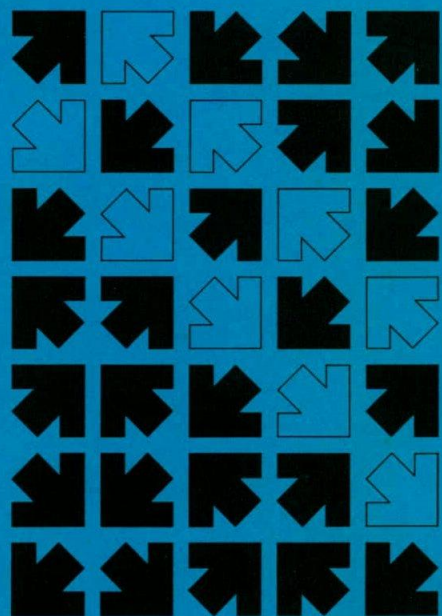


# SUMMER WORKSHOP

**Summer Workshop for  
the Development of  
Intercultural  
Coursework**



**1993**



**EAST-WEST CENTER**



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## **Selected Components of the Program on Education and Training**

The East-West Center is committed to promoting better relations and understanding among the peoples of Asia, the Pacific, and the United States through research, training and dialog. Each year, Center grants and fellowships support hundreds of students from throughout the region in educational activities including undergraduate and graduate study at the University of Hawaii, pre-doctoral and post-doctoral work, short-term training, and dialog activities.

The Program on Education and Training is dedicated to the educational mission of the Center, a mission that encompasses primary and secondary schools up through community colleges, graduate education, and adult education. All these programs have a common practical theme to promote cultural understanding and enhance the capacity of all peoples in the region to deal knowledgeably with one another.

The Consortium for Teaching Asia and the Pacific in the Schools (CTAPS) is a collaborative effort of the East-West Center, the Hawaii State Department of Education and the Asia Society. CTAPS began in 1988 as a model project to infuse curricula on Asia and the Pacific into the existing kindergarten through twelfth grade instructional program in the United States. The project offers staff development at summer institutes, in-service workshops and curriculum study programs in Asia-Pacific countries. An annual three-week Summer Institute is held at the East-West Center offering leadership teams of teachers and administrators from throughout the Asia-Pacific region, the United States and Canada an intensive program in Asia-Pacific content, curriculum and teaching strategies. CTAPS staff provide assistance in curriculum planning, in-service programs and resource dissemination. Curriculum study programs to countries in the Asia-Pacific region are available to Hawaii precollegiate teachers. The coordinator for CTAPS is Dr. David L. Grossman.

The Asian Studies Development Program (ASDP) assists American colleges infuse Asian content and perspectives into the undergraduate curricula in two- and four-year colleges. The program, a joint project of the Center and the University of Hawaii, is designed to help U.S. undergraduate faculty and academic administrators expand their understanding of contemporary Asia and develop curriculum resources. These goals are accomplished through summer institutes, a network for professional reinforcement, regional centers on the mainland and the ongoing exchange of curricular materials. The program, which is institutionally focused, works closely with the American Association of State Colleges and Universities (AASCU), the American Association of Community Colleges (AACC), the National Association for Equal Opportunity in Higher Education (NAFEO) and the Hispanic Association of Colleges and Universities (HACU). The Center's co-director is Dr. Elizabeth Buck and the University of Hawaii's co-director is Dr. Roger T. Ames.

Minority Initiatives for Faculty and Students are an important part of the Center's educational programs. The Center has taken the lead among American institutions working to improve teaching and learning about Asia on minority-serving campuses. The Center is dedicated not only to expanding educational opportunities for African Americans, Asian Americans, Latino Americans, and Native Americans including Hawaiians, but to enabling Asian and Pacific students coming to the Center to interact with a full range of American ethnic groups. The coordinator of these initiatives is Dr. Elizabeth Buck.

Intercultural Programs focus on the special issues individuals face as a result of increasing contact among people from diverse cultural backgrounds. Activities include a summer program for college and university professors from around the world who want to develop intercultural coursework, a workshop for community leaders who want to offer various types of cross-cultural training programs to assist people with their intercultural interactions, and a weekly seminar for students and faculty members in Hawaii who are inter-

ested in cross-cultural and intercultural studies. Books have been prepared for intercultural courses at the college level and for organizers of cross-cultural training programs. The programs are coordinated by Dr. Richard W. Brislin.

The Internationalization Forum of the East-West Center provides practical cross-cultural learning experiences annually for up to 15 women and men with responsibilities and professional interests in international relationships in government, education, business and voluntary organizations. The Forum objective is to work toward establishing a global network of internationally minded individuals who are concerned with the process and problems of communicating and collaborating across national boundaries. The coordinator of the forum is Dean Larry E. Smith.

