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Special thanks to Diane Adler (NCSU) for the original version of this fascicule and to Douglas Harned for its preparation.
Information for Lille Summer Program, 2006
Diane Beckman (NC State) and Audrey Vanpeperstraete (Université Catholique de Lille)
Co-Directors

"If you're attracted to the grand, the brilliant, the beautiful, the far out, the delicious, the
elegant, the quaint, the spiritual, the turbulent, the serene, the tender, the brave, the
controversial, the stupendous and the small but perfect...then France, all of it, not just Paris, is
the place for you." (Polly Platt, Savoir Flair, 211 Tips for Enjoying France and the French)

You are about to embark on a life-changing experience: exhilarating, frightening, intense and
rewarding. You'll learn how important is to make plans when you travel and also find out that
the best memories are the things you didn't plan for. By immersing yourself in a new culture,
you will open yourself up to the beauties of different rhythms, tastes, and sounds. You'll learn
more about France than you ever could in a classroom and see America with new eyes when you
return home. Allons-y!

Begin by buying yourself a travel guide to Paris. If you plan to do any independent travel, buy
another guidebook specifically for France or Europe, depending on your plans. There are several
gearied especially to students and budget travelers; these include Let's Go, The Berkeley
the book, French or Foe? by Peggy Platt. It is humorous and introduces you to the French and
debunks some of the stereotypes and myths related to the French culture. Other recommended
reading: Craig Storti, Figuring Foreigners Out; Au Contraire: Figuring Out The French by Gilles
Asselin and Ruth Mastron; Sixty Million Frenchmen Can't Be Wrong: Why We Love France but
Not the French by Jean-Benoit Nadeau and Julie Barlow, The United States of Europe by T. R.
Reid, and the list goes on...

Program requirements
Paris Journal:
Buy yourself a small notebook to use as a travel journal during our time in France. The purpose
of the journal is for you to keep a record of your reflections on what you are doing, thinking,
your experiences and impressions—what you have seen that is surprising, alarming, typically
French or different from the American way. See the materials on Intercultural Communication
at the end of the fascicule to get you thinking. You can begin the journal with the 10 Things You
Want to Do in Paris and anticipatory thoughts about what the trip and France will be like. Write
in it every day during our stay in Paris. Think about what you'll want to recall 5 or 50 years from
now. Include a section entitled "What I've Eaten" to be used in judging the "Most Adventurous
Eater" contest (see below). In Lille, your travel journal will be handed in weekly, and reviewed
by me as part of your grade for your European Politics or Art and Culture course.

Contests:
I shall sponsor two contests:
“Most Adventurous Eater,” decided by journal entries after the first week in Paris. You keep
your own score using the following system:
+ 1 point for each unfamiliar food or beverage item consumed
- 1 point for each hamburger, hot dog, or American soft drink consumed
Repeats don't count for unfamiliar items; you get +1 point for the first time you try Brie,
but not 3 points for eating it 3 times. Don't hesitate to ask my advice about restaurants,
markets, interesting foods, etc.
“Best Traveler” (voted on by group, by secret ballot, at end of the week in Paris):
criteria include: curiosity, practicality, open-mindedness, sense of adventure, cultural
sensitivity, tolerance . . .
Winners shall receive a free dinner in Lille, at a restaurant of my choosing.
Course Requirements and Grading
- Journal from study tour, graded by me, to be handed in on the bus to Lille and then once a week when we’re in Lille.
- Term paper: approximately 6-8 pages in English or 5-7 pages in French, graded by me. I must receive it before you leave Lille at the end of the program. See pages 21-22 for Term Paper Requirements.
- Other coursework assigned and graded by Lille instructors.

My contact information in the US before May 25 and after July 22:
Dr. Diane Beckman
319 S. Dixon Ave.
Cary, NC 27511-3259
919-481-2117 (home)
dbeckman@earthlink.net or dsbeckma@social.chass.ncsu.edu

Mme Audrey Vanpeperstraete's contact information in Lille
audrey.vanpeperstraete@icl-lille.fr
Université Catholique de Lille
Service Relations Internationales
60 Bd. Vauban, BP 109
59016 Lille Cedex, France
Tel. +33 (0)3 20 15 96 85
Fax. +33 (0)3 20 15 96 89

Overview of the Summer Program
- **Study tour week in Paris: May 26-June 4**
- **Academic program in Lille: June 4-June 30**

**Week 1:** Orientation: intercultural communication, Flemish Art and Architecture, guided tours of Lille, the Fine Arts Museum, day-visit to Bruges, Belgium, as well as French classes and tutoring session around town with French students.

**Weeks 2-4:** Language classes in the morning and electives in the afternoon. Day trips to French and Belgian Flanders, and Brussels.

Week-ends will be free to enable you to go and visit Lille, France and Europe. (See pages 23-24.)

Cost Information

**What is included in the program fee:**
- Tuition for 3 or 6 credits
- International health/medical evacuation insurance

During the week in Paris
- Hotel stay beginning the night of May 26 in double/triple occupancy
- All breakfasts (continental) beginning the morning of May 27
- Museum and entry fees for all group visits included in the itinerary: bike tour, bateau mouche ride, coach trips to Vaux-le-Vicomte, Normandy, Giverny
- Coach to Lille on June 4

During time in Lille:
- Housing in single-occupancy residence halls.
- All meals Monday-Friday while in Lille – continental breakfasts in the residence hall and meal tickets for university restaurant lunches and dinner
- Unlimited public transportation pass for bus and metro systems in the city of Lille
- Access to university facilities (libraries, computer labs, exercise room)

**What is NOT included:**
- Round-trip international airfare from RDU Airport to CDG (Roissy/Charles De Gaulle Airport) and return
- Transportation from Lille back to Paris at the end of the program – approximately from $30-70 depending on the time, date and discount. You'll probably take a taxi to the train station in Lille, and then there is a direct train from Lille to Charles De Gaulle Airport. Be sure to take the train that goes to Roissy, Aéroport CDG 2 TGV (Train à Grande Vitesse = high speed train) train station as the destination. (See tips for TGV travel on page 17.)
- Museum and excursion fees not provided by Ring Tours or Lille Summer program
- Personal expenses, personal travel, souvenirs, etc. The amount you spend will vary depending on your personal travel plans. A minimum budget of $600 is recommended.

During the week in Paris:
- Meals except continental breakfasts. Costs will depend on whether you eat primarily in restaurants, purchase groceries to make sandwiches, or eat in fast-food restaurants. A minimum budget of $250 is recommended.

During time in Lille:
- Meals on weekends while you are in Lille. Although all meals will be provided Monday through Friday, you will not receive any refund for meals you do not use (for example, if you choose to eat out).

To summarize, we recommend a total minimum budget of $1000. It is very easy to spend more than this. If you plan to travel extensively on your own during the free weekends or after the program concludes, you should budget $70 - $100 per day plus transportation costs.

Please refer to the NCSU Study Abroad Pre-Departure Handbook for information on accessing money while abroad.

**Study tour week in Paris: May 26-June 4**

**Arrival Instructions** (Please pack in your carry-on luggage)

The group flight is American Airlines Flight 44: scheduled to arrive in Paris on Friday May 26 at 7:25 am, Aérogare 2, Terminal A.

