

揭阳职业技术学院



教案

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专业： 小学英语教育 班级： 专本协同 231, 232

学期授课计划时数： 36 课时

Introduction

1、Teaching Objective:

- Introduce the course and the textbook of *Encounters with Westerners:----Improving Skills in English and Intercultural Communication*
- The students should know: culture, inter-culture, communication and intercultural communication.
- The students should know: cultural differences and respect different cultures. (**Ideological and Political Education Objective** 思政目标)

2、Teaching Focus: Culture→intercultural→intercultural communication

3、Teaching Difficulty:

- What is culture?
- What is intercultural communication?

4、Teaching Duration: 2 lessons

5、Teaching method:

Through teacher's explanation and asking questions, students can understand the related concepts. The teacher will provide students with situation. With the help of multimedia.

6、Teaching Procedure:

6.1 What is culture?

- The customary ways in which humans live. For example: diet, family forms, social organizations, and religions.
- System of shared values, beliefs, behaviors, norms.
- Used to cope with the world and each other.
- Passed between generations through learning.

6.2 What is culture like?

- Culture is like an iceberg
- Culture is like the water a fish swims in
- Culture is the story we tell ourselves about ourselves
- Culture is the grammar of our behavior

6.3 What does culture comprise?

- values
- beliefs
- behaviors
- norms

6.3 What are the ingredients of communication?

- message/behavioral source(信息源/行为源)
- encoding (编码)
- message (信息)
- channel (渠道)
- receiver/receptient/responder(信息接受者/反应者)
- decoding (译码)
- response (反应)
- feedback (反馈)

6.4 What is Intercultural communication?

Cross-Cultural Communication or Intercultural Communication refers to the communication between people of different cultural background.

6.5 What is the classification of Intercultural communication?

- international communication
- inter-racial communication
- inter-ethnic communication
- inter-regional communication

6.6 Discussion exercise : cultural differences and respect different cultures.

(Ideological and Political Education 思政教学)

7、Assignment: discuss the topic

What does intercultural communication mean to business people?

Unit 1

1. Teaching Objective:

Learning this unit, the students should know:

- the different ways to greet people
- the different interpretations of “smile” and “laugh”
- the etiquette of gift-giving.(Ideological and Political Education Objective 思政目标)

2. Teaching Focus: What is intercultural communication?

3. Teaching Difficulty:

- the different interpretations of “smile” and “laugh”
- the reasons why people of different cultures may misunderstand each other.

4. Teaching Duration: 4 lessons

5. Teaching method:

Through teacher’s explanation and asking questions, students can understand the related concepts. The teacher will provide students with situation. With the help of multimedia.

6. Teaching Procedure:

6.1 Letter: Pete’s First Day in China

Case 1: Interpreting a Smile

Peter is the general manager of an American company in China. Recently, Jun Chen, one of the Chinese managers made a mistake at work that caused some difficulties that required a lot of effort to fix. Jun Chen was very upset about what had happened, and came to Peter’s office to make a formal apology.

Jun Chen went into Peter’s office after being told to, smiling before he spoke. “Peter, I’ve been feeling very upset about the trouble I’ve caused for the company. I’m here to apologize for my mistake. I’m terribly sorry about it and I want you to know that it will never happen again.” Jun Chen said, looking at Peter with the smile he had been wearing since he walked into the office.

Peter found it hard to accept the apology. He looked at Jun Chen, and asked, “are you sure?”

“Yes, I’m very sorry and I promise this won’t happen again,” Jun Chen said, with a smile even broader than before.

“I’m sorry I just can’t take your apology. You don’t look sorry at all!” Peter said angrily.

Jun Chen’s face turned very red. He did not in the least expect Peter to take it negatively. He was desperate to make himself understood. “Peter,” he managed to smile again, “trust me, no one can feel any more sorry than I do about it.”

Peter was almost furious by now, “if you’re that sorry, how can you still smile?”

● **Chinese perspective:**

It may be difficult for Westerners to believe that smiling for the Chinese not only means that someone is happy, but also that he/she is sorry. It is desirable for a Chinese to apologize with a smile, which indicates humbleness and embarrassment. Jun Chen probably was not even aware that he was smiling when he first went into the office to apologize, yet he did make an effort to smile when he saw Peter getting angry. For Jun Chen, the smile was an important part of the apology. As a result, he could not understand why Peter got angry when he gave a sincere apology.

● **North American perspective:**

Beyond thinking that Jun Chen was not really sorry for the mistake, Peter might actually take the smile as smirking, a sign of disrespect. A Westerner in Jun Chen’s situation would probably keep his eyes lowered, especially during the time he was apologizing. When promising to correct the situation and to avoid making the same mistake, a Westerner would expect the employee to look him in the eye and definitely not to smile. Depending on the nature of the mistake, Peter might eventually attempt to reassure Jun Chen that “not real harm was done” or that “It’s okay, we’ve

been able to correct the problem” and then compliment Jun Chen on his maturely accepting responsibility. They might part by shaking hands. This would be done by Peter to show that he accepted Jun Chen’s apology and to attempt to rebuild a good working relationship between the two, or at least ease the tension that Jun Chen was feeling. However, in this case, the mistake perception of a smile made an awkward situation worse.