## Summer Workshop for the Development of Intercultural Coursework

From July 13 to July 23, 1993, thirty-eight college professors attended a workshop organized by the Program on Education and Training at the East-West Center. The purpose was to assist professors who wanted to develop internationally oriented coursework for later adoption at their home universities. At the workshop, participants examined possible texts, interacted with East-West Center staff members familiar with a variety of courses, discussed issues with the authors of texts currently used in intercultural courses, and heard presentations on topics that are treated in intercultural course offerings. All participants had the goal of preparing a full course outline for integration into their home universities' curricula within a year. Given the experience of the East-West Center staff involved in the program, courses have been developed in the general areas of behavioral sciences, social sciences, management, and education. More specifically, courses have been developed on the following topics:

- Cross-cultural psychology
- Cross-cultural research methods
- Intercultural communication
- Cross-cultural orientation programs
- Cross-cultural counseling
- Intergroup relations
- Management: An international perspective
- English as an international language
- Language and culture
- English for cross-cultural communication
- Combining TESOL with cross-cultural communication and adjustment
- Curriculum development for international studies: Elementary and secondary levels
- Social studies: Global perspectives
- Combining sign language interpretation for the deaf and intercultural communication

## Assumptions Behind the Workshop

From discussion with many faculty members at many colleges and universities, staff members at the East-West Center have concluded that there is a great deal of interest in developing intercultural coursework. However, there are fewer offerings than desirable at present since there are so few models to which professors have been exposed in their own education or from observations of colleagues. Further, there have been few opportunities for professors to take time away from their normal duties to develop such course offerings. Still, the faculty members who might develop a full course on an intercultural topic have presented several lectures on cross-cultural issues within their present course offerings (e.g., a cross-cultural presentation within a course on general psychology, communication, or education). Consequently, faculty members will be able to share those presentations with others interested in developing a full course on an intercultural topic. Experienced staff members at the East-West Center can provide support for the development of coursework and can also provide the opportunities for intercultural experiences which (many theorists believe) are necessary for a full understanding of intercultural communication and education.

## Terminology

Various terms are in common use to describe potential course offerings: cross-cultural, intercultural, comparative, international perspective, multicultural, interethnic, global, cross-national, and so forth. The important underlying commonality is a professor's willingness to take an international viewpoint in developing course offerings in the behavioral sciences, social sciences, management, or education. There is no attempt in the workshop to be exclusive due to choice of terms. To avoid repetition of words, the very commonly used "cross-cultural" or "intercultural" will be used most frequently, even though in individual cases another term might be more precise.



Since the program's inception, a number of colleagues at the East-West Center and at the University of Hawaii have given guest presentations in the workshop. These include:

Dr. Elaine Bailey, Department of Management, University of Hawaii, "Coursework in International Managerial Behavior"

Dr. Virgie Chattergy, Curriculum and Instruction, University of Hawaii, "Various Approaches to Developing a Multicultural Curriculum at Colleges and Universities"

Dr. Paul Clark, East-West Center, "Student Protest Movements in China"

Mr. William Feltz, East-West Center, "Music as Communication"

Dr. Lane Kelley, Pacific Asian Management Institute, University of Hawaii, "Working with Curriculum Committees When Introducing New Coursework"

Dr. Min-Sun Kim, Department of Speech, University of Hawaii, "Using Complex Simulations in Teaching Intercultural Communication"

Dr. Sheldon Varney, School of Public Health, University of Hawaii, "Using Critical Incidents in the Public Health Field"

Dr. David Wu, East-West Center, "Pre-schools in Three Cultures"

Members of the Green Isles String Band, "American Folk Music as a Vehicle for Introducing Aspects of American Culture"

## **Training Setting**

The East-West Center is a public, nonprofit education and research institution with an international board of governors. The U.S. Congress established the Center in Hawaii in 1966 with a mandate "to promote better relations and

understanding between the United States and the nations of Asia and the Pacific through cooperative study, training, and research."

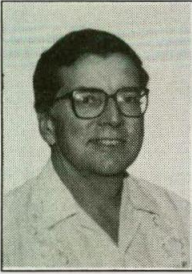
Some 2000 scholars, government and business leaders, educators, journalists and other professionals annually work with the Center's staff on major Asia-Pacific issues. Current programs focus on environment, economic development, population, international relations, resources, cultural studies and education and training. The Center provides scholarships for about 300 graduate students from the Asia-Pacific-U.S.A. region to study at the nearby University of Hawaii, and conducts faculty and curriculum development programs focusing on Asia and the Pacific for teachers from kindergarten through undergraduate levels. Since 1966 some 28,000 men and women from the region have participated in the Center's cooperative programs.

