

Keio University/College of William & Mary Cross-Cultural Collaboration 2017 Program Syllabus*

The Keio U/W&M CCC is an intensive American culture and English language immersion program. The program emphasizes experiential learning, which means to learn by doing, not just by hearing and watching. The program offers a unique opportunity for both American and Japanese students to explore the construction, transformation, and expression of cultural and national identity through a variety of intellectual exercises. Through lectures, field trips, discussions, and research, students will explore the different nationalities, cultures, and ethnic groups that compose American culture. By examining topics such as race, ethnicity, nationality, class, gender, historical interpretation, education, and religion, students can begin to analyze how different groups and peoples interact and influence one another while constructing a large society and culture. Students will explore various cultural forms – such as film, television, music, literature, art, and advertising – that societies use to understand themselves and the world around them.

In addition to program-wide instruction, student groups choose from a variety of research topics that focus on cultural forms they find interesting. This allows students to apply what they have learned throughout the program to their research while conducting a close reading of their selected cultural practices and topics. Students conduct research with help from the CCC staff in the spirit of cross-cultural collaboration, comparing how Japan, America, and their respective national cultures influence the lives of their citizens, and how the citizens influence the culture of the nation.

Learning Objectives

1. To learn about American culture through framework lectures, dialogue classes, fieldwork activities, and focus group research projects.
2. To actively compare American and Japanese cultures thorough thoughtful reflection and comparative analysis.
3. To improve English proficiency by hearing and speaking the language continually and exclusively, and by writing journal entries in English. (See Appendix V for the English policy and pledge.)
4. To experience cultural exchange in both formal (academic) and informal (fun!) contexts.

**Portions of this syllabus are not unique to 2017 and come from earlier iterations of program syllabi.*

Program Assignments

Journals (5 total) - 30%

Dialogue Class Participation (including Memory Book presentation) - 30%

Focus Group Presentation (Group) - 20%

Focus Group Presentation (Individual) -20%

All assignments will be graded on a point value system with an equivalent letter grade (A+, A, A-, B+, B, etc).

Journals

You are required to complete four short writing assignments of 300-500 words during the program, and one longer entry of 500-1000 words after the program is over. Journals are a great way for you to record your experiences during the program. In your entries you should analyze your experiences in relation to the program's academic themes. These journals should be used to record your reactions, observations, thoughts and feelings about issues raised in the classroom and during activities.

Entries will be posted on the CCC blog located at: keiowm.blogs.wm.edu

Please see the "Instructions" tab on the blog for instructions to post your journal entries. CCC staff will also provide an introduction to the site on the first day of the program.

Listed below are methods that may be helpful for writing journal entries:

- Analyze – Write about experiences or things you learned that were interesting, curious, surprising, etc. and explain what questions they make you ask as well as *why* they make you react in different ways. Write about the meanings of images, facts, observations, conversations, and experiences.
- Question – Use the journal to question what you are seeing and doing. Ask "Why?"
- Make Connections – Put together ideas from different sources. Find relationships between ideas, experiences, and events. Let your thoughts and ideas about one thing lead to thoughts and ideas about other things.
- Compare and Contrast – How is the topic being considered similar and different in Japan and in the United States

Below are some *ideas* for what to write your journal entries about. Sometimes it helps to pick one event or thing that you saw and focus specifically on it. Explain how it made you feel and what was interesting about it. Then, try to imagine how it corresponds to larger themes in American culture. Remember, you will not necessarily be graded on accuracy, but rather on how thoughtful your journals are, so try to make a bold claim and support it with what you've seen, heard, and learned.

Entry 1 (300-500 words): due Saturday, August 5, 11pm

- your first impressions and what you hope to achieve during the program
- response to Framework lectures on August 4 and 5
- response to the campus and Colonial Williamsburg

Entry 2 (300-500 words): due Wednesday, August 9, 11pm

- aspects of American culture from lectures August 7-9
- response to racial history in Richmond

Entry 3 (300-500 words): due Sunday, August 13, 11pm

- aspects of American culture from lectures August 10-13
- what you learned from listening to other Focus Group presentations
- response to church visits

Entry 4 (300-500 words): due Wednesday, August 16, 11pm

- Washington, D.C. as the nation's capitol
- experience at the Japanese Embassy
- response to the national monuments

Entry 5 (500-1000 words): due Monday, September 4, 11pm US EST

- how your perception of U.S. changed before and after the program
- most important things you learned
- things you'd still like to learn about the U.S.
- cultural observations of life in the United States

Electronic journal entries must be posted online by the due date specified. Since we have a busy schedule, it is important that you use your time wisely and plan ahead to complete assignments on time. See the appendices of the syllabus for sample journal entries and journal grading rubric.