Case 2: Interpreting a Laugh

Huihua, a Chinese student, and Mary, an American student studying Chinese in China, were on their way to a bookstore. As they got to the bookstore, they saw a young man walking down a flight of stairs. In his hurry, he missed the last two steps, and fell on the ground. He struggled to get back to his feet while people around him laughed. Fortunately, he seemed to be O. K.

Mary was worried. She found Huihua smiling a little and was not comfortable about it. “Tell me, Huihua, how could people laugh when someone fell like that? Do they care at all? Shouldn’t they go up and ask the young man whether he was hurt?”

Huihua said, “they knew he wasn’t hurt too much.”

“But I still don’t understand. A fall is a fall. In my culture, people would do anything but laugh!”

- **Chinese perspective:**

This is another example in which the Chinese and the Westerner interpret a smile differently. As mentioned in the last case, Chinese people resort to laugh or smile when they feel embarrassed. Very often, the person caught in the embarrassing situation would also laugh or make a joke, to ease the embarrassment. However, if someone gets hurt seriously, it will not be a laughing matter any more. People will help him/her instead.

- **North American perspective:**

A Westerner would interpret laughter in such a setting as a sign of either insensitivity or, worse, pleasure that the person falling had hurt himself/herself because that person was disliked. A Westerner’s response would have been to rush over, assist the person up, and to inquire about any injury by saying something like, “Are you okay?” If a Westerner fell, they, like a Chinese person, might attempt to make a joke out of the incident if they were not hurt. If two close friends are walking together, and one trips but clearly isn’t hurt, a common joke is to say “Have a nice trip”---- a pun based on two very different meanings of “trip”: one meaning a vacation, the other meaning “to stumble”. However, this joke would be made only between two people who knew each other well.

6.2 Intercultural Communication

- What are some reasons why people of different cultures may misunderstand each other?
- What are the three things we need to learn if we want to be able to communicate effectively with Westerners?
- What are the main purposes of this course?

6.3 Encounter: The Gift (Ideological and Political Education 思政教学)

Why do people give gifts?

People give gifts for a variety of reasons:

- To build and maintain personal or business relationships
- To promote goodwill
- To promote business products or services
- To enhance the image and reputation of the company
- To demonstrate appreciation and gratitude
- To show respect
- To encourage or motivate
- To celebrate or congratulate
- To acknowledge your host

Gift- giving Customs in China:

- clocks

It has regarded as a gift giving faux pas, the word of "clock " in Chinese, its pronunciation is similar to the word “death”. “clocks” in Chinese 钟 (zhong). “终”(zhong) means end in Chinese. It suggests the life is end. But Chinese younger generation are not superstitious. Some of them maybe can accept clock as a gift. But first of all, you should make sure they won't be offended by receiving a clock.

- colors such as white and black

They are associated with funerals.

- write in red ink

Because it symbolizes the break up a relationship.

- sharp objects

They can imply end of relationship.

- gifts in odd numbers

They can imply loneliness and separation.

- Chinese will decline a gift three times before finally accepting, so as not to appear greedy. You will have to continue to insist. Once the gift is accepted, express gratitude. You will be expected to go through the same routine if you are offered a gift.

- In the presence of other people, never present a valuable gift to one person.

Selecting an appropriate and proper gift requires knowledge and sensitivity:

A British expression gives an excellent suggestion: Avoid "Carrying coals to Newcastle." People in Newcastle, a coal-mining town, would not appreciate receiving coal as a gift! In other words, avoid giving something people already have. Do not give wine to the French, beer to the Germans, chocolates to the Swiss, or tea to the Chinese.

Cultural Differences in Gift- giving Customs:

Appropriate Items	
France	Esoteric books and music, flowers,
Germany	Quality pens, tasteful office items with your company logo, or imported liquor, A local food specialty of your home country

Middle East	Traditional perfume, silver
Japan	Prestigious name-brand items; expensive gifts are common

Inappropriate Items	
France	Gifts with a business card, wine
Germany	Beer
Mexico	Silver
Middle East	leather products made out of pigskin, alcohol, gold or silk for men

• **flower language**

Flowers occupy a uniquely acceptable place in gift giving, suitable almost for any occasion. They cannot be mistaken for bribe. However, flowers also have specific cultural associations which differ in each country. It is very important to know the shared meanings of flowers in other countries when cross-cultural floral gifts are exchanged.

It's a kind of language which is used for expressing one's emotion or desire by flowers.

It forms under a certain historical condition, and is accepted by particular populations.