Officially known as the Center for Cultural and Technical Interchange Between East and West, Inc., the Center receives its principal funding from the U.S. Congress. Support also comes from more than 20 Asian and Pacific governments, private agencies and corporations and through the East-West Center Foundation.

A similar workshop will be held from July 13 to 22, 1994. For more information write:

Mr. Glenn Yamashita, Program Officer, or  
Dr. Richard W. Brislin, Workshop Coordinator  
Program on Education and Training  
East-West Center  
1777 East-West Road  
Honolulu, Hawaii 96848  
Fax (808) 944-7070

## Workshop Coordinator



**RICHARD W. BRISLIN** is a senior fellow and project director of Intercultural Programs in the Program on Education and Training at the East-West Center. He attended Pennsylvania State University and received a Ph.D. in psychology in 1969. Since coming to the East-West Center in 1972, he has directed programs for international educators, cross-cultural researchers and various specialists involved in informal programs that encourage intercultural interaction. One of these programs overlapped with a conference to develop the *Handbook of Cross-Cultural Psychology* (1980, Harry Triandis, senior editor), of which Brislin is co-editor. His other books include *Cross-Cultural Research Methods* (1973, with W. Lonner and R. Thorndike); *Cross-Cultural Orientation Programs* (1975, with P. Pedersen); *Cross-Cultural Encounters: Face to Face Interaction* (1981); the three-volume *Handbook of Intercultural Training* (1983, co-edited with D. Landis); *Intercultural Interactions: A Practical Guide* (1986); *Applied Cross-Cultural Psychology* (1990); and *The Art of Getting Things Done: A Practical Guide to the Use of Power* (1991, a Book-of-the-Month Club selection in March 1992); and *Understanding Culture's Influence on Behavior* (1993). His hobbies include collecting materials related to the American circus and playing banjo, Celtic harp, and pennywhistle in a string band devoted to the dissemination of American and Irish folk music.

## Workshop Staff



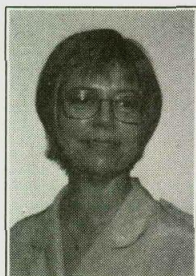
**ELAINE BAILEY** is assistant professor of management, College of Business Administration, University of Hawaii. Her duties include designing and developing curricula and teaching courses in management, human resource management, organizational behavior and selected international management topics. Her Ph.D. is from the University of Southern California where she did research on international executive development programs. She worked with the American Red Cross and the Hawaii Department of Personnel Services and has directed international business programs through the Pacific Asian Management Institute (P.A.M.I.), University of Hawaii. Through P.A.M.I. she has designed and conducted training programs and provided consulting services in management and tourism in the Pacific Basin, the South Pacific, Asia and Hawaii.



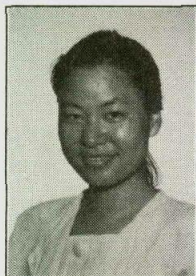
**JAN FRIED** is the program coordinator and instructor for the American Sign Language Interpreter Education Program at Kapi'olani Community College in Hawaii. Her program also provides language and culture classes for various businesses, banks and hotels on Oahu. She received her M.S. degree in teaching interpretation from Western Maryland College, the only program of its kind in the United States. As an ASL/English interpreter in private practice, she faces cross-cultural and intercultural interactions on a regular basis. Fried is interested in how interactions are negotiated between deaf and hearing people and in promoting the notion that interpreters must be educated to be thoroughly bilingual and bicultural.



**ANN-MARIE HORVATH** is the workshop intern. She is an East-West Center research intern with the Program on Education and Training. She has a B.S. (Emporia State University) in psychology and is a student in the clinical studies Ph.D. program in psychology at the University of Hawaii. Her special emphasis is in cross-cultural and intercultural mental health. A member of a military family, her intercultural experiences began at an early age through involvement with members of the international military community. While in Kansas she coordinated a program for the adolescents of international military families and was extensively involved in the activities and programs for these international visitors. During her undergraduate study she gained further intercultural experience working with the Korean sojourners in her community. Her current research projects include a study on the conceptualization of "self" across cultures, and an analysis of multicultural group therapy techniques.



**CONNIE KAWAMOTO** has been with the Program on Education and Training as a secretary from June 1993. She is working on an M.A. in education at the University of Hawaii where she received a B.A. in anthropology and a P.D. (fifth year certificate) in education. She is interested in Zen Buddhism and writes haiku.