Dialogue Class Participation

Because we only have nine class days and are on a very tight schedule, participants are expected to arrive on time for all scheduled program events, including dialogue class. Participants are also expected to take active roles in dialogue class discussions by offering opinions, sharing new information, and asking questions.

During the lecture, it is a good idea to write down questions about aspects of the lecture you did not understand or about which you would like more information. This will give you things to talk about in Dialogue Class. It is also important because each framework lecturer will visit every Dialogue Class to give you the opportunity to ask questions, clarify points made in the lecture, or talk in more detail about things that interested you.

Memory Books

Before arriving, each participant is responsible for constructing his/her own life history in the form of a Memory Book that will be presented to fellow students and CCC staff in Dialogue classes. A Memory Book is a collection of photos and other mementos that tell the story of your life. These should be prepared before you arrive in the United States. They may either be prepared as physical photo albums/scrapbooks or as digital slideshows (using programs like PowerPoint, Prezi, etc.).

Focus Group Presentations

Focus groups will have already begun working on their research projects in Japan before arriving in the US. They will research parallel American and Japanese cultural texts in order to compare different aspects of U.S. and Japanese national cultures and societies. Each focus group will present their project on Saturday, August 12.

Guidelines for Presentations:

- Define any necessary terms and give important background information.
- Begin with a bang. Get the audience interested!
- Make sure to have a clear thesis statement in your introduction. This is 1-2 sentences that summarize your argument.
- Analysis of data:
 - Explain how the topic of your research affects the experiences of American and Japanese people.
 - Provide supporting data for major ideas.

- Summarize your main points and restate your thesis at the end of the presentation.
- Prepare to answer any questions the audience might have.
- Practice your presentation to make sure it runs smoothly and fits in the allotted time (30 minutes presentation/ 8 minutes for question and answer).

During the presentation, remember to speak loudly and clearly, maintain eye contact with the audience, use audio-visual resources effectively, avoid distracting mannerisms, be conscious of time, and be enthusiastic! *Before and after your own group's presentation, remember to be a courteous and attentive audience member for the other focus groups!*

Focus Group Presentations will be graded both as a group and individually. See the appendices for presentation grading rubrics.

Sample Journal Entries

Sample Journal Entry 1:

To think about racial issues is very difficult and we must be careful about this problem. The lecture about race in America made me think a lot. I studied about Hispanics in North America last semester, and I was very interested in the issue. As said in the lecture, black people like African Americans were segregated in American society in the past, and now it still remains the same. In the last 10 years, the number of minority people grew at an amazing pace, but they can't get jobs as well as white people. Without enough money, they can't go to school and can't be educated sufficiently to get high level jobs. I think it's bad to treat blacks as different people from whites, but actually, minority people are disadvantaged in American society and the government should give them opportunities to remove difficulties from their lives. The government should not be intrusive, but the social difference is very real, and it occurred because of the government of the past. I think whites should have a responsibility to lift black people's lives up.

Also, I think that the racial issue is solved not only by governmental movements but also by conceptual changing inside of people's minds. "Color blindness" will never be achieved if white people think they are superior to black people. The concept has been established throughout a long history of segregation, and in my opinion, it is difficult to erase this concept from people's minds completely. It is one of the most difficult issues in America.

Japan is an island country and it's difficult for me to think about these issues, but I think it's important to think about it objectively. Even if there are few black people in Japan, there are foreigners to think about.

Sample Journal Entry 2:

In framework 6, we learned that many women in America continue to work after they get married and have children. In Japan, most women quit their jobs. I think there are two reasons.

First, it is very difficult to get a job again. Companies prefer hiring the promising young people who have just graduated from college which means they have received the newest education. Companies require new talent in order to improve so women who have a gap of a few years are ignored by companies. In addition, they don't want women. Today men are still the breadwinners in a family, therefore almost all of the male workers continue to work until they retire. As for women, however, they are more likely to quit because of their children than men.

Secondly, good daycare centers are very few. Mothers have to take their child to and from the daycare centers, which might be remote from their house. That is difficult work. Moreover, the fee is very high and most daycare centers are filled to capacity. For that reason, female workers have difficulty finding centers to look after their child during the workday. Japanese families don't use the baby-sitter system so often. Personally, I don't want to employ a babysitter because I worry about leaving my child with a stranger. Actually, there was a scandal in which a baby sitter, who was a Chinese internship student, abused the baby and was sent back to China. I think it's safer to ask parents or friends to take care of the children than to hire a babysitter.