If you arrive with the group, the flight will be met by a tour company representative who will take the group by bus to our hotel in Paris. If you are traveling separately, you will need to get to the hotel on your own, ideally in the early afternoon on Friday, May 26. The directions below will help you to find the hotel.

If you miss the group flight or for some unexpected reason have to travel to Paris by yourself—don't panic. Call the hotel (Hotel Virgina 66, rue du Père Corentin, 75014 Paris Tel: 01.45.40.70.90 or from the U.S. to France: 011.33.1.45.40.70.90, Fax: 01.45.40.95.21 and/or the NC State Study Abroad Office (919-515-2087). Leave a message for Madame Beckman explaining what the problem is and when you should be arriving. (See page 9 for information on using the phone.)

If you do not arrive with the group, you will need to get to the hotel on your own. If you get confused or lost, there are information desks in the Charles de Gaulle Airport with English-
speaking staff. You can take a taxi to the hotel for about 60-70€. The taxi driver will charge extra for your luggage and you should tip as well, so you'll need to have some euros: get some at the airport. There are two other more affordable choices for getting into Paris:
1) Take a train into Paris. Follow the signs for the RER train line. You will take a free shuttle bus (navette) from the terminal to the gare routière. There you will buy a ticket (approx. 7 €) and go downstairs to take the RER train into Paris. Get off at the Denfert-Rochereau transfer station and transfer to the RATP/metro (subway) Line 4 which will be indicated by fuschia-colored signs, direction Porte d'Orléans. Porte d'Orléans is the last stop and also the nearest metro stop to our hotel. (See the map of Paris of the 14th arrondissement; page 8). Our hotel is at the corner of rue du Père Corentin and rue Paul Fort.

2) Take the Air France bus into Paris. In the terminal, follow the signs to Buses to Paris. You can pay on board or buy tickets at the Air France bus counter just inside the terminal from where the buses depart (approx. 11 €). Take Line 4 to Gare de Lyon/Gare Montparnasse. After you get off the bus at the Gare de Montparnasse, you will need to take a taxi or the metro to the hotel. From the Montparnasse metro station take the fuschia Line 4. Take the train in the direction of Porte d'Orléans which is the nearest metro stop to our hotel. (See the map of Paris of the 14th arrondissement; page 16.) Our hotel is at the corner of rue du Père Corentin and rue Paul Fort.

**Safety information in Paris**

You need to be in touch with me AND another student each day for the first two weeks of our trip. Visual contact is best. I will be in the lobby every morning during breakfast hours. Let me know your plans for the day. You can also leave a written message at the hotel desk. Sightsee or eat with other students if possible. If you are going to leave Paris or be gone overnight, you must let me know. In Lille, you will also need to let me know if you plan to leave town or be away overnight. I am instructed to contact the police and American Embassy if you are not where you are expected to be for more than 24 hours.

Make a card to carry the phone and address of the hotel with you at all times. You can also write it on the back of your HSH Insurance Card: Hotel Virgina, 66, rue du Père Corentin, 75014 Paris
Tel : 01.45.40.70.90

In event of emergency in Paris, we will meet in the hotel lobby. Please contact or return to the hotel in case of any problem or concern.

In Lille, in the event of an emergency, we will meet on the steps to the right side of the main door to the Catho, the local nickname for "l'Université Catholique de Lille". I will have a cell phone in Lille and will let you know that number. You will have single rooms in the dorms in Lille, and I will expect you to keep tabs on each other and let me know if anyone is ill or needs assistance.

**Proposed Paris Itinerary: 26 May-4 June**

Day 1 - May 26, Friday
- Meet & greet at Paris airport and transfer to hotel, with assistance & coach (day-time service)
- Delivery of 10 metro/bus tickets per person
- Delivery of a 1-hour cruise ticket on River Seine per person
- Accommodation at 2* Virgina Hotel
If the weather cooperates, we'll take our boat trip around sunset.

Day 2 - May 27, Saturday
- Morning 3 or 4-hour bike tour (group to use metro tickets for roundrip transfers)
- Marmottan Museum (Paintings by Monet)
- Twilight: Notre Dame Cathedral. Dinner in the Latin Quarter?
- Montparnasse tower at dark?
- Overnight Paris

Day 3 - May 28, Sunday
Join Madame Beckman for Paris sight-seeing or follow your own plan; notify me and your buddy of your plans. Here are some proposed outings:

Louvre Museum  
Champs-Elysées  
Arc de Triomphe  
Tuileries  
Twilight Eiffel Tower  
- Overnight Paris  

Day 4 - May 29, Monday
Morning: Walking Tour of Marais, Picasso or Pompidou museums  
Afternoon: Rodin Museum, Invalides  
- Evening 3-hour bike tour (group to use metro tickets for roundtrip transfers)  
- Overnight Paris  

Day 5 - May 30, Tuesday  
- Morning tour to Vaux-le-Vicomte for a visit to the castle and gardens, with guide & coach and including the admission to the castle  
- Overnight Paris  

Day 6 - May 31, Wednesday  
- Checkout and departure for a 2-day touring in Normandy, bus ride to Normandy in the morning, afternoon visit along the landing beaches including Arromanches Landing Museum, Longues sur Mer, Omaha beach and the American cemetery, Pointe du Hoc, and way to Bayeux for check in  
- Overnight at 3* Grand Hotel du Luxembourg in Bayeux  

Day 7 - June 01, Thursday  
- Early checkout and visit to the Tapestry Museum, continuation to Mont Saint-Michel for a visit to the abbey then trip back to Paris  
- Accommodation at 2* Virgina Hotel  

Day 8 - June 02, Friday  
Orsay Museum  
- Overnight Paris  

Day 9 - June 03, Saturday  
- Morning tour to Giverny for a visit to Claude Monet’s house and gardens, with guide & coach and including the admissions  
- Overnight Paris  

Day 10 - June 04, Sunday  
- 10 am. Checkout and transfer to Lille, with coach only (day-time service)

Ring Tours contact information:  
Travel Agent in France (speaks English): Ring-Tours Vision, 5, rue Castiglione, 75001 Paris; tel 011.33.(0)1.49.27.70.05.
**Proposed Paris schedule:** see note board in hotel lobby for updates and details.

<table>
<thead>
<tr>
<th>May 25</th>
<th>May 26</th>
<th>May 27</th>
</tr>
</thead>
<tbody>
<tr>
<td>Depart US</td>
<td>Arrive Paris check in to hotel, visit neighborhood</td>
<td>Morning bike tour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>May 28</th>
<th>May 29</th>
<th>May 30</th>
<th>May 31</th>
<th>June 1</th>
<th>June 2</th>
<th>June 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paris sightseeing</td>
<td>Evening bike tour</td>
<td>Morning: Vaux-le-Vicomte</td>
<td>Trip to Normandy beaches, Bayeux</td>
<td>Trip to Normandy, Mont St Michel</td>
<td>Paris sightseeing</td>
<td>Morning: Giverny</td>
</tr>
</tbody>
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<table>
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<tr>
<th>June 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Check out of hotel</td>
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</tbody>
</table>

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**Map of Paris**

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*Note: The map is a visual representation of the city of Paris with the major landmarks and streets marked.*
Map of Paris by arrondissement
Map of the 14th Arrondissement in Paris with Hotel Virgina highlighted
66 rue Père Courentin at rue Paul Fort
01.45.70.90
Using the Phone

Please make sure that you leave contact information with your family and/or friends who may want to contact you while you are in France. Remember that France is six hours AHEAD of Eastern Standard Time. (When it's 6 PM in Raleigh, it's midnight in France.)