**MIN-SUN KIM** is assistant professor of speech at the University of Hawaii. She obtained her B.A. at Ewha Women's University, Korea, her M.A. at the University of Maryland and her Ph.D. (intercultural communication) at Michigan State University. Her research and teaching interests focus on intercultural conversation styles from a goals perspective. She teaches intercultural communication at the graduate and undergraduate levels. Her publications have ap-



peared in *International and Intercultural Communication Annual*, *Communication Research*, *Journal of Communication*, *The Howard Journal of Communication*, *Research on Language and Social Interaction*, and *Journal of Asian and Pacific Communication*, among others. She is currently investigating cross-cultural conflict styles in Korea, Japan, Hawaii and the mainland U.S.A.

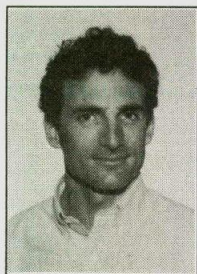


**NORIKO KUMOI** is a student affiliate with the East-West Center and is a graduate student in the Department of Communication at the University. Before coming to Hawaii to pursue her masters degree, Kumoi earned a B.A. in English literature and then worked as an administrative assistant to the president of the Campbell Soup and Kraft operations in Tokyo. After gaining experience in American companies, she transferred to a British marketing research company where she developed an interest in intercultural communication. Her goal is to be an independent consultant to companies both in Japan and in the United States.

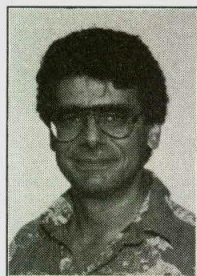


**IZUMI MATSUMOTO** is a program coordinator and instructor for the Japanese business, language, and culture division of the Office of Community Services at Kapi'olani Community College, (KCC) Honolulu, Hawaii. She holds an M.A. in English as a second language and a B.A. in comparative education from International Christian University in Japan. Her cross-cultural experience started when her family moved to New York when she was seven. She grew up in the United States, Japan and Hong Kong. Currently, she develops curricula and provides training in "Japanese Language and Culture for Effective Communication" for staffs of hotels, medical clinics, rental car companies, shopping centers, retailers and other businesses. Her position at KCC also includes coordinating exchange programs for Japanese students in the ESL, business and culinary arts programs. Her interest is to bring the field of intercultural communication into programs that introduce language and cul-

ture. She is a participant and frequent speaker at the intercultural seminars sponsored by Richard W. Brislin.

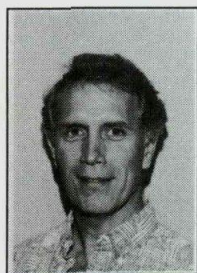


**GARR ADAM REYNOLDS** is a research intern with the Program on Education and Training, East-West Center. Reynolds received his B.S. in philosophy from Oregon State University, winning the *philosophy student of the year* award in his senior year. Currently, he is in the second year of an M.A. program with the Department of Communication at the University of Hawaii where he holds a graduate assistant position. Reynolds worked in Micronesia with the Peace Corps and recently returned from a three-year working assignment in Japan. His major interests are intercultural communication training and the adjustment problems faced by sojourners in Japan. In Hawaii, Reynolds has served as guest lecturer for Chaminade University, Kapi'olani Community College, and Kansai University.

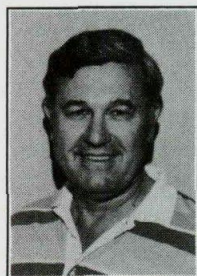


**TED SINGELIS** is a degree scholar in the Cultural Studies Program at the East-West Center. He graduated from Yale University (B.A., psychology) and received his M.A. in speech at the University of Hawaii. Singelis worked in Aspen, Colorado as President of *Pour la France! Bakery and Cafe* before moving to Korea and Japan where he worked as an English as a foreign language instructor and intercultural communication consultant for nearly five years. He came to the East-West Center in 1991 to pursue his interests in intercultural communication. His published papers include *Nonverbal Communication in Intercultural Interaction*, *Bridging the Gap Between Culture and Communication*, and *The Measurement of Independent and Interdependent Self-Construals*. His current research interests are cultural aspects of self-image, emotions, and conflict. In addition to being a full-time Ph.D. student in the Department of Psychology, he is a trained mediator who does volunteer work at the Neighborhood Justice Center in Honolulu.