In Japan, the environment for female workers is not so good. They often find difficulty in working again. In spite of it, more and more mothers continue to work recently. I hope the environment becomes better for women work away from home.

2017 Keio/W&M CCC Schedule

please note: this schedule is subject to change

August 3rd (Thursday): Keio Students Arrive in Williamsburg!		
Afternoon	Students arrive	
	<ul style="list-style-type: none"> Greeted by Keio/WM CCC staff members at baggage claim 15 in Dulles Gather baggage and board bus Stop for lunch on the way to Williamsburg Check into W&M dorm - Hardy Hall 	
5:00-5:30	Orientation	Miller Hall Dining Room
5:30-7:00	Welcome dinner - catered	Miller Hall Dining Room
7:00-9:00	Trip for supplies	Monticello Marketplace

August 4th (Friday): Introduction to Cultural Studies		
8:30-9:30	Breakfast	Sadler Center – Lodge 1
9:45-10:15	Announcements and blog introduction	Tucker Hall - 127
10:15-11:00	Framework lecture: Kristina Poznan	Tucker Hall - 127
11:00-12:30	Dialogue class	Tucker Hall - classrooms
12:45-1:45	Lunch - catered	Sadler Center – Lodge 1
2:00-5:00	Focus group work	Swem Library
5:15-7:30	Campus tour and activity	TBD
7:30-8:30	Dinner with focus groups	TBD

August 5th (Saturday): The Social Geography of Colonial Williamsburg		
Journal 1 due today by 11pm!		
8:30-9:30	Breakfast	Sadler Center – Lodge 1
9:45-10:00	Announcements	Tucker Hall - 127
10:00-10:45	Framework lecture: Dr. Arthur Knight	Tucker Hall - 127
10:45-12:15	Dialogue class	Tucker Hall - classrooms
12:30-1:30	Lunch with focus groups	TBD
1:30-5:00	Focus group work	Sadler Center – Lounge
5:15-7:30	Colonial Williamsburg tour	CW
7:45-9:00	Dinner - catered	Miller Hall Dining Room

August 6th (Sunday): Free Day and Move into The Woodlands!		
8:30-9:30	Breakfast	Miller Hall Dining Room
9:45-11:30	Pack and check out of dorms	Hardy Hall
11:30-8:00	Possible free day activities: <ul style="list-style-type: none"> Yorktown beach Williamsburg area museums Hike the James River Park System Busch Gardens Water Country Lunch and dinner on your own today!	
8:00-10:00	Get settled at the Woodlands	Woodlands Hotel

August 7th (Monday): Gender and Sexuality

8:30-9:30	Breakfast	Woodlands Hotel
9:45-10:00	Announcements	Tucker Hall - 127
10:00-10:45	Framework lecture: Renee Kingan	Tucker Hall - 127
10:45-12:15	Dialogue class	Tucker Hall - classrooms
12:30-1:30	Lunch with focus groups	TBD
1:30-5:00	Focus Group work	Swem Library
5:30-6:30	Dinner - catered	Woodlands Hotel
6:30-9:00	Pool party!	Woodlands Hotel

August 8th (Tuesday): Race Relations in the U.S.

8:30-9:30	Breakfast	Woodlands Hotel
9:45-10:00	Announcements	Tucker Hall - 127
10:00-10:45	Framework lecture: Dr. Melvin Ely	Tucker Hall - 127
10:45-12:15	Dialogue class	Tucker Hall - classrooms
12:30-1:30	Lunch with focus groups	TBD
1:30	Depart for Richmond	TBD
2:30-5:30	Walk the Richmond Slave Trail	Richmond
5:30-6:30	Driving tour of VUU and Monument Ave	Richmond
6:30-9:00	Dinner on your own in Carytown	Richmond
9:00	Depart for the Woodlands	TBD

August 9th (Wednesday): American Music**Journal 2 due today by 11pm!**

8:30-9:30	Breakfast	Woodlands Hotel
9:45-10:00	Announcements	Tucker Hall - 127
10:00-10:45	Framework lecture: Dr. Max Katz	Tucker Hall - 127
10:45-12:15	Dialogue class	Tucker Hall - classrooms
12:30-1:30	Lunch with focus groups	TBD
1:30-5:00	Focus group work	Swem Library
6:00-7:00	Dinner - catered	Miller Hall
7:00-9:00	Jazz performance with the Dog Street Rhythm Kings	Miller Hall