If you want to appreciate flowers, you should know the language well. It's the core of flower culture.

The language has no sound, but the implication and emotion is beyond words.

Gift-giving Customs in America:

An American woman living in Wisconsin volunteered to tutor English to a Japanese woman who had moved into the same community. "Before each lesson, and on each and every visit," the American reported, "the Japanese lady brought me a gift — a book, some paper sculpture, flowers, or candy. It was embarrassing."

In America, lavish, extravagant gifts are definitely out. The luxurious gifts will give people pressure, and they will speculate the purpose. An appropriate alternate to a gift is to take the deserving person to dinner, or to an entertainment or sporting event. On the contrary, gift giving is an institution and a revered custom in Japan.

Americans think that singular number means lucky. They will open and appreciate the gift at once and say thanks. 送礼时说“I hope you’ll like it.”，不要说“小意思，不成敬意。”，“东西不好，请笑纳。”等中国人送礼时常爱讲的话。这类话会让外国人觉得你看不起他们。

7、Assignment: discuss the following questions

- ◆ What is culture?

- ◆ What is Western culture?
- ◆ What are stereotypes?

Unit 2

1. Teaching Objective:

Learning this unit, the students should know:

- the culture of tipping
- The difference between “老” and “old”. Respect the aged and cherish the young. (**Ideological and Political Education Objective** 思政目标)
- individualist culture and collectivist culture

2. Teaching Focus: individualist culture and collectivist culture

3. Teaching Difficulty: 老 = old?

4. Teaching Duration: 6 lessons

5. Teaching method:

Through teacher's explanation and asking questions, students can understand the related concepts. The teacher will provide students with situation. With the help of multimedia.

6. Teaching Procedure:

6.1 Encounter: The Taxi

Taxis in the US

In taxis in the US, it is quite normal to have a small extra charge for each piece of luggage. Usually there will be a list of luggage charges posted somewhere in the taxi. In the US there are also sometimes tolls for bridges, tunnels, and certain roads, and the taxi driver will generally pay these first and then add them to the cost of the ride.

In the US it is normal to add a tip of 10%-15% to the cost of a taxi ride. A similar tip is normal in restaurants where staff wait on customers. Tipping is not normal in fast-food restaurants where customers get their own food.

While taxis can often be found at US airport, taxis are relatively rare in all but the largest American cities, and to get a taxi people often need to call a taxi company. This is because most Americans drive their own cars. In large cities like New York, taxi drivers are often immigrants from other countries who do not speak English as their first language.

Tipping

In the UK the reason for tipping is to show that you really liked the service. In the UK we have a high minimum wage, and no-one can be paid below this amount for any work, so when you tip, it is mainly showing politeness to the service person, and to acknowledge that they did an excellent job.

You can tip more or less depending on how good you thought the service was, and the average tip is around 10-20%. So if you loved your new 50 pound haircut, you should add another 5-10 pounds onto your bill, and this will go directly to the hairdresser! If you didn't like the service, don't tip! This is the case even if 'service' has been added to your bill. If you didn't like the service, you can always refuse to pay. Or if you are a student, traveler on a budget, or simply can't afford to, it's also ok not to spend the extra money.

In the US, you will often hear 'tips' called 'service'. It is essential to tip in the US, because the waitresses, bar staff, maids in these industries are paid a low wage which they cannot afford to live on, and therefore your tip is much needed by them.

It is actually part of the payment that you make and very often is not optional! Especially in restaurants, if you do not pay the service, you have not paid your entire bill, so watch out!

Why should we pay tip?

- ◆ Tips are important income for low service workers.
- ◆ To express respects to what the waiters have done for them, but also accreditation and gratitude to the waiters' work.
- ◆ To reflect guests' personal accomplishment and self-cultivation.

To whom should we pay tip?

The staff in bars, cafe, restaurant, hotels, hairdressers, and the drivers of taxis.

	UK	US
餐馆	Optional (可付可不付)	Yes
咖啡厅	Optional	Yes
美发厅	Optional	Yes
的士	Optional	Yes
公交车	No	No

6.2 Letter to Fran: A Helping Hand(Ideological and Political Education 思政教学)

Case 1: Showing Concern

Xiao Li (an interpreter): You must be very tired. You're Old...

Catherine (an elderly American lady): Oh, I'm NOT old, and I'm NOT tired.