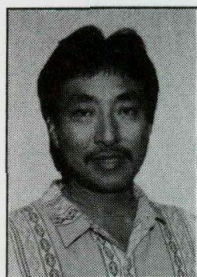




**LARRY E. SMITH** is Dean of Graduate and Undergraduate Curriculum, and Internationalization Forum Coordinator at the East-West Center. His specialty is in the use of English as an international language and his geographic region of interest is Thailand. Recent publications include *Discourse Across Cultures: Strategies in World Englishes* and *Value Conflicts in Thai Society* (with Suvanna Kriengkraipetch). He is co-editor of the journal *World Englishes*.



**GREGORY TRIFONOVITCH** is a consultant to the summer workshop. Trifonovitch was born in Jerusalem, Palestine, in a multicultural family and environment. He learned eight languages and experienced the teaching and learning styles of five cultures. In the early 1950s he migrated to the United States and obtained his U.S.A. citizenship in the front lines in Korea. His formal education in the U.S.A. was in cultural anthropology, foreign language education, linguistics and international health. His geographical areas of interest are Micronesia, the Pacific Islands and Asia. His research interests are in cross-cultural training, adjustment, and aging across cultures. In 1991 he retired as a research associate from the East-West Center and now lives on the Big Island (Hawaii).



**GLENN T. YAMASHITA** is a program officer with the Program on Education and Training and coordinated program support for the seventh Summer Workshop in 1993. His other duties this year included serving as the scholarship coordinator for the Center's Open Grants students, coordinating the Student Affiliate Program and the Post-Doctoral and Pre-Doctoral Fellowships, and providing support to other workshops and conferences. Born and raised in Hawaii, he completed his undergraduate education at the University of Hawaii and has been with the Center since 1971.



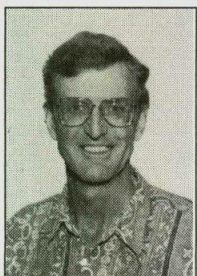
## Workshop Participants



**JOHN BERMAN** is a professor and chair of the Department of Psychology, University of Nebraska-Lincoln. He has a Ph.D. in social psychology from Northwestern University. He has taught courses in human service program evaluation and social psychology for the last 20 years. For the past decade he has done research in the area of cross-cultural perceptions of fairness. As part of this work, he spent a year in India and a year in Germany. He is currently involved in applying concepts of fairness (as they differ across cultures) to health care.



**HUI-CHING CHANG** is an assistant professor in the Speech Communication Department at the University of South Dakota. She holds an LL.B. degree from National Taiwan University and an M.A. and Ph.D. in speech communication from the University of Illinois-Urbana-Champaign. Her interest in intercultural communication began in 1985 when she received a full scholarship for the Semester-at-Sea Program, allowing her to visit ten countries. After coming to the United States, she published several articles on Chinese patterns of relationships and other areas such as tourism. She is currently developing a new model of intercultural communication and is designing a workshop for her fellow faculty members to incorporate cultural diversity into their coursework.



**PHILIP H. CROWE** is a senior lecturer in the School of Communication and Organizational Studies at the Queensland University of Technology in Brisbane, Australia. He has a Ph.D. in sociology from the State University of New York at Albany. His current research is on interactive forms of interpersonal communication (e.g., video phones and video conferencing) for use within and between organizations. The international and intercultural aspects of these forms of communication are a major area of interest to him. He recently completed a research project involving students in Korea,

Japan and Australia using mediated communication in a joint planning exercise.



**MARIA DE LISEO** (B.A. Diploma of Education, R.S.A. Diploma of TEFLA) is an English language trainer in the Professional Communication Skills Division at the Stockholm School of Economics. Her interest in intercultural communication stems from her own experiences while living and working in a number of cultures. Born of Italian parents in Australia, she trained as a language teacher, interpreter and translator. She moved to Sweden ten years ago where she teaches English in a variety of educational institutions as well as in industry. She has designed and coordinated international education programs. She currently teaches language and communication skills at the undergraduate level and for executive development programs. She plans to design EFL/ESP courses which will promote cultural awareness and the development of intercultural communication skills.



**DAVID L. DUHON** (Ph.D., Louisiana State University) is an associate professor of management at the University of Southern Mississippi. His research and teaching interests include business strategy, entrepreneurship and globalization of business. As a transplanted Cajun-American, his interest in cross-cultural and international studies was sparked a few years ago with the realization that most students know little about the culture of others within their own country, much less about the culture of other countries. His goal is to add international and cross-cultural elements into his courses so that students gain knowledge and appreciation of our increasingly global economy. His recent journal publications include articles on sexual harassment, safe work behaviors and delegation of authority.