August 10th (Thursday): Culture, Citizenship, and Consumption

8:30-9:30	Breakfast	Woodlands Hotel
9:45-10:00	Announcements	Tucker Hall - 127
10:00-10:45	Framework lecture: Dr. Charlie McGovern	Tucker Hall - 127
10:45-12:15	Dialogue class	Tucker Hall – classrooms
12:30-1:30	Lunch with focus groups	TBD
1:30-4:00	Focus group work	Swem Library
4:00	Depart for Williamsburg Outlets	TBD
4:30-7:30	Experience American consumption	Williamsburg Outlets
7:30-8:30	Dinner – on your own	Williamsburg Outlets
8:30	Depart for the Woodlands	TBD

August 11th (Friday): American Food and Culture		
8:30-9:30	Breakfast	Woodlands Hotel
9:45-10:00	Announcements	Tucker Hall - 127
10:00-10:45	Framework lecture: Khanh Vo	Tucker Hall - 127
10:45-12:15	Dialogue class	Tucker Hall -classrooms
12:30-1:30	Lunch with focus groups	TBD
1:30-3:30	Focus group work	Swem Library
3:30-10:00	Time for a break! Possible activities include: <ul style="list-style-type: none"> • Flying Squirrels baseball game • Miniature golf • Bowling Dinner on your own!	TBD

August 12th (Saturday): Focus Group Presentations		
8:30-9:30	Breakfast	Woodlands Hotel
9:45-12:00	Final presentation preparations	Tucker Hall - 127
12:15-1:15	Lunch - catered	Miller Hall
1:30-3:30	Focus group presentations	Tucker Hall - 127
3:30-3:45	Short break	Tucker Hall
3:45-5:45	Focus group presentations	Tucker Hall - 127
6:00-7:30	Dinner - catered	Miller Hall
7:30-10:00	Free time	TBD

August 13th (Sunday): Religion in America		
Journal 3 due today by 11pm!		
6:45-7:45	Breakfast	Woodlands Hotel
8:00-12:00	Church visits by focus group	Williamsburg
12:15-1:30	Lunch with focus groups	TBD
1:45-2:00	Announcements	Tucker Hall - 127
2:00-2:45	Framework lecture: Nathan B. Oman	Tucker Hall - 127
2:45-4:15	Dialogue class	Tucker Hall - classrooms
4:15-5:00	Group pictures	Sunken Garden
5:00-9:00	Dinner on your own and free time	TBD

August 14th (Monday): America's Capital City		
8:30-9:30	Breakfast	Woodlands Hotel
9:45-10:00	Announcements	Woodlands Hotel - TBD
10:00-11:00	Framework lecture: CI panel	Woodlands Hotel - TBD
11:00-12:30	Dialogue class	Woodlands Hotel - TBD
12:30-1:30	Lunch – catered	Woodlands Hotel - TBD
2:00	Depart for Washington D.C.	Woodlands Hotel Lobby
5:00-5:30	Check into Beacon Hotel	Washington, D.C.
Evening	Free time for exploring and dinner	DuPont Circle

August 15th (Tuesday): Washington D.C. – Japanese Embassy visit and free time**All meals are on your own today!**

8:15-8:30	Announcements	Beacon Hotel Lobby
8:30	Depart for Japanese Embassy	Beacon Hotel Lobby
9:30-11:40	Japanese Embassy tour	2520 Mass. Ave NW
12:00-10:00	Free time! Possible Activities Include: <ul style="list-style-type: none">• U Street• Pentagon City• National Zoo	

August 16th (Wednesday): Washington D.C. – National Mall**Journal 4 due today by 11pm!****Breakfast and lunch on your own today!**

8:30-9:30	Breakfast	Beacon Hotel Bar and Grill
9:30-9:45	Announcements	Beacon Hotel Lobby
9:45-6:00	Sightseeing and lunch on your own. Possible locations: <ul style="list-style-type: none">• Georgetown• Chinatown• Adams Morgan• Library of Congress / Supreme Court/Eastern Market	
6:00	Depart for National Mall	Beacon Hotel Lobby
6:00-10:00	Dinner with dialogue classes and nighttime tour of memorials	

August 17th (Thursday): Washington D.C. – Smithsonian Museum visits**Breakfast and lunch on your own today!**