There are almost no coin-operated public telephones left in France. To make a call without a calling card or credit card, you will need a pre-paid "télécarte," a cash phone card sold at newspaper stands, métro stations, post offices, and tabacs. These cards are sold for about 7,50€ (50 units)-15 € (120 units) and must be inserted into the telephone. Money is deducted from the card electronically as you call. You can also buy a phone card with a PIN and toll-free access number that can be used for domestic and international calls—une carte à code. You do not insert this kind of card into the phone, and it has many more units. Do not use long-distance calling cards to call within France. If you are using a phone card (like AT&T or MCI), know the directions for direct AND operator-assisted dialing to the U.S. A telephone card with only an 800-access number will not work.

In the first three days in France, make a phone call, either home or to me at the hotel, so you can practice using your phone card.

To telephone France from the U.S.
To make a direct-dial call, dial:
“011” for international access
“33” for the country code for France
- the city code for the city in France
you are calling (1 digit):
Paris is 1 and Lille is 3.
- the 8 digit telephone number

For example:
To call Madame Audrey Vanpeperstraete’s office from the U.S., you would dial:
011.33.3.20.15.96.85

Within France, all city codes begin with 0, but the 0 must be left off when calling from outside of France. So, for example, the city code for Lille is “03” when calling from within France and “3” when calling from the outside of France. For a complete list of useful phone numbers in Lille, see pages 15-17.

Travel Tips

- PACK LIGHTLY!! Imagine carrying your suitcase up several flights of stairs in the metro station, up a narrow spiral staircase in a hotel, etc. NCSU students were on the 5th floor of the dorm in 2004. The Study Abroad booklet has excellent suggestions on what to pack—I'll just add a few for our particular trip.
- Bring comfortable shoes. You'll be doing a lot of walking. To quote a former study abroad student: "My advice to the girls: Really, seriously, leave the cute shoes at home. I learned this the hard way and have the scars to prove it."
- Dress in layers for the plane flight. The plane can get uncomfortably cold.
- You'll need at least one dress up outfit for receptions in Lille.
- Leave short shorts at home. The weather is relatively cool in Lille and Europeans dress more conservatively than Americans.
- Bring rain gear and a medium-weight coat or heavy sweater, as well as sunscreen.
- Bring 2 towels that you can discard at the end of the trip and a washcloth. Bed linens and blankets will be provided by the dormitory, but you may wish to bring your own pillow.
• Bring 2-3 different forms of currency: ATM card with 4 number PIN, credit card (Visa and Mastercard are more widely accepted than American Express), Euros, dollars, etc. We had a lot of trouble cashing travelers' checks last year.
• Bathrooms in the Lille dorm are co-ed, so bring a robe.
• Bring your travel journal with you on the plane.
• Bring a battery operated alarm clock.
• The current and electric outlets in France are different. If you need a hairdryer, buy one with a switch for both currents. You will also need an electric outlet converter plug since the electric outlets in France are two holes instead of 2 slots.
• Bring a backpack for day trips.
• Prescription medication. Bring enough for your entire stay in Europe. Keep medication in the original, labeled container. Medication cannot be shipped from home by mail to you. Know the generic name of your prescription medication. Bring a written prescription from your doctor. (You will not be able to fill the prescription in Europe but if you need a doctor while in Europe, he/she will know what to prescribe.)
• Bring over-the-counter supplies and medicines like bug spray, hand-sanitizer, Ibuprofen, Pepto Bismol, decongestant, bandaids, etc in your first-aid kit.
• Bring an extra pair of glasses or contact lenses, if you wear them.

Health and Safety Reminders:
• Take reasonable precautions: do not walk or travel alone late at night. Ask about neighborhoods to avoid. Keep money in your front pocket. Carry your purse or day pack across your body and in front especially in crowded buses or subways and/or wear a money belt. Women should use a zippered purse/pack so that no one can reach in. Keep valuables out of sight.
• Know how to report a stolen credit or ATM card from abroad. Keep in mind that you cannot call toll free (1-800 or 1-877) numbers from Europe. Be sure to leave a copy of your credit card information at home, too.
• Leave home: valuable jewelry, clothing that identifies you as an American, any unneeded cards (Social Security, library, department-store credit cards, etc.)

ANY ALCOHOL-RELATED INJURIES ARE NOT COVERED BY INSURANCE.
Audrey Vanpeperstraete (Co-Director in Lille) and I have the authority to remove a student from the program for inappropriate or dangerous behavior. The expense of returning early to the U.S. will be your financial responsibility.
Welcome to Lille and Lille Catholic University! (from Madame Audrey Vanpeperstraete)
The European Summer Program that you are going to attend will enable you to experience one of France's most dynamic cities.

Lille, the capital of Flanders, located in the Nord-Pas de Calais region. It is an ancient city where you can find traces of history at every corner. Lille has kept many civil and religious buildings from its great past: the Citadel, erected by Vauban, is one of the best examples of the military architecture of the 17th century; La Vieille Bourse (the old stock exchange building), is a remnant of the Spanish occupation, and la Grande Place with its Goddess, a symbol of the resistance against the Austrians in 1792.

Some links on the Internet about Lille and the region:
www.mairie-lille.fr
www.lille-tourism.com/uk
www.cdt-nord.fr/uk

Lille Catholic University
Lille Catholic University, "La Catho," is a comprehensive university with six fields of study: Literature and Humanities, Law, Economics and Management, Science and Technology, Medicine, and Theology and Religious Sciences. Lille Catholic University is the top private university in France. Its strong reputation stems from its interactive teaching methods and 130 year history. Class size is small so that each student's needs are met.

Map of the campus

Lille Catholic University

Lille by night
Course Descriptions

French Language
An intensive French language course. After initial assessment students will be placed in small groups according to their level. Morning classes will be supplemented by small-group sessions with French students qualified to teach French as a Foreign language.
*Duration*: 52 hours classroom instruction plus 8 hours small-group tutorials = 60 hours 8 ECTS credits

Intercultural Communications
"Culture is the software of the mind." This class will introduce you to the mind's software with games, lectures and conversation.
*Duration*: to be determined

Flemish Art and Architecture
An introduction to the art and architecture of Flanders from a regional perspective.
*Duration*: 4 hours plus a one day field trip to the Belgian city of Bruges and an afternoon in the Fine Arts Museum in Lille.

European Study Electives: **ECONOMICS AND POLITICS** or **HISTORY AND THE ARTS**

**ECONOMICS AND POLITICS**

*History and Development of the Euro-Region*
The making of a Euro-region. Major historical, economic and cultural developments in the evolution of Flanders and Northern France regions. From the period of the Spanish occupation to the era of European integration.
*Duration*: 12 hours plus a one day field trip to sites of historical importance in France and Belgium.

*Introduction to European Political Systems*
Political systems of some major European countries (Britain, France, and Spain). Examines the place of smaller countries in a large Europe and the working of the European Union and its institutions.
*Duration*: 12 hours of classroom instruction plus a day-long field trip to European institutions in Brussels.