老人 & senior citizen

中国人历来就有“尊老敬老”的传统。“老”在中文里表达尊敬的概念，如老祖宗，老爷爷，老先生等。“老张”，“老王”，透着尊敬和亲热，“张老”“王老”更是尊崇有加。中国人往往以年龄大为荣。和别人谈话时，年龄越大，资格越老，也就越会得到别人的尊敬。“姜还是老的辣”。在我们看来，长者不仅是智慧的化身，也是威望的象征。

西方国家极少有人愿意倚老卖老而自称“old”。在他们看来，“old”是“不中用”的代名词，是和“不合潮流”“老而无用”的含义连在一起的。英美人不喜欢别人说自己老，更不会倚老卖老。在西方文化中，他们把年龄作为个人极为重要的隐私看待。尤其是女士，更忌讳别人问自己的年龄。即使愿意谈论自己的年龄，也要别人猜测其年龄，而此时，他们的真正目的的期望别人恭维他们看上去比实际年龄小，是多么年轻。

Self-reliance:

Western cultures tend to place more emphasis on self-reliance than collectivist cultures do. This is especially true of American culture, in which self-reliance approaches the importance of a religion. Most Americans take considerable pride in their ability to do things for themselves rather than relying on help from others. In fact, Americans will sometimes prefer to go through considerable difficulty in order to do something for themselves (perhaps not doing it very well), rather than having others do it for them.

The other side of this coin is that Americans expect other people to also be self-reliant, and while Americans are often quite willing to help those they consider in genuine need, there is little sympathy for those who are not perceived as trying to help themselves. It is often felt that help should be deserved

7、 Assignment: discuss the following question?

- What is individualist culture?
- What is collectivist culture?
- What are some differences between an individualist culture and a collectivist one?
- Are all Westerners individualist?
- Are all Chinese collectivist?

Unit 3

1. Teaching Objective:

Learning this unit, the students should know:

- The different attitudes toward correcting one's mistakes between language teachers in China and those in the West.
- The differences of education between China and the West.
- How to respond to someone's compliment. Strengthen one's cultural confidence and being neither humble nor pushy. **(Ideological and Political**

Education Objective 思政目标)

- Difference in rank and power

2. **Teaching Focus:** the different educational philosophy in China and the West

3. **Teaching Difficulty:** responding to compliments

4. **Teaching Duration:** 6 lessons

5. Teaching method:

Through teacher's explanation and asking questions, students can understand the related concepts. The teacher will provide students with situation. With the help of multimedia.

6. Teaching Procedure:

6.1 Encounter: Mistakes

Generally a language teacher might be willing to interrupt a student of English in order to point out his errors, but the majority of Westerners would consider this rude or awkward. In fact, in most countries the average person would probably not interrupt a language learner to correct his grammar mistakes.

What many people will do when talking to foreigners is to correct things the foreigner said wrong by repeating them later correctly, so if the learner pays attention he might still learn a lot. There is actually little evidence that active correction of mistakes in spoken English by a teacher helps learners improve their grammar much.

Some corrections help learners learn, but most corrections tend to be ignored or forgotten.

How much a learner learns depends more on how carefully he pays attention than on how much the teacher corrects.

Many Western teachers take an approach to language learning and teaching which emphasizes communication, sometimes even at the expense of attention to grammatical accuracy.

The idea is that when using English it is more important to understand others and be understood by others than it is to have every sentence be perfectly correct.

Of course, this does not mean that grammatical accuracy is unimportant, but it does mean that American teachers may stress grammar less than students from other cultures are accustomed to.

Difference	China	America
• Language	grammar	communication
• Goal	what	how
• Class	big	small
• Relationship	teacher and students	friends

- | | | |
|------------|-------------|-----------|
| • Exam | elimination | promotion |
| • Score | public | private |
| • Activity | deficient | rich |

6.2 Encounter: The Compliment (Ideological and Political Education 思政教学)

Case 1:

A: Your dress looks nice!

B: Really? If you like it, I'll buy one for you.

Case 2:

A: How charming your wife is!

B: Where! Where!

Case 3:

A: Your English is improving. I'm pleased with your work.

B: Oh, my English is not very good.

A: Why do you say that? You're doing very well in class.

B: No, I am not a good student.

A: You're making progress in this class. You should be proud of your English.

B: No, it's not true. You are a good teacher, but I am not a good student.

A:

7、Assignment:

Compare the two pictures with each other and try to describe the difference.



1. Teaching Objective:

Learning this unit, the students should know:

- cultural shock and cultural fatigue.
- Eating culture and the table manners. (**Ideological and Political Education Objective 思政目标**)

2. Teaching Focus: Western Communication Styles

3. Teaching Difficulty:

- cultural shock
- cultural fatigue

4. Teaching Duration: 6 lessons

5. Teaching method:

Through teacher's explanation and asking questions, students can understand the related concepts. The teacher will provide students with situation. With the help of multimedia.

6. Teaching Procedure:

6.1 Letter to Fran: The Shopper

Because of the worldwide popularity of English, in every country there are many people who want to practice English. While many English-speaking Westerners are happy to speak with people who are learning English, some Westerners feel they are being used if the person they are talking to is more interested in practicing English than actually communicating.

This is particularly true when Westerners need to answer the same basic questions over and over, and when students seem most interested in thinking of their next question rather than in listening to what the Westerner has to say. Also, speaking English with someone who doesn't speak English well can be quite tiring, and sometimes Westerners simply need a break from speaking English with students.

