



# Monterey Institute of International Studies

*A Graduate School of Middlebury College*

## Graduate School of International Policy & Management

### **COURSE SYLLABUS – SPRING 2012**

### **Intercultural Modes of Thinking/90486/2 Credits**

**Sept. 21-22-23 and Oct. 5-6-7**

**Prof. Dr. Fusun Akarsu**

**Casa Fuente 300 I**

**Office Hours: Thursday 10:30-12:00 (or by appointment)**

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#### COURSE DESCRIPTION

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##### *Intercultural Modes of Thinking Workshop*

Intercultural Modes of Thinking Workshop is based on the model IMTAR (Intercultural Modes of Thinking and Reasoning) and a scale IMTARS developed by Dr. Akarsu to delineate patterns of thinking in different cultural settings. Model is comprehensive and tries to define critical and underlying concepts and processes that exist in most cultures while displaying different forms of reasoning and corresponding practices in everyday life. Students are expected to play an active role in discovering the patterns observed in the cultures of their choices by finding evidence and examples from their own experiences, observations, stories, anecdotes, multimedia sources or related literature. Students can work in groups of two (each focusing on a different culture) or in larger groups (enabling clusters of cultures to be compared). At the end of the workshop an overall pattern analysis will be done by the whole class. It is expected that student work either in written format or in multimedia format will be shared online or published as a comparative case study of cultural thinking patterns.

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#### COURSE OBJECTIVES

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Students successfully completing this course will be able to:

- Understand the underlying assumptions and structure of the IMTAR Model
- Organize their experiences and observations in a systematic way
- Make comparisons in a way that minimize prejudices, stereotyping and putting one pattern at a higher plane; but that maximizes academic and objective comparisons even when they include affective components
- Collect data using IMTARS Scale and other resources
- Analyze their materials or findings using IMTAR Model
- Contribute to overall analyses of cultural patterns studied in the workshop
- Produce written or multimedia products to summarize their analyses of patterns and other findings

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#### TEXTBOOKS AND OTHER MATERIALS

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Required Text: “Intercultural Thinking and Reasoning Scale” A hand out to students by Dr. Akarsu

Optional Text:

Suggested Readings: Hofstede, G.(1980). Culture's Consequences: International Differences in Work- Related Values. Beverly Hills: Sage  
Trompenaars, F., and Hampden –Turner, C. (1998). Riding the Waves of Culture: Understanding Cultural Diversity in Global Business. Second edition Fairfield: McGraw-Hill.

Recommended Reading: Nisbett, E. R., (2003). The Geography of Thought. The Free Press:New, York,NY.

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### METHODOLOGY AND POLICIES

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This workshop will introduce a framework for observing and interpreting modes of thinking and reasoning in different cultures by referring to everyday life practices of people in different cultural or national settings. After in introduction to the model and an overview of other theories and studies in the field of intercultural studies, students will form groups of two or more to come up with the bulk of work expected to be done in the workshop. The work has three main parts: Observations (what do we see?), interpretations (how could that be explained?) and pattern analyses. Observations could come from individual experiences, interviews with individuals coming from the selected cultures, memoires, stories, anecdotes, academic studies, related literature or from any multimedia source including various forms of artistic production. Students will form their own interpretations based on the evidence they gather during the observation stage. Pattern analyses based on the IMTAR Model will be done individually, in pairs or in larger groups. Analyses can be qualitative as well as quantitative and will be bases of the student product which may be in any format using any media of their choices. Personal input, creativity and humor provided by the students will be welcomed.

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### ACADEMIC CONDUCT

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All students will be held to policies and procedures listed in the most current Policies and Standards Manual (PSM). This includes but is not limited to our Student Honor Code and regulations on plagiarism. A complete copy of the Policies and Standards Manual (PSM) can be found here: ([http://www.miiis.edu/media/view/23925/original/policy\\_and\\_standards\\_manual\\_update.pdf](http://www.miiis.edu/media/view/23925/original/policy_and_standards_manual_update.pdf)).

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### REQUIREMENTS AND GRADING

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#### ASSESSMENT:

In addition to attendance and participation in the discussions student performance will be assessed using two instruments:

1. Cultural Comparative Study Assessment Scale (CCSA)
2. Pattern Analyses Scale (PAS)

1. CCSA Criteria:

- Quantitative input: Number of observations (examples/cases/experiences/evidence/etc) and number of dimensions used in the IMTAR Model
- Qualitative input: Criticalness and explanatory power of observations and interpretation accompanying observations

2. PAS Criteria:

- Quantitative input: Number of patterns (relationships/paths/commonalities/differences) mentioned
- Qualitative input: Richness and depth of the patterns found  
Contribution to the consolidation process and product

GRADING

- Your grade will be based on the following performance:

Attendance	10%
Cultural Comparisons (CCSA)	50 %
Pattern Analysis (PAS)	30%
Class Participation	<u>10%</u>
TOTAL	100%

- Letter grades will be based on the following performance:

A	90-100%	(Excellent)
B	80-89%	(Good)
C	70-79%	(Satisfactory)
D	60-69%	(Poor)
F	0-59%	(Fail)

Grades will be awarded with plus and minus designations when the student's numerical score is in the very top or bottom end of the grade ranges described above. As noted in th, quality points are assigned as follows:

A and A+ 4.00 grade points per credit.

A- (minus) 3.67

B+ (plus) 3.33

B 3.00

B- 2.67

C+ 2.33

C 2.00

C- 1.67

D+ 1.33

D 1.00

D- 0.67

F (Fail) 0.00

P (Pass) Credit for course, no grade points.

NP (No Pass) No grade points or credit.

I (Incomplete) No grade points or credit.

W (Withdrawal with permission) No grade points or credit.

AU (Audit) No grade points or credit.

IP (In Progress) No grade points or credit.

There is no other system of grading or grading category at the Monterey Institute other than those listed above.

Except for grades of "I" and "IP,"(see sections 5.3 and 5.4 in [Policies and Standards Manual](#)) all grades are considered final when reported by a faculty member at the end of a semester or marking period. A change of grade may be requested **only** when a calculation, clerical, administrative, or recording error is discovered in the original assignment of a course grade or when a decision is made by a faculty member to change the grade as a result of the disputed academic evaluation procedure (see section 5.2 in [Policies and Standard Manual](#)). Grade changes necessitated by a calculation, clerical, administrative, or recording error must be reported

within a period of six months from the time the grade is awarded. **No grade may be changed as the result of a re-evaluation of a student's work or the submission of supplemental work** following the close of a semester or marking period. The Records Office shall only accept permissible changes of grade upon written approval of the faculty member's dean, who shall first verify that the Change of Grade request satisfies legitimate criteria.

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### SCHEDULE AND WEEKLY ASSIGNMENTS

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The Schedule and weekly assignments:

Sept.21 Friday	Introduction to IMTAR and IMTARS	Reading the handouts
22 Saturday	Overview of Hofstede and Trompenaars-Hampden-Turner Studies	Optional reading
23 Sunday	Choosing cultures, forming groups Examples for IMTAR dimensions,discussion	
Oct. 5 Friday	Individual/Pair/Group presentations and discussions	Products/work
6 Saturday	Individual/Pair/Group presentations and pattern Analyses	Product/work
7 Sunday	Consolidation and coming up with the final product	