*Introduction to European Economic Systems*
The European economic reality, European heterogeneity between countries and models, European institutions and expansion. The course will also cover the place of the Euro in the international monetary system, economic policy in the Euro-area and the economic prospects for the European Union.
*Duration*: 12 hour classroom instruction.

**HISTORY AND THE ARTS**

*History and Development of the Euro-Region*
as above

*Introduction to 20th Century French Literature*
The major currents in 20th century French literature. The course may include works by Camus, Sartre, Robbe-Grillet and others. Some knowledge of French language is useful, but all documents and readings will be in English.
*Duration*: 12 hours classroom instruction.

*Contemporary French Cinema*
Films by a cross-section of modern French directors will be viewed and studied. Some of the major trends in contemporary French cinema will be discussed. Time will be spent on analysis and discussion of the narrative aspects of the films with a focus on various ways to "read" a film. Discussions will be in English.
*Duration*: 12 hours with regular film sessions.
Daily Organization at the European Summer Program Office

ORIENTATION
A full program of orientation will be offered to all students from the arrival weekend until the end of the first week. The aim of this orientation is to help the student get used to a new environment in a short period of time and improve the experience abroad. It includes:
- a tour of the University and local neighborhood, also a visit to the town center
- an introduction to the use of the University facilities (computer lab, library, university restaurant),
- an information packet about Lille and the region (maps, metro guides, tourist information)
- social occasions to meet other participants and French students
- classes on intercultural communication and regional art and architecture

Mornings
Every morning, you will attend a 3-hour French class, based on your level. On the first day of the program in Lille (Monday June the 5th), you will take a test to assess your knowledge in French and determine your placement. There will be 3 levels and each group will be composed of a maximum of 15 students.

Lunches
You will have a 1-hour break to have lunch at the cafeteria of the university or to have a sandwich that you can buy with the vouchers that the Summer Program will give you.

Afternoons
There will be two groups corresponding to the electives chosen:
- History and the Arts
- Economics, History, and Politics
Both groups will have classes at the same time but on different subjects depending on their electives. Each class will last for 2 hours, the usual duration for a class in France.

Day trips
Depart at 8.30 or 9.00 in the morning and the return to Lille between 19.00 and 20.00, depending on the destination. Packed lunch provided.
- Bruges: Located in Belgium less than 1 hour from Lille, Bruges is a jewel of Flemish art and architecture, commonly known as the "Belgian Venice". It is a charming historic city filled with canals and architectural treasures. This field trip is related to the course on Flemish Art and Architecture.
- Flanders: Lille is known as the capital of Flanders, a region situated both in Belgium and in northern France, but to really experience Flanders and discover the history and culture of the region, you must visit Ieper (Belgium), a key site of the First World War, and Cassel (France), a typical Flemish town built by the Romans at the highest point of the region.
- Brussels: the capital of Belgium and the capital of Europe: the host of European institutions, such as the European Parliament.

Additional Cultural and Social Activities
A guided walking tour of Lille
A visit to the Palais des Beaux-Arts of Lille
One restaurant dinner every week
La Fête de la Musique, a national celebration of music with free performances all over the city: Wednesday, June 21.
An official reception at the City Hall

The Summer Program Office can help students organize their trips around the region, France and Europe on the weekends (see pages 23-24).
Accommodations

You will stay in university dorms which are located close to the classroom building (a 5-minute-walk). You will have single rooms (sheets, pillow and blankets provided). There are showers on each floor.

Each residence hall is equipped with a fully-equipped kitchen (microwave, stove, fridge), a TV room, and a laundry room with washing machine and dryer.

In each dorm, there are two student supervisors and a team of other students who are responsible for the organization of different services and equipment (TV, laundry room, computer access, mail, etc,...). Breakfast is served Monday to Friday from 7:00 to 9:00 am. For more details about the dorms, see page 19.

University Restaurant

The university restaurant, nicknamed "le RU" (for "restaurant universitaire"), is located opposite the University (125 rue Meurein) and actually contains several dining halls. You will receive two meal tickets per day which allow you to choose three items at each meal from a selection of appetizers, main dishes, deserts and drinks.

The restaurant is open Monday to Saturday, from 11:30 am to 1:30 pm and from 6:30 pm to 8:30 pm (8 pm on Fridays). It is closed on Sunday, so you will have to provide your own meals.

The RU Meurein allows you to choose from:

Four cafeteria-style restaurants:

- The "Ducasse" traditional cooking and grill.
- The "Kermesse" traditional cooking and grill.
- The "Carnaval" traditional cooking and grill.
- "Pâtes Fraîches" - 2 types of pasta and 5 sauces to choose from.

Fraich'up – a Salad-bar

"Sandwicherie du 60" - sandwich and salad.

Cafet Beer and non-alcoholic beverages, music ...

Across the street:

La "Tartine Flamande" - specialized Flemish sandwiches and salads

"Sandwicherie du Campus"

SPORTS

Lille Catholic University has an exercise room that is available for you (there may be extra cost, please ask for further details):

- fitness center
- body building
- aerobics

Caution: some lessons related to some of these sports may not be scheduled in June because of the summer holidays in France. If you are interested in any of these sports, please ask for further details so that we can investigate whether the class is still on in June.

MEDICAL SERVICES

University medical center (CPSU)

There is a health clinic on campus. There is a walk-in clinic, but to see a gynecologist, psychologist, dietician or the sports medicine staff you must make an appointment. Located at 67 Boulevard Vauban - 1st floor. Hours through the French students' exam period: Monday to Friday 8 am - 7 pm. Hours are reduced after French students finish exams. You will have to make a co-payment and file for reimbursement when you return to the US.
Pharmacy: Medicine and drugs are sold exclusively in pharmacies. The symbol of pharmacy is a green cross. Drugstores near the campus: 67 rue Colbert – 102 rue Colbert. You will have to pay up front for any prescription medications and file for reimbursement when you return to the US.

Health Insurance: All students must have health insurance. This is provided to NCSU students through the Study Abroad Office.

**Contact Information for Lille: June 4-July 2**

**Telephone**
You will not have an individual phone in your room in Lille or in the dorm. There are phone booths near the classroom building on the Boulevard Vauban. You can purchase phone cards after your arrival in France and/or use U.S. calling cards (AT & T, Sprint, MCI etc.) or credit cards (Visa is the most widely accepted) to pay for calls made from these phones.

**E-mail**
You will be provided access to a computer lab while in Lille. The university computer facilities are closed in the evening (5 or 6 pm) and are not open at all on weekends. If you have a laptop, there will be places on campus with wireless internet access, but your computer will have to be configured to use it. There are also a number of copy shops near the university where you can pay a fee (usually about $5 per hour) to access the internet or email when the university facilities are closed. You will be assigned an email address at the Catho for the duration of your stay in Lille, but you will most likely use your current email address.

