July 9, 2018

Intercultural Communication Reading Group

* What do we know about intercultural communication, what does it look and sound like to whom, how do we incorporate it in our curriculum and program?
* Jennifer WM: didn’t find the articles impenetrable, and they aligned—discussion of “identifying with” aligned with her own research background—synergy between the two texts where DeTurk questions whether it is something to have or something to do, and in Pollmann that something you have is a form of capital and interculturality is a thing that people can get
* Different marginalized groups can enhance their chances of realizing cultural capital, but exposure doesn’t necessarily equal growth—question of intersectionality: if you travel as a privileged tourist doesn’t necessarily mean that you’ve had your experience and horizons broadened
* Greta—once teaching a language instruction class to adults in their 60s, mostly Iranians, Russians, Chinese—after a few classes feeling the learners would be ready for discussion, placing them in the circle, and immediately the discussion became giving voice to stereotypes about the other students in the class
* Greta—about a project students at her previous institution did at the end of the bridge program they attended, where in a video they textually scrolled through a range of stereotypes they encountered against themselves at the hands of their teachers
* Anka—need to wrestle with the concept of the stereotype, we even stereotype ourselves also as a way to figure out how to fit in
* Greta—positive vs. negative stereotypes, where when we encounter negative stereotypes we don’t just react to the negative content of the stereotype but also against the fact that we’re encountering a stereotype
* Greta—interesting that DeTurk links empathy with power—connection to dealing with plagiarism and how in some educational contexts memorization is valued and in others discouraged—more empathy needed in situations of what’s considered academic dishonesty in our contexts (not necessarily in the students’)—DeTurk writing about empathy and oppression
* Jennifer WM—the power we instructors/programs hold over the courses and what happens in them, what if we had a conversation about what each instructor learned from students?—needing to be empathetic to how we cognitively overload students in our program
* Katja—how to reward attitudinal development and empathy among students—the informal gestures and comments of appreciation we give students for their emphatic actions in the class
* Greta—we can also formalize that in comments on assignments, making it a practice to write appreciative messages for emphatic work they did in class
* Jennifer WM—DeTurk writes about cultivating rather than teaching empathy
* Greta—when we ask about how to make room for emotion to be expressed in the classroom, example of a seminar or how expression of emotion was taught through drama—we don’t need to always focus on language