6.2 Intercultural Communication

- What is culture shock?
- What is culture fatigue?
- What can you do to manage culture fatigue?

6.3 Letter: Not Eating (**Ideological and Political Education 思政教学**)

The differences of table etiquette between China and the West:

◆ China: chopsticks

The West: knife and fork

◆ China: 中餐桌上的用具总量也许少一些，但食物却也比较丰盛，因为大

部分用具属公用的，特别是盛菜各种盘、碟、碗之类。摆放客人自己面前也通常只有饭碗（有时兼盛菜）、碟子、白酒杯、饮料杯、汤勺、筷子、餐巾纸等。

The West: 餐叉分得很细，包括 salad fork, dinner fork, dessert fork, 还有 soup spoon, teaspoon, soup bowl, service or dinner plate, butter spreader, bread and butter plate, water goblet, red wine goblet, white wine goblet, napkin, etc.

- ◆ China: the dishes are placed on the table and everyone shares.

The West: you have your own plate of food.

- ◆ China: Chinese hosts like to put food into the plates of their guests

The West : the guests enjoy the food by themselves.

- ◆ China: People in China tend to over-order food, for they will find it embarrassing if all the food is consumed.

The West: Westerner will order proper food, and they will pack them home if they can't eat out.

- ◆ China: The custom of toasting in some parts of China is to finish the drink at once, and they view it as politeness and "liberated".

The West: Excessive drinking is never proper, and when toasting Westerners usually only take a sip of their drink.

- ◆ China: People like to toast to each other with the glasses touched a burst of sound.

The West: When drinking to someone's health, you raise your glasses, but the glasses should not touch.

- ◆ China: Chinese food in general tends to simple, but the dishes are more complicated and artistic, yet it is very delicious.

The West: Western dinner is more elegant, the food may be untasty, but it is convenient and nutritious.

- ◆ Chinese dinner :

☆ A typical meal starts with **garlic**.

☆ These are followed by **the main courses**, hot meat and vegetable dishes.

☆ Finally **a soup** is brought out, which is followed by the starchy (含淀粉的) "**staple**" food, which is usually rice or noodles or sometimes dumplings.

The Western dinner :

☆ Dinner start with a small dish, which is often called a **starter**.

☆ After the starter you will get a bowl of **soup**—but only one bowl of soup .

☆ The next dish is **the main course**. Many Westerners think the chicken breast with its tender white flesh is the best part of the bird. Some people can use their fingers when they eating chicken or other birds, but never touch beef or other meat in bones.

☆ Then the dinner is finished by some delicious **dessert**.

- ◆ In China:

☆ The main seat that should be seated by the most important person is the one facing the door, with the best view.

- ☆ The second best one is the seat on the left hand of the main one.
- ☆ Then the right part. Because in the Chinese people's point, the left is superior to the right.

In the West:

- ☆ At a very formal dinner name cards will show you where you should sit.
- ☆ If there are no name cards on the tables, the host will take you to the correct place.
- ☆ If you are at a romantic dinner, the man should push the woman's chair in for her.
- ☆ Sometimes the waiter will do this.

◆ In China:

- ☆ Keep your eyes on the meal, especially at the beginning of the meal.
- ☆ When eating, keep your bodies forward, and face to your food.
- ☆ It is allowed to spit the bone on the tables.
- ☆ When chewing, it is allowed to make some rhythmical noisy of chewing.
- ☆ Traditional Chinese meal doesn't need the public chopsticks.
- ☆ Traditional Chinese meal doesn't have the sweet snacks after meal.
- ☆ Don't stick your chopsticks upright in the rice bowl. Instead, lay them on your dish.
- ☆ Make sure the spout of the teapot is not facing anyone.
- ☆ Don't tap on your bowl with your chopsticks.

In the West:

- ☆ Western interpersonal communication need eyes contact, that is, gaze at the people on the table when eating and occasionally look the food.
- ☆ Keep your bodies straight and try to eat food by the forks in western table manners.
- ☆ The belief of the western-style food, no one can spit anything in public. If you have to spit something, you can spit it to the towel quietly.
- ☆ When chewing, always keep your mouth closed and keep quiet in western.
- ☆ In western-style food, people use the public scoop to pick the food in a big pan.
- ☆ Sweet snacks are essential in lunch and supper.

◆ In China:

- ☆ When you leave the table at the end of the meal, place your napkin loosely next to your plate.
- ☆ Don't forget to invite your host to your home for dinner someday before you leave .

In the West:

- ☆ When you have finished your meal, place all used utensils onto your plate together, on the right side, pointed up, so the waiter knows you have finished. Do not place used utensils on the table.
- ☆ Except in a public restaurant, do not ask to take some uneaten food or leftovers home, and never do so when attending a formal dinner.
- ☆ Leave the napkin on your chair only if leaving temporarily. When you

leave the table at the end of the meal, loosely place the used napkin on the table to the left of your plate.