**Contact Information at the Catholic University of Lille (business hours)**
Madame Audrey Vanpeperstraete, Coordinator of European Summer Program
audrey.vanpeperstraete@icl-lille.fr
Université Catholique de Lille
Service Relations Internationales
60 Bd. Vauban, BP 109
59016 Lille Cedex, France
Tel. 011 33 3 20 15 96 85 (from the US)
03 20 15 96 85 (in France)
Fax. 011 33 3 20.13 96 89

Anne-Marie Michel, Director of International Relations Service (supervises program):
anne-marie.michel@icl-lille.fr
011 33 3 20 15 96 86

Marie-Eve Bonnet Laborderie, International Relations Service Assistant (secretary):
Marie-Eve.BonnetLabordeir@icl.lilie.fr, international@fupl.asso.fr
011 33 3 20 15 96 88

**Dr. Beckman's contact information in the US before May 25 and after July 22:**
Diane Beckman
319 S. Dixon Ave.
Cary, NC 27511-3259
919-481-2117 (home) 919-302-9067 (cell)
dibeckman@earthlink.net or dsbeckma@social.chass.ncsu.edu

I will share my Lille address and cell phone number when we get there and will answer my phone 24/7.
Contact information at NC State
NC State Study Abroad Office (SAO) tel: 919-515-2087 fax: 919-515-6021 email: Study_Abroad@ncsu.edu

Emergency Contact Information in Lille
Contact Madame Beckman and/or Madame Vanpeperstraete. If you are unable to reach anyone in Lille, contact the NC State Study Abroad Office; if it is outside of office hours in the U.S., call the 24-hour Campus Police number 919-515-3333. You will be connected to NC State Campus Police who can contact the SAO staff at home if necessary.

Useful addresses on or near the campus:

<table>
<thead>
<tr>
<th>SUPERMARKETS</th>
<th>Address</th>
<th>Operating Hours</th>
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<tbody>
<tr>
<td>8 a HUIT</td>
<td>298, rue Nationale</td>
<td>Open from 8am to 8 pm (except Sundays)</td>
</tr>
<tr>
<td>Match</td>
<td>97, rue de Soferino</td>
<td>Open from 9am to 8pm</td>
</tr>
<tr>
<td>Champion</td>
<td>281, rue Gambetta</td>
<td>Open from 9am to 8pm</td>
</tr>
<tr>
<td>Carrefour</td>
<td>Centre Commercial Euralille</td>
<td>Open from 9am to 10pm</td>
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Vegans and Vegetarians in Lille

<table>
<thead>
<tr>
<th>Vegans and Vegetarians in Lille</th>
<th>Address</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>La Source</td>
<td>13 rue du Plat <a href="http://www.lasourcedenis.com">www.lasourcedenis.com</a></td>
<td>restaurant and a grocery</td>
</tr>
<tr>
<td>Label Vie</td>
<td>98 rue Solférino</td>
<td>the nearest grocery</td>
</tr>
<tr>
<td>L'Uni-Vert Bio</td>
<td>Marché couvert de Wazemmes</td>
<td>Open everyday</td>
</tr>
<tr>
<td>Aux produits de Fleurance</td>
<td>72 rue de l'Hôpital Militaire</td>
<td>Food without salt, gluten, etc</td>
</tr>
</tbody>
</table>

BANKS
Banks are usually open:
Monday to Friday, from 9am-12pm and from 2pm -5pm, on Saturdays from 9pm -12pm.

<table>
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<tr>
<th>BANKS</th>
<th>Address</th>
<th>Website</th>
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<tbody>
<tr>
<td>BNP</td>
<td>85 rue Nationale</td>
<td><a href="http://www.bnpparibas.net">www.bnpparibas.net</a></td>
</tr>
<tr>
<td>Société Générale</td>
<td>75bis boulevard Vauban</td>
<td><a href="http://www.societegenerale.fr">www.societegenerale.fr</a></td>
</tr>
<tr>
<td>Crédit Agricole</td>
<td>5 place Cormontaigne</td>
<td><a href="http://www.creditagricole.fr">www.creditagricole.fr</a></td>
</tr>
<tr>
<td>BSD</td>
<td>188bis rue Solférino</td>
<td>wwwbsd.tm.fr</td>
</tr>
<tr>
<td>Banque Populaire</td>
<td>106 rue Nationale</td>
<td><a href="http://www.banquepopulaire.fr">www.banquepopulaire.fr</a></td>
</tr>
</tbody>
</table>

PHARMACY
The closest “Pharmacie” is at 67 rue Colbert, 5 min walk from the campus.

POLICE
Lille central police station (Commissariat central): 8 boulevard du Maréchal Vaillant
Tel: 03 20 62 47 47
Local police station (Commissariat de quartier): 3 Place Philippe de Girard
Tel: 03 20 17 28 40

POST OFFICE
The sign of the post office is a blue bird on a yellow background. Letter boxes are yellow.
The closest Post Office: 129 rue Colbert - 59000 Lille - Tel. 03 20 14 55 90
(5 min walk from the campus)
Open: Monday to Friday 8 am – 6:30 pm and Saturday 8 am - 12 pm. www.laposte.fr
EMERGENCY NUMBERS IN LILLE
Ambulance service (SAMU): 15
Police: 17
Fire Brigade (Pompiers): 18
European Emergency Number 112
Credit card loss: theft of Master Card or Visa: 08.36.69.08.80

English Speaking Doctor for NSCU students
Dr. Marc Bodiot
(General Practice)
116, rue de Solférino
59800 Lille, France
Tel: 03.20.54.79.09
Fax: 03.20.40.15.73

TRAINS – tickets can be purchased in person at any SNCF station, at the travel agent’s across from the university, by telephone or via internet [www.sncf.com](http://www.sncf.com). Students (under 25) with student ID cards can obtain substantial discounts.
SNCF Information: 08.36.35.35.35

Additional Tips on TGV (Train à Grande Vitesse= high speed train) travel:
TGV tickets may be purchased in advance or at the station. Reservations are required for the TGV as well as tickets if you want to count on getting a seat. Tickets may be purchased one hour, no less, before you board. Check-in is 30 minutes before departure. You must watch the departure board for the VOIE (rail line) that the train will use. The number will not appear until 30 minutes before the train arrives. Your car number will be printed on your ticket. As soon as you get your VOIE number, head to that line and punch (composteur) your ticket in the little box on the quai. You need to validate your ticket before boarding or risk a fine.
Guide to Living in the Dorm
From the perspective of a past American exchange student and updated for 2006.

1. Communal living in a French residence hall
Quiet hours begin at 10 p.m.

When conversing in the hallway, do so quietly. Congregate in rooms, not in the hallway. French people tend to speak more quietly than some American students. What you think of as normal may seem quite loud in France. Please take this into consideration, especially at night.

When you pass your neighbors in the hallway greet them appropriately with a “bonjour” or “bonsoir” in the evening. This is a matter of “politesse” and will show cultural respect.

Your rooms are cleaned every 2 weeks by the cleaning staff. Check the schedule to find out on which day your floor is cleaned. As a courtesy to the cleaning staff, prepare your room—clear off your sink and make sure nothing is on the floor. You will also be expected to empty your own trash and bring it down to the “local poubelles” on the ground floor.

If you need anything for your rooms (light bulbs, other maintenance problems, etc.) speak with the gardiennes—they are there to help you.

2. Safety and Security
Students have access to their residence halls 24 hours a day. Upon arrival, students are provided with an electronic card or key for the main door and an individual key to their room.

Visitors to rooms and to the residence halls are permitted until 10:00 pm, under the responsibility of the host student. Overnight guests are not allowed. If you have a friend visiting from out of town see your gardienne (dorm mothers/concierge) and it may be possible for your friend to stay the night.