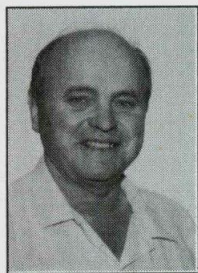
**POLLY D. FEHLER** is a nurse educator on the faculty of Tri-County Technical College, Pendleton, South Carolina. Her interest in intercultural and cross-cultural values was ignited by experiences encountered each summer when she and her family opened their rural home to young minority children from Chicago's inner city. Following these experiences, she completed her master's degree in maternal-child health nursing at Northern Illinois University. As a registered nurse, cultural diversity has always been a factor and a challenge. She is the recipient of many honors and awards in her nursing career: the latest is her inclusion in the 1993-1994 edition of *Who's Who in American Nursing*.



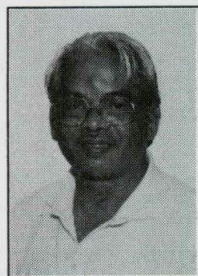
**SARAH JANE FINAU** is a communication studies lecturer at the Auckland Institute of Technology, Auckland, Aotearoa (New Zealand). She has a B.A. and M.A. (honors) in English Literature and a B plan (planning) from Auckland University. She has a special interest in cross-cultural and intercultural communication and hopes to do more research in the area. This interest was triggered by her experiences as an immigrant: she was born in the Kingdom of Tonga and moved to New Zealand with her family at the age of seven.



**MARY T. FITZPATRICK** (Ph.D., Fordham University) is professor and chairperson in the Psychology Department of Molloy College, Rockville Centre, New York. She is also a licensed psychologist in New York State. In addition to teaching and administration, she conducts workshops on the improvement of interpersonal interactions. Her interest in cross-cultural study stems from her membership on the Board of Advisors for the Institute of Cross-Cultural and Cross-Ethnic Studies within the psychology department. Currently, she assists in the development of an extensive cross-cultural course of study. She designs short, introductory programs to assist business managers and teachers in multi-cultural environments.



**GERHARD GNIEWOSZ** is a senior lecturer in the Department of Accountancy, University of Wollongong where he teaches international accounting. He previously held academic positions at universities in Australia, New Zealand and the United States. His current research interest is in comparative accounting with a particular focus on the South Pacific and Southeast Asia. He also does research on the effects of culture on accounting and international business education. Gniewosz was born in Germany and at age 24 migrated to Australia where he is now a citizen.



**SUNARSO HARJOSUWARNO** heads the Department of General Studies at Satya Wacana Christian University in Indonesia. He completed his M.A. in philosophy at Macquarie University in Australia and now teaches western philosophy. His current interest is fostering friendships, based on just and civilized humanity, among people with different cultural and religious backgrounds. He is presently working on the development of a course supporting such intercultural friendships.

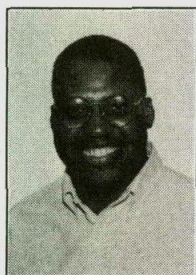


**SANDRA W. HOLT** (Ph.D., Florida State University) is an associate professor at Tennessee State University in Nashville, Tennessee. Her research interests include black women authors' use of persuasion and intercultural communication as it relates to various cultures within the United States. She teaches courses in speech communication, intercultural communication and dramatic literature. Holt has conducted several academic workshops on intercultural and nonverbal communication. She was recently appointed Interim Director of the University Honors Program where she plans to establish an intercultural center.

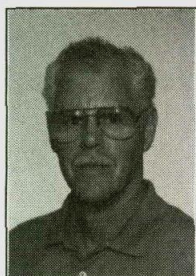




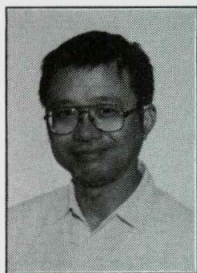
**JOAN C. HOWDEN** is a lecturer at Tsuda College and at Toin Yokohama Law School. She teaches courses in intercultural communication, oral history, negotiation and mediation, and law and society in the United States and Japan. Howden holds degrees from Barnard College of Columbia University, Wesleyan University and University of California at Davis. She has written several articles, including one on the use of critical incidents in English classrooms, and is co-author of *Study Abroad* for Japanese students. She is developing course materials for teaching comparative negotiation and mediation. Her research interests include mediation and dispute resolution in Japan with a focus on the differing role of mediators in American and Japanese societies.