9:45-10:00	Announcements	Beacon Hotel Lobby
10:00	Depart for Museums	Beacon Hotel Lobby
10:00-5:00	Dialogue Class trips to Smithsonian Museums <ul style="list-style-type: none">• Each class chooses the 2-3 museums they want to visit• Eat lunch as a group	
5:00-7:00	Farewell dinner - catered	W&M DC Center - Choate
7:00-9:00	Talent show	W&M DC Center - Choate

August 18th (Friday): Washington D.C. – Transportation to Dulles Airport**All meals are on your own today!**

7:30	Depart for Dulles Airport	Beacon Hotel Lobby
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Appendix I: Journal Grading Rubric

Keio/W&M CCC Journal Grading Rubric 6 points total	
Name:	
Instructor:	
Cross-Cultural Analysis: 1-2 Journal analyzes U.S. and Japanese cultures and societies using experiences and outings, lecture topics, Dialogue Class discussions, and observations. The journal avoids summary and clearly reflects on <i>how</i> and <i>why</i> cultural experiences were engaging, surprising, and/or informative.	Total:
Idea Expression: 1-2 The journal clearly communicates specific ideas, arguments, and questions using complete sentences and descriptive language that tells readers something important about U.S. and Japanese cultures. The journal incorporates appropriate words, phrases, and sentence variety in order to make important points about culture.	Total:
Focus and Organization: 1-2 The journal clearly connects different ideas, examples, and expressions with a central theme or event. The journal organizes ideas in order to support a unifying question or topic with specific examples and observations from lectures, Dialogue Classes, and other program activities.	Total:
Comments:	
Total points: Letter grade:	

Appendix II: Dialogue Class Grading Rubric

Keio/W&M CCC Dialogue Class Participation Rubric 30 points	
Name:	
Instructor:	
Engagement: 1-9 Active verbal participation, respect, and thoughtful listening in Dialogue Class environment	Points:
Critical thinking: 1-7 Participation showed evidence of critical thinking on lecture content and course themes	Points:
Language skill-building: 1-7 Student made effort to utilize and improve English language skills in verbal communication	Points:
Memory Book: 1-7 Memory Book preparation and presentation	Points:
Comments:	
Total points: Letter grade:	

Appendix III: Focus Group Grading Rubric – Group

Keio / W&M CCC Focus Group Presentation Grading Rubric (Group) 20 points	
Focus Group:	
Instructor:	
Preparation and Focus: 1-5 Presentation reflected a thorough knowledge of all aspects of the topic. Presentation incorporated appropriate examples to support a clear argument.	Points:
Organization and Presentation: 1-5 Topic was covered in a clear and understandable fashion. Presentation was well-organized and fell within the required time limit (20 minutes + 10 minutes Q&A)	Points:
Research and groupwork: 1-5 Each member of the group was involved in the presentation	Points:
Creativity and enthusiasm 1-5 Group members made efforts to approach the topic in creative ways and engaged the audience with their presentation	Points:
Comments:	
Total points: Letter grade:	

Appendix IV: Focus Group Grading Rubric – Individual

Keio / W&M CCC Focus Group Presentation Grading Rubric (Individual) 20 points	
Name:	
Focus Group:	
Instructor:	
Presentation skills: 1-5 Spoke loudly and clearly; used the full extent of English skills; maintained eye contact with the audience; avoided distracting mannerisms	Points:
Preparation: 1-5 Student is well-prepared to present, both in terms of content material and ability to engage audience questions	Points:
Research and groupwork: 1-5 Based on CI and PA observations throughout the preparation period, student pulled their weight in presentation research and worked constructively with Focus Group members	Points:
Listening: 1-5 Showed respect and paid attention during others' presentations; asked a meaningful question	Points:
Comments: 	
Total points: Letter grade:	

English Language Policy and Pledge

During the Keio/W&M Cross-Cultural Collaboration, you have a golden opportunity to speak English every day in a variety of settings (classes, meals, collaborative work, about town) and thus tremendously improve your English speaking ability through constant practice. It is vital that you speak English with everyone while you are here, including your fellow Keio University students.

Sometimes during the program, you may need to speak a little Japanese, but please limit these times. Be aware that improving your English is a very important goal of the program. Likewise, American participants most likely cannot understand Japanese and may feel left out if Japanese is spoken too often. Please be courteous when you are speaking Japanese and think how it affects the harmony of the group.

As a sign of commitment to speaking English, participants are asked to pledge the following:

I, _____, a participant in the 2017 Keio University/College of William & Mary Cross-Cultural Collaboration, promise to use English as much as possible from the beginning of this program until I return to Japan.

Signature

Date