Lock the door to your room at night when you are sleeping and whenever you are leaving the room for any length of time. The University is not responsible in the case of theft.

Do not leave money or valuables lying around your room. If you notice anything missing and you suspect something has been taken from your room notify the gardienne.

You may not burn candles in your rooms.

3. The Alcohol and Smoking Policy
Alcohol is forbidden in the dorms. There are cafés nearby where you can go and have a drink.

Smoking is tolerated in the common rooms (kitchen, TV room) and your own bedroom but not in the corridors. The policy is that smokers must not bother non-smokers, but this is generally ignored: speak up if you have a problem with smoke.

La Laverie

There is a washing machine and a dryer for each dorm. Remember that the temperature settings are in Celsius! 90 degrees Celsius is ten degrees from boiling. You may have to pay for a coin (“un jeton”) in order to use the machine. Usually, there is also a schedule posted which tells you when the machine and the dryer are available and you will have to sign up in order to be able to use them.

Phones
There are no telephones in the dormitories; you have to walk down the street to a pay phone. However, Internet access is provided in each residence hall.

Remember that in June the French students are taking their exams. Failure in these exams can mean that students must repeat their entire year of studies. It is a time of stress for the students and they need to be able to relax and sleep in the dorms. Please be respectful of these needs. When exams are over, they will party all night. Join the party.

For official information from University Housing, see www.aeu.asso.fr
Lille Summer Program 2006 Term Paper Information Sheet

**Topic:** of your choosing, but related to your personal interests and your experience in France.

**Length:** 6-8 pages in English, 5-7 pages in French

**Criteria for Evaluation:** See below.

**Due Dates:** Discuss your proposed topic with me by **Friday, June 23.** Final copy: Turn in your paper before you leave Lille at the end of the program, **July 1-2.** Papers can be picked up in the Main Office 117, 1911 Building, Fall semester, 2006.

**Sample Topics from 2005**
- The Differences between French and American Dating Relationships
- Why the French Stay Slim (a Comparison of French and American Eating Habits)
- An American in France: living and learning the culture
- Under the influence: when two cultures collide
- Food, Culture and Nutella
- Time in French Culture
- Transforming from Tourist to Traveler
- Lessons in Life: Lille 2005
- Montmartre et les Bohémiens
- Les toilettes en France
- Auguste Rodin: God's Muse
- La Résidence et la culture française
- La Personnalité d'après Proust
- Très Chic: French Fashion Style
- Observations of French Dining

**Resources:** Interviews, faculty in Lille, bookstores, web sites.

Bibliography and notes: Use any standard format you wish. Be consistent.

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**SCORING RUBRIC FOR WRITTEN ESSAY IN UPPER-LEVEL FL COURSES**

**CONTENT**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tbody>
<tr>
<td>27-30</td>
<td>Excellent to very good: knowledgeable; substantive, thorough development of the thesis, including appropriate examples; quotations are well chosen to support the argument; quotations are well integrated and presented correctly, good analysis and synthesis of the material; good use of comparison and contrast, critical inquiry and interpretation, relevant to the topic chosen.</td>
</tr>
<tr>
<td>22-26</td>
<td>Good to average: some knowledge of the subject; adequate range of analysis and synthesis; limited thematic development and use of examples; mostly relevant to the topic, but lacks detail in critical interpretation of the material; quotations support the argument somewhat.</td>
</tr>
<tr>
<td>17-21</td>
<td>Fair to poor: limited knowledge of the subject; minimal substance, analysis and synthesis; poor thematic development, use of examples, and interpretation of the material; inadequate use of resources.</td>
</tr>
<tr>
<td>13-16</td>
<td>Very poor: shows little or no knowledge of the subject; lacking analysis or synthesis of the material and lacking examples; inadequate quantity; not relevant, or not enough to rate.</td>
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**ORGANIZATION AND FORMAT**

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<th>Score</th>
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<tr>
<td>27-30</td>
<td>Excellent to very good: clear statement of ideas; title that orients the reader to the thesis; clear organization (beginning, middle, and end) and smooth transitions; introduction leads reader into topic; logical and cohesive sequencing both between and within paragraphs, conclusion effectively summarizes main findings and follows logically from the analysis presented; Any quotations/footnotes properly cited; length and legibility appropriate.</td>
</tr>
<tr>
<td>22-26</td>
<td>Good to average: main ideas clear but loosely organized or connected; sequencing logical but incomplete; bibliographical material and formatting adequate.</td>
</tr>
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**ILARY AND MECHANICS**

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<tr>
<th>Score</th>
<th>Description</th>
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<tr>
<td>17-21</td>
<td><em>Fair to poor:</em> ideas not well connected; poor organization and transitions; logical sequencing and development lacking; formatting inadequate.</td>
</tr>
<tr>
<td>13-16</td>
<td><em>Very poor:</em> ideas not communicated; organization, sequencing and transitions lacking, formatting lacking, or not enough to rate.</td>
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**GRAMMAR AND FLUENCY**

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<th>Score</th>
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<tbody>
<tr>
<td>18-20</td>
<td><em>Excellent to very good:</em> fluent expression; accurate use of relatively complex structures; very few errors in agreement, number, verb tenses or moods, word order, articles, pronouns, prepositions.</td>
</tr>
<tr>
<td>14-17</td>
<td><em>Good to average:</em> adequate fluency; simple constructions used effectively; some problems in use of complex constructions; errors in agreement, number, verb tense, word order, articles, pronouns, prepositions.</td>
</tr>
<tr>
<td>10-13</td>
<td><em>Fair to poor:</em> low fluency; significant mistakes in the use of complex constructions; frequent grammar and spelling errors, lack of accuracy interferes with meaning.</td>
</tr>
<tr>
<td>7-9</td>
<td><em>Very poor:</em> lacks fluency; no mastery of simple sentence construction; text dominated by errors; does not communicate meaning, or not enough to rate.</td>
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**VOCABULARY AND MECHANICS**

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<tr>
<td>18-20</td>
<td><em>Excellent to very good:</em> complex range; accurate word/idiom choice; mastery of word forms and expressions; appropriate level of usage. Accurate spelling and use of diacritics (accent marks) in French.</td>
</tr>
<tr>
<td>14-17</td>
<td><em>Good to average:</em> adequate range; some errors of word/idiom choice; effective transmission of meaning. Some spelling errors</td>
</tr>
<tr>
<td>10-13</td>
<td><em>Fair to poor:</em> limited range; frequent word/idiom errors; inappropriate choice, usage; meaning not effectively communicated. Frequent spelling errors.</td>
</tr>
<tr>
<td>7-9</td>
<td><em>Very poor:</em> many translation-based errors in French. Many spelling errors.</td>
</tr>
</tbody>
</table>
Film Proposal—“I am the King of France”

In 2004 we made the film “13 Blackbirds,” and in 2005 we made “Le Doppelganger” with the Lille program students. This year we propose to shoot a film that explores individual and national identity. This is a noncommercial personal project for the Lille participants, and is not officially part of the Lille program. The point of the movie is to make the movie—to capture a piece of the summer of 2006 in Lille.

