials design. The OSU Chinese Flagship Program, which includes the US/China Links Program, provides American students the opportunities to reach the highest levels of proficiency in spoken and written Chinese. In 2003, Galal Walker became the first recipient in the US and the English speaking world to receive the "China Language and Culture Friendship Award" from the Ministry of Education of China.