- ☆ Wait for your host or hostess to rise before getting up from a dinner party table.
- ☆ Thank your host when leaving a dinner party.
- ☆ Once dessert, after-dinner coffee, or the equivalent is served, be wary not to overstay your welcome.

7、Assignment:

Generalizing about western cultures

Unit 5

1. Teaching Objective:

Learning this unit, the students should know:

- The different views on love and marriage.
 - What is loose culture.
 - What is tight culture.
 - Different attitudes toward love and marriage due to loose and tight cultures.
- Establish a correct view of marriage and love. **(Ideological and Political Education Objective 思政目标)**

2. **Teaching Focus:** Living together, legal or illegal?

3. **Teaching Difficulty:** Loose culture and tight culture.

4. **Teaching Duration:** 6 lessons

5. Teaching method:

Through teacher's explanation and asking questions, students can understand the related concepts. The teacher will provide students with situation. With the help of multimedia.

6. Teaching Procedures: (教学步骤)

6.1 Encounter: Living Together **(Ideological and Political Education 思政教学)**

◆ What is the love?

Nowadays, people defined it as: based on certain material conditions and the common ideal of life, two people in their heart form the most sincere admiration for each other, and eager to become his of her lifelong partner. It is the strongest, most

stable and specific feelings.

◆ **The essence of love:**

L----loyal

Be loyal to your lover, which is essential for the true love. Without loyalty, love would not exist.

O----observant

It is the bridge of love, which can lead one to the depths of the soul of another.

V----valued

When you have dispute in something, you can not impose your own will on he or she. You should respect his or her opinion or choice.

E----excuse

There is no perfect man in the world, and no one will never make mistakes, forgiving his or her shortcomings and mistakes, which can make love more longer.

◆ **What's marriage?**

The formal and public commitment of two people to spend the rest of their lives together.

◆ **The essence of marriage:**

- Love each other

This is the most important in a marriage. And it should include loyalty, responsibility and understanding.

- Live together

This is the purpose of marriage. It includes the combination of the spirit, the body and the household.

- Have baby

Having children is a natural development of marriage, and to reject it may lead to cracks to marriage.

◆ **Love and marriage have their own distinctive features:**

Love is a subjective personal emotion whereas marriage is a objective legal union. Love starts or ends naturally as the attraction between a man and a woman exists or fades away. For love, what people need is to follow their hearts, regardless of rights and obligations.

However, starting a marriage requires a careful consideration. People should think it over that whether they are ready to perform their respective rights and obligations that laws and regulations call for.

So, love needs attraction and marriage requires consideration

◆ **The relationship between love and marriage:**

Love and marriage are closely related and promote each other.

Marriage is built on the base of love. Only with the base of love can the marriage be happy.

Love is a prelude for marriage, and marriage is where love continue to grow.

Before marriage, love is passionate. It is characterized by fragrant roses and romantic candle-lit dinners.

After marriage, love has changed gradually into a realistic one. Once married, the couple have to deal with numerous household chores and are disappointed the find

the perfect beloved one ordinary, and even, sometimes annoying.

Marriage is the grave of love.

◆ Chinese wedding & western wedding:

1. Etiquette(礼节)

• China:

The parents arrange their children's marriage totally in the ancient times.

The parents still have a strong influence on their children's marriage. The backgrounds of two families must match.门当户对

the West:

Parents propose some advisement: the couple had better be of the same race and religious belief.

Parents don't interference much about their marriage.

• China:

The order of parents and the word of match maker 父母之命媒妁之言

the West:

The man make a propose to the women and put on the engagement ring for her.

• China:

The Boxes of Three Books and Six Rites 三书六礼

Friends and relatives prepare gifts for them.

the West:

The new couple list the things they need, each of their friends or relatives pick one as present.

2. The dress(礼服)

• China: The bride wear the red lid

the West: The bride wear the white veil

• China: phoenix coronet and robes of rank;

the West: "something old, something new, something borrowed, something blue"

3. Wedding location(地点)

China: the bridal chamber

the West: the church

4. The big day (大婚之日)

• China:

The groom rode to the home of the bride, pick the bride with sedan chair(花轿).

the West:

The father of the bride give his daughter to the groom in the church.

• China:一拜天地, 二拜高堂, 夫妻对拜

the West: Wedding vows

• China: Go into the bridal chamber and drink wedlock.

the West: Exchange their wedding ring become legally married couple

• China: celebrate wedding in bridal chamber “闹洞房”

the West: Dinner party and the new couple cut the cake for the guests.

6.2 Letter to Fran: the Goodnight Kiss

The age-old custom of greeting with a handshake could be on its way out as many

of us prefer to meet with a hug or even a kiss, a survey suggests.

Almost 50 per cent are using alternative ways to greet, with 16 per cent preferring a continental-style peck on the cheek and nearly a third opting for a hug.