The third film in the Lille trilogy, “I am the King of France” will ask the question “Who am I?” The answer to that question depends on the individual, on that person’s history, allegiances, beliefs, and culture. The film will be a combination of fiction and documentary, combining the real personalities of Lille students with the backdrop of the landscape and history of France.

Scene list for “I am the King of France”

1. Shots of individual students (North American). Introducing who they by citing an historic figure who reflects who they are or will be. Then the student jumps into the air.
   “I am __. I am Marie Antoinette. I am Kaiser Karl. I am Sandy Skoglund. I am Jean-Luc Godard. I am the King of France.”

2. Interview with Martin Bray about historical figures mentioned above by students.

3. “Let them eat cake” anecdote. At the Café Richelieu (http://www.lerichelieucafe.com/)

4. 100 cakes.

5. King anecdote 2.

6. Paintings and Sculpture of Kings.

7. Shots of individual students (French). Introducing who they are by citing an historic figure who reflects who they are or will be. Then the student jumps into the air.
   “I am __”

8. King anecdote 3.

9. Interview of Suzanne Bray about modern royalty in Europe.

10. European night skit of in old TV show “What’s my Line?” format, with three contestants. Each claims to be the King of France. The audience must determine who is the real King of France with yes/no questions. At the end of the show the question is asked “Will the real King of France please stand up?” All three stand.

11. Reprise of all the students jumping. The end.

The cast and crew will consist of any interested Lille Summer Abroad students. All interested students will be part of the film. It will be shot using digital video, and made available for download from the web (see the 2004 film “13 Blackbirds,” and the 2005 film “Le Doppelganger” at www.FilmAxis.org). If you have questions about this project please contact Douglas Harned (husband of Diane Beckman at daharned@earthlink.net) or Madame Beckman.
TRAVELLING OVER THE WEEKEND

Lille is strategically positioned within a 250-km radius of six major European capitals, including Paris, London and Brussels. It is an economic center and crossroads for TGV-high speed trains and motorway routes and is rapidly gaining status as a world trade and communications center.

Here are a few ideas of where to go and how to go there.

DUNKERQUE AND LA COTE D'OPALE
The coastal towns of the north of France. Water sports such as speed sailing, water skiing, and jet-skiing are popular here. The natural beauty of the region, rugged coastline and sandy beaches, attract many visitors.
www.opalenews.com
Practical information:
How to go there: by train. Allow 2 hours to get there.
Information about train schedules and fares: http://www.ter-sncf.com/nord_pas_de_calais/default_uk.asp

PARIS
www.paris.fr and www.parisinfo.com
Practical information:
How to go there: by High Speed Train (TGV). It takes an hour from Lille to get to Paris.
Accommodations: http://www.cisp.asso.fr/uk/

LONDON
www.visitlondon.com
Practical information:
How to go there: by the Eurostar: It takes 2 hours from Lille to get to London.
Information about Eurostar schedules and fares: www.eurostar.com

AMSTERDAM
The city of art and culture: the Rijksmuseum which possesses a vast and impressive collection of Dutch and Flemish paintings, the long canals which surround the historic center, the facades which rise up in baroque, rococo and neo-classic styles. The Van Gogh museum, and Anne Frank's house are two highlights. 2006 marks the 400th anniversary of Rembrant's birth. www.visitamsterdam.nl
Practical information:
How to go there: by train: It takes 5 hours from Lille to get to Amsterdam with a connection in Belgium.
Information about train schedules and fares: http://www.voyages-sncf.com

GERMANY AND THE SOCCER WORLD CUP
Lille is close to Germany where the soccer world cup will take place from June 9th to July 9th, 2006.
More information on http://fifaworldcup.yahoo.com/06/en/
Practical information:
How to go there:
by train: It takes 4-5 hours from Lille to get to Koln with a connection in Belgium.
Or 6-7 hours from Lille to Kaiserslautern with a connection in Paris.
By plane: it takes 1 hour from Paris to Koln and 1h40 from Paris to Hamburg.
Information about train schedules and fares: http://www.voyages-sncf.com
Information about train schedules and fares: www.adp.fr

Note: Low cost airlines such as Ryanair may not take you directly to the city where you plan to go, but they usually arrange shuttle buses for an extra fee.
Summer program staff can help you plan your travel. There is also travel agency across the street from the Catho where you can get help planning your trips and purchasing tickets.
An Introduction to Elements of Intercultural Communication

Readings and quizzes

Part 1:

What Is Culture?

For the most part, this book will focus on cultural differences, on the ways in which a person from one culture thinks and behaves differently from a person from another. It is these differences, after all, which cause most of the confusion, frustration, sometimes even hostility that occur when people from different cultures interact with each other. Before you can fully understand and appreciate cultural differences, however, you first need to understand what culture itself is and how it operates, which is the purpose of this brief opening chapter.

The best place to start is with a definition of culture. Two researchers in the 1960s are reported to have found over three hundred definitions of culture, and there are no doubt many more in existence today. Fortunately, most of these definitions contain many of the same elements, which suggests that there is a common core to what observers in the field think of as culture. For the purposes of this workbook, the following definition will suffice:

Culture is the shared assumptions, values, and beliefs of a group of people which result in characteristic behaviors.

This definition captures two essential points about culture: that it has an invisible dimension (assumptions, values, and beliefs) and a visible dimension (behavior) and that these two dimensions relate to each other as cause and effect, respectively. Practically speaking, what this means is that behavior—the things people do and say—is neither arbitrary nor spontaneous. That is, people don't make up their behavior as they go along; they don't wake up saying, "I think I'll act like this today." Rather, behavior is a direct result of what people assume, value, or believe in. Indeed, when we say that someone's behavior "makes no sense," what we really mean is that person's behavior is not consistent with what we know he or she believes in or holds dear.

Understanding the cause-and-effect relationship between the two dimensions of culture is essential to any kind of successful cross-cultural undertaking, for once you grasp that behavior is tied to values and beliefs, then it's not difficult to accept that people with different values and beliefs—such as a person from another culture—are going to behave differently from you. Nor should it be difficult to then go one step further and accept that other person's behavior, no matter how different from your own, probably makes perfect sense to that individual and other members of his or her culture.

With this definition of culture to guide you, move on now to the three exercises in this chapter. They will explore the concept of culture in more detail and provide you with a firm foundation for examining the cultural differences that are the focus of the rest of this workbook.

What Culture Is Not

Not all behavior is cultural. There are many behaviors, many things people do and say, that are neither caused by nor related to their culture. If all human behavior were put on a continuum, that part related to culture would fall in the middle, between universal at one extreme and personal at the other. The point of this exercise is, precisely, to put culture in its place.

Universal behaviors are those which apply to everyone, regardless of culture, what is usually referred to as “human nature.” All people in all cultures eat regularly; eating is not French or Indonesian or Kenyan. The French prepare and eat different foods than do Kenyans, with different social customs involved, but the act of eating is universal—as are using language, seeking shelter, and raising children. In a book like this, which focuses on culture and cultural differences, it’s easy to give culture more credit than it is due, to get the impression that everything about a person from Culture A is going to be different from everything about a person from Culture B, and to conclude therefore that all cross-cultural interactions by definition are going to be difficult. But this would be to overlook those many universal assumptions, values, and behaviors which transcend culture, those numerous ways in which all people are alike. In short, while cultural factors will play a part in most cross-cultural interactions, causing the usual complications, universal factors will also be present, making things somewhat easier.