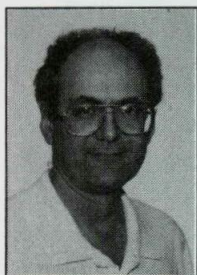
**KEITH BERNARD JENKINS** is a visiting assistant professor in the Professional and Technical Communications Department at Rochester Institute of Technology, Rochester, New York. He earned his B.A. in communication at the University of Arkansas. Both his M.A. (Interpersonal Communication) and his Ph.D. (Rhetoric and Public Address) were earned in the College of Communication at Florida State University (FSU), Tallahassee, Florida. He began teaching as a graduate student in 1983. During his tenure as adjunct director of residential life at FSU, he assumed the role of adjunct faculty in the Department of Communication. His research interests include establishing a framework for content analysis of the lyrics of gospel songs and rap music. In his second year of full time teaching responsibilities at Rochester Institute of Technology, he serves as Faculty-in-Residence in the Department of Residence Life.



**WILLIAM JOHNSON** (Ph.D., University of Oregon) is a professor of psychology at Whitworth College in Spokane, Washington. He is a licensed psychologist in private practice and advisor to the college Hawaiian club. His interests include cross-cultural psychology, Hawaiian history and culture, and cross-cultural counseling. He teaches a cross-cultural psychology course in Hawaii each January.



**YOSHIKAZU KATSURA** is Assistant to the Director General of the Association for Overseas Technical Scholarship (AOTS). His main responsibility is to research schemes and institutions involved in international training and human resources development, especially for people in developing countries. One of his current interests is the future prospect of migrants, such as guest-workers and international human resources development personnel, in Japan.



**DAVID KIMBER** is currently an associate dean in the Faculty of Business at the Royal Melbourne Institute of Technology in Australia. He recently completed an M.A. in Australian studies and politics, adding to former studies and research in accounting, economics and education. He teaches financial management and managing across cultures in post-graduate business programs. His academic interests include internationalization in education, experiential learning and interdisciplinary studies.

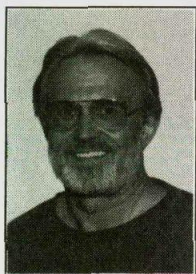


**THOMAS IRBY KINDEL** is an associate professor of marketing at the Citadel in Charleston, South Carolina. He teaches international marketing and consumer behavior to both military cadets and M.B.A. graduate students. Previously, he taught in the University of Texas system, the Chinese University of Hong Kong and at the National University of Singapore. He specializes in combining subculture analysis with executive decision making in marketing. He conducted executive development programs throughout Asia and published 25 assorted research papers, edited several international proceedings and has published three books.

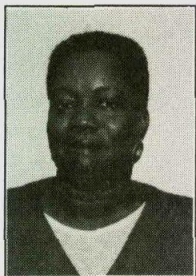




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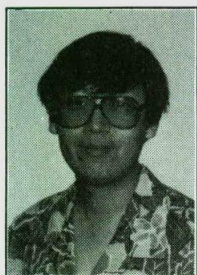
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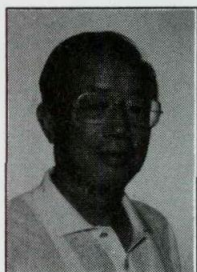


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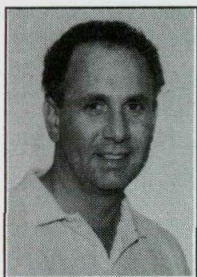
ganizational change. Her research interests include the development of intercultural identity and the role of adult education in that process.



**KWAN SIK SONG** is a professor of English and American literature, Department of English, Dankook University, Seoul, Korea. He has served as Chairman of the English Department, Dean of the Language Institute and Dean of the College of Liberal Arts and Science. He is the author of *Theodore Dreisser and his Novels: An Approach to English and American Literature*. In addition to his publishing and teaching responsibilities, Song has translated numerous English novels into Korean, including *The Great Gatsby* and *Gone With the Wind*. He plans to continue translating works by Theodore Dreisser and Frank Norris.

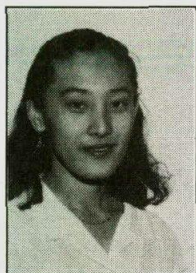


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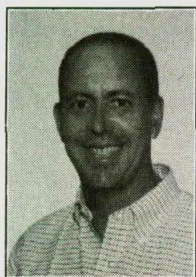


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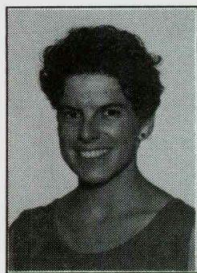


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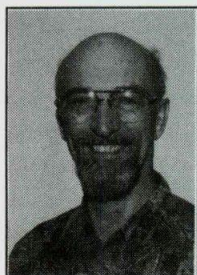


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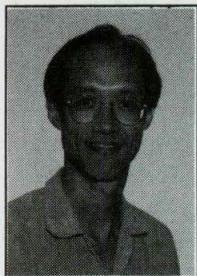




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## Culturally Relevant Superheroes: In a Galaxy far far away?