One in five feel shaking hands is 'too formal', while 42 per cent said they would only do it in a business context. A further 42 per cent of those surveyed said they would never shake hands when greeting friends.

接吻礼是西方的一种礼节，是上级对下级、长辈对晚辈、朋友之间或夫妻之间表示亲昵、爱抚的一种见面礼。在高兴、喜庆或悲伤时，一般也行接吻礼，表示亲热或安慰。

夫妻之间是拥抱亲吻，父母子女之间是亲脸、额头。一般在公共场合，关系亲近的妇女之间是亲脸，男子之间是抱肩拥抱，男女之间是贴脸颊，男子对尊贵的女宾往往亲一下手背或手指以表示尊敬。

吻手礼，是欧美上层社会的礼节。和贵族妇女或夫人见面时，如果女方先伸出手作下垂式，则将手掌轻轻托起吻之。如果女方不伸手，则不行吻手礼。

Not all the kisses are connected with sexual love. Kissing also signifies courtesy in every country of Europe and America.

Kissing on the back of the palm signifies respect.

Kissing on the forehead signifies friendship.

Kissing on the cheek signifies deep feeling.

Kissing on the lips signifies love.

Kissing on the eyelid signifies adoration.

Kissing on the palm signifies desire.

Kissing on the wrist or on the neck signifies desirous feeling.

Kissing on other part of the body signifies intense emotion.

the International Kissing Day or World Kiss Day

July 6th is National Kissing Day in the United Kingdom. This holiday has recently been adopted worldwide making July 6th the International Kissing Day or World Kiss Day.

The idea behind the International Kissing Day is that many people may have forgotten the simple pleasures associated with kissing for kissing's sake. Kissing can be an enjoyable experience in and of itself. It is an expression and experience of intimacy.

6.3 Loose cultures and tight cultures

With data from 33 nations, we illustrate the differences between cultures that are tight (have many strong norms and a low tolerance of deviant behavior) versus loose (have weak social norms and a high tolerance of deviant behavior). Tightness-looseness is part of a complex, loosely integrated multilevel system that comprises distal ecological and historical threats (e.g., high population density, resource scarcity, a history of territorial conflict, and disease and environmental threats), broad versus narrow socialization in societal institutions (e.g., autocracy, media regulations), the strength of everyday recurring situations, and micro-level psychological affordances (e.g., prevention self-guides, high regulatory strength,

need for structure). This research advances knowledge that can foster cross-cultural understanding in a world of increasing global interdependence and has implications for modeling cultural change.

7、Assignment: according to the theory of tightness and looseness, discuss the existence and normality of homosexuality in the West.

Unit 6

1. Teaching Objective:

Learning this unit, the students should know:

- The different family values in China and the West.
- The feeling of family and country. (**Ideological and Political Education Objective 思政目标**)
- What is ethnocentrism.
- Family relationship in the US
- Ingroup and outgroup

2. Teaching Focus: Family relationship

3. Teaching Difficulty: Ingroup and outgroup

4. Teaching Duration: 6 lessons

5. Teaching method:

Through teacher's explanation and asking questions, students can understand the related concepts. The teacher will provide students with situation. With the help of multimedia.

6、Teaching Procedures: (教学步骤)

6.1 Encounter: Grandma (**Ideological and Political Education 思政教学**)

What is a family?

A family is any group of persons united by the ties of marriage, blood, adoption or any sexually expressive relationship. Family is the basic unit of society. All societies have families, but family form varies from one society to another and even within societies. So it does the relationship between family members of different countries. Family relationship is the reflection of a country's culture, while as is well known that culture is so different that what is considered acceptable and common in one country can be regarded as being against the law in another.

Family values in China:

In the past, the Chinese were accustomed and willing to stay together with the family.

Settle down a place, and then live there, bear there, eventually die there; it appeared to be an endless circle of the Chinese life. A home for a Chinese, not merely is a house built with cement and wood, but also a world belonging to them only. Offered choice, he would not leave his native place and folks.

Since the Chinese prefer to stay together rather than being separated, a kind of stable and strict order is indispensable for a family, in order to enhance its unity and stability, the core of which is just filial piety. In an old Chinese family, the father is accepted as ruler and master, as center to assemble all the family members.

In a word, the primary responsibility of a Chinese family member is to advance the family as a group, both socially and economically, and to maintain parental authority and children's respect for parents.

What is a nuclear family?

Father, mother and children.

What is an extended family?

Grandparents, aunts, uncles, cousins, nephews, nieces, and in-laws.

Why do we need to make such a distinction?

In extended families the children and parents have strong ties and obligations to relatives. It is common in these families to support older family members, to have intensive contact with relatives, and to establish communal housing.

Residence pattern in China :

Perhaps, there is no other nation in the world loving their families more than Chinese. A family is quite particular for a Chinese. Since China is a country in which agriculture has dominated the economy for thousands of years.