*Faster than a fast-food restaurant, more powerful than culture shock, able to cross cultures in a single bound, look, in every nation, it's a migrant, it's a tourist, it's . . . "Bicultural Being."*

This culturally sensitive "Superman"-like description has not appeared in television or comic book adventures of our favorite superheroes. While many non-western societies have cultural specific heroes, no multicultural, non-western or ethnic minority superheroes have seemed to gain as much international recognition as westernized idols such as Superman, Spiderman and Batman. Is this due to unequal distribution of advertising companies and animators around the world; a reflection of the world view of the consumer market; or a direct result of culture with explanation arising from the individualism/collectivism domain?

To cross cultures must a superhero come from an individualist society and have an independent self-construal? In imagining a discussion on this topic between intercultural specialists, one could cite Triandis and associates' (1985) research on idiocentric individuals. One could reference Brislin's (1993) description of persons raised to feel comfortable in a society in which major decisions are made without considering the wishes of one's extended family and/or organization, or consider Markus and Kitayama's (1991) explanation of an independent self-construal to comprehend the implications of individualism on a superhero such as Superman. His ability to leap into adventures on his own volition, his unique personality and style, and his deeper concern for outgroup members (strangers) than for members of his extended family (he had no living blood relations) peg Superman as the ultimate independent individualist. Was this independent identity a necessity for Superman's existence?

Could Superman have resided in a collectivist culture? Imagine that a disaster has occurred and instead of dashing off on his own volition, Superman stops by his uncle's house to discuss the effects of his actions on his family and co-workers. The extended family might consider whether a hasty

action on Superman's part could result in poor relations with other superheroes. Would other superheroes lose face if Superman saved the world single handedly? So, the task may not be completed in a timely manner. The extra planning and the compilation of knowledge gained from consulting his in-group may help Superman do a more quality-controlled rescue mission once he finally arrives on the scene.

In a collectivist society, would Superman be described as "the most powerful group member in the universe" or as "able to create harmony without the loss of face"? In all likelihood, Superman would never be labeled as "the best," "the most powerful" or "the greatest" as this would prevent him from blending into his group and could lead to total alienation in a culture that emphasizes "fitting in." Perhaps people would not even know of his great feats or adventures as Superman would not like to brag about his unique accomplishments or unusual adventures. Perhaps it is this tendency toward moderation or modesty that has inhibited the creation of an interdependent superhero. The word "super," meaning above average, is itself a deterrent to the existence of this type of hero.

The fact that independent societies seem to have a monopoly in the superhero arena is not to say that it is desirable to be an individualist superhero. After all, the same drawbacks to being an independent member of any culture would apply to Superman. The creators of Superman do not address the stress and loneliness that a non-integrated superhero would face in his/her daily existence. Without family or friends from his native culture, Superman relinquished his ethnic heritage to be accepted by the dominant culture. Furthermore, as an adult, he did not have a close-knit support system for advice and guidance. Any decisions affecting the stability of the planet were his alone. This is a big task even for a superhero and would have undoubtedly resulted in high levels of stress or depression. To alleviate Superman's psychological alienation stemming from feelings of not being understood by his friends and associates, a culturally sensitive animator or writer would need to consider allowing Superman to develop a bicultural identity.



A bicultural or integrated identity would have allowed Superman to utilize his personal resources in a manner fitting his personal needs and the needs of the dominant society. It is not necessary to view independence and interdependence as opposite ends of one continuum. It is possible to be both independent and interdependent (Singelis, in press). Superman could have become more interdependent in his personal life and with his friends while retaining his individualist traits in times of world disasters. The benefits of social support on reducing stress and alienation are well documented and applicable to Superman. A bicultural identity in which more people knew of his true identity would allow him to receive more advice and social support. If Superman were unable to achieve a balanced orientation between his two identities, he could have been recommended for a training program at the East-West Center or gone to a multicultural specialist such as Paul Pedersen for culturally relevant therapy.

It is unfortunate that the creators of Superman were not aware of the inherent dangers of a superindividualist hero in today's world in which interdependence, harmony and abundant social support seem necessary for the survival of the planet. On the other hand, Superman's tragic death in 1992 could have been the only way for writers to express a growing awareness that a true superhero might be someone not able to perform great feats of strength or power, but someone who could attain an integrated identity and serve as a role model for the millions of alienated would-be villains threatening the security of our future.

ANN-MARIE HORVATH

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Note: The concept of Superman as an alienated being was formulated by Chaplain Jerry Malone in 1992.