Consequently, the most common residence pattern in China is the Patriarchal residence pattern. This residence pattern is in the form that “married children live in the same household with or live near the husband's father”.

Residence pattern in America:

The viewpoint of American on family is quite opposite. The traditional American family is a “nuclear family”. The average American family today has two or three children (and maybe a few pets). In America, only in a few cases does more than one household live under one roof. Adult will leave their parents' house after they grow up. Most familiar pattern of post marital residence to Americans is neolocal residence in which “the new couple sets up an independent household at a place of their own choosing”.

Root of the residence pattern in America:

American families are extremely mobile. In the US, every year about 40 million Americans change residences. That statistic suggests that everyone moves so often, young people from farms and small towns come to the big cities for excitement and job opportunities. Unlike the Chinese, they do not settle down in particular residence and stay there for many years. The geographic mobility resulted to the family isolation.

Family values in America:

The primary purpose of an American family is to advance the happiness, the equality and the freedom of individual members. Family's honor and unity are less important

than that in Chinese society. Since equality is considered as a basic American value, and also, the Americans desire for freedom from outside control clearly extends to the families, they don't like to have controls placed on them by other family members.

In an American family, the democratic idea of equality destroys much of the parents' status as ruler of the family members and lessens the emotion distance between father and children. Unlike the Chinese, there is less formal respect for, and fear of, but there is more affection expressed towards the father.

Conclusion:

Generally speaking, Chinese families encourage harmony and require family members to keep on the rail, while American families uphold individual characters, equality and independence.

American people are independent but not self-centered, they also respect their parents and the authorities as Chinese people do.

Many Americans may date with several different people during their lifetime; however, most of them marry to the same person for life as most Chinese people do. That common ground indicates that family is of great importance both to the Chinese and American people.

6.2 The concept of filial piety

The Attitude to the Family Members and Their Relationships in China

Chinese people have a big family with variety of relatives, which may be easy to cause competition and suspicion. So in order to maintain order and family harmony, they particularly advocate showing respect to their seniority in the light of the theory of law and discipline rite of Confucius. And 'Act you role well' is the key to a harmonious family relationship. All the family members should be ranked strictly and according to their position in the family hierarchy they would be treated separately and be required to do what they should do. So in traditional Chinese family, the elder is highly respected. As filial piety is the primary thought in the Confucianism, which is the ethical morals that regulate the family parent-child relationship. So that's why Chinese hold in esteem the feedback circulation pattern: parent bring up their children, then after parents are getting old, it is their children's responsibility and duty to care for them and give them both material and spiritual support.

In the traditional Chinese family, father was always the centre. And now father is still the owner of the family. It is not because the feudal concept that man is superior to woman, but also for what man has earned is the main source of family's incoming and usually man earns more money than woman. And woman is responsible for the family house working. Though most household affairs are solved and decided by mother, the most important thing related to the whole family are determined by father.

And maybe at present, woman's role is raising, and they are more independent than before. The status of father in the Chinese family still can not be moved.

Between parents and children, parents are given more privilege and right to control their children. To most Chinese parents, a good child means to be obedient and docile. It is normal for parents to arrange everything for their children, such as which school to attend, which job to choose and even to interfere in children's marriage.

The Attitude to the Family Members and Their Relationships in America

To Americans, it is normal that parents and children are separate; reunion is abnormal. Parents bring up children and the children continue to raise the offspring, so the aged is expelled to the society.

For the attitude to bring up the children, American parents consider that they have the legal liability, but in a sense, the children should take responsibility for their behaviors. Americans sniff at the concept of filial piety and think it restrains their self-awareness and ego-development. Parents and their children don't need dependency relationship. In contrast, they should establish a kind of allowance system so as to instill the basic concept of self-dignity and self-love into their children. As a result, although children would be grateful for their parents' favors, they do not think they have the obligation to pay back. In America, if the parents still live together with their adult children, they should pay board wages and accommodation fee to children. And the same to their adult children who still live with their parents.

The primary purpose of an American family is to advance the happiness, the equality and the freedom of every family member. Americans praise self-centered and deal with the family members and family affairs rationally. For the sake of themselves, they deem that family should make sacrifice. Family's honor and unity are less important than that in Chinese society. Since equality of opportunity regardless of birth is considered as a basic American value, and also, the American desire for freedom from outside control clearly extends to the families, they don't like to have controls placed on them by other family members. What would be best for the family is not considered to be as important as what would be best for the individual.

In an American family, the democratic idea of equality is prevalent. Father and mother have equal right to make decision on family affairs and their children are given right to vote. Nevertheless, their equality as friends also destroys much of the

parents' status as ruler of the family. Some Americans begin to worry that there is too much democracy in the family. Some parents seem to have little or no control over the behavior of their teenage children.

7、 Assignment:

discuss the topic:

What is ethnocentrism? Offer some examples.

What is ingroup? What is outgroup?