At the opposite end of the behavioral continuum from the universal lies the personal. While shared assumptions, values, and beliefs guarantee that people from the same culture will be similar in many ways, personal experience guarantees that no two people from the same culture will be identical. To put it another way, each of us is in part a product of culture (and to that extent similar to others from the same culture) and in part a product of our own unique life circumstances (and to that extent like no one else anywhere).

The news here for the culture crosser is not nearly as good, for while the phenomenon of universal behavior makes cross-cultural interaction potentially easier, the phenomenon of personal behavior makes all interactions potentially more complicated. It means that the behavior you might predict or expect of someone, based on what you have learned about his or her culture, will not necessarily occur in any given interaction because a personal influence might override a cultural inclination. In other words, in the right circumstances cultural information will be very useful to you in dealing with foreigners, but it will not always be an accurate predictor of how someone is going to behave.

To recap, then, each of us is like everybody else in some ways (universal behaviors), like the people in our culture in some other ways (cultural behaviors), and like no one else at all in still other ways (personal behaviors). The following exercise will help make this point clear. For each of the sixteen items, put a U, C, or P in the blank depending on whether you think the behavior is Universal, Cultural, or Personal. (Note that something that is personal could, of course, be done by a number of people in the same culture, but it would only be cultural if it were done by most of the people from that culture.) A few items might be either cultural or personal.
What Culture Is Not

Suggested Answers

1. Sleeping with a bedroom window open
2. Running from a dangerous animal. [Note that what is considered a dangerous animal might differ from culture to culture.]
3. Considering snakes to be "evil"
4. Men opening doors for women
5. Respecting older people
6. Learning one's native language
7. Speaking Arabic
8. Speaking Arabic as a foreign language
9. Eating regularly
10. Eating with a knife, fork, and spoon
11. Liking the novels of Charles Dickens
12. Calling a waiter with a hissing sound
13. Regretting being the cause of an accident
14. Feeling sad at the death of your mother
15. Wearing white mourning robes for thirty days after the death of your mother
16. Disliking having to wear mourning clothes for thirty days after the death of your mother

As you have come to appreciate in this workbook, it's always safer in any kind of cross-cultural situation to describe behavior than to interpret it, at least initially. Interpreting behavior, after all, involves assigning meaning, and the meaning you assign to a behavior is bound to be one taken from your own culture—which won't necessarily help you very much if the person exhibiting the behavior comes from a different culture.

As far as possible, then, you should cultivate the ability to avoid interpreting behavior until such time as you can find out what the behavior in question means in the culture of the person exhibiting it. Meanwhile, you can develop the ability to describe behavior, to note the physical elements of a given act or set of acts without assigning meaning.

Eventually, of course, you have to assign meaning to behavior; you can't go around refusing to decide what people mean by the things they say and do. But by taking a moment to describe behavior before interpreting it, by holding in check the instinct to interpret, you can step back and realize you may be about to make a mistake.

Below, you will find ten pairs of statements; in each case, one is a description and one is an interpretation. Put a D next to the description and an I next to the interpretation.

1a. That man is very angry.
1b. That man is talking quite loudly.
2a. My boss doesn't trust his subordinates.
2b. My boss doesn't delegate responsibility.
3a. That woman stands three feet away when she speaks to me.
3b. That woman is cold and reserved.
4a. That man is afraid of his boss.
4b. That man never contradicts his boss in public.
5a. She doesn't have strong opinions.
5b. She never speaks up in meetings.
6a. That worker never does anything until he is told.
6b. That worker is lazy.
7a. He lied to me.
7b. He said yes when the answer to my question was no.
8a. She wasn't listening to me.
8b. She didn't look me in the eye when I was talking to her.
9a. He stood very close and gestured a lot when talking to me.
9b. He's very aggressive.
10a. She's insecure and power hungry.
10b. She doesn't share information with her subordinates.

CHAPTER 5

Suggested answers ↓
Part 2:
Use the following chart to observe nonverbal communication here before you leave the US and then do the same exercise in France. Quiz follows.

**Eye Contact**

Observe the degree and nature of eye contact in as many of the following situations as possible:

<table>
<thead>
<tr>
<th>Between two men of the same age</th>
<th>Between two women of the same age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between an older and younger man/woman</td>
<td>Between a man and woman</td>
</tr>
<tr>
<td>Between a husband and wife in public</td>
<td>Between a boss and employee</td>
</tr>
<tr>
<td>Between a teacher and a student</td>
<td>Between a parent and child</td>
</tr>
<tr>
<td>Between people passing on the street</td>
<td></td>
</tr>
</tbody>
</table>

**Nonverbal Communication—**

**Gestures, Eye Contact & Conversational Style**

Communication falls into two classic categories: verbal and nonverbal. Nonverbal communication, in turn, can be divided into a number of specific subcategories.

**Gestures**

In a number of different settings, watch what people do with their arms, hands, fingers, and whole body. Try to describe the gestures as "scientifically" as possible (a man held out his hand, palm down, and wiggled his fingers to call a waiter to his table) and indicate what you think is the meaning.

<table>
<thead>
<tr>
<th>Hands</th>
<th>Arms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fingers</th>
<th>Whole Body</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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**Observation Activity**
CONVERSATIONAL STYLE

Observe the following nonverbal aspects of typical conversations:
1. How much gesturing goes on?

2. How does the transition from one speaker to the next take place? Check one:
   - speaker A starts before speaker B finishes
   - speaker A starts just after speaker B finishes
   - speaker A pauses before starting

3. How long does one person speak before allowing the other to speak?

4. How do people indicate they want to end the conversation?

5. How do people show disagreement?

6. How do people show displeasure with what they hear?

7. How do people show pleasure at what they are hearing?

8. What is the pattern of eye contact between speaker and listener?

PERSONAL SPACE

Observe how close various kinds of people stand to each other in various settings:

- In normal conversation, at work, or on the street
- In line at the post office, bank, cinema, etc.
- In an elevator, crowded or uncrowded
- Two men
- Two women
- Two children
- An older and younger person
- Parent and child
- A man and woman
- Husband and wife
- French person and foreigner
NONVERBAL COMMUNICATION IN INTERCULTURAL INTERACTIONS

Ted Singelis

Self-Assessment Exercise: Non-verbal communication knowledge

This exercise is intended to assist participants develop an awareness of:
a) their own non-verbal communication in intercultural interactions
b) cultural differences in nonverbal communication

Instructions: Imagine that you are living and working in a country other than your own, or that in your work you deal with many people from cultures other than your own. Respond to the statements as best you can, agreeing and disagreeing if possible. For some statements you may feel that the response depends heavily on information that is not given (such as the culture of the other person). In that case, mark the “it depends” response but make a note as to what specific information would enable you to respond more definitely. Circle a number to indicate your choice.

1) I can usually tell when there is something bothering the people I interact with because they will usually display a sad or depressed manner.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree

2) The best way to get along with others and avoid misunderstandings is to express my thoughts and feelings clearly and directly via verbal communication.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree

3) Since people from all cultures use the same facial expressions to show their emotions, I can usually tell how others are reacting to me.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree

4) I use direct eye contact with my superiors to show that I respect them and am paying attention to what they say.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree

5) What is not said in a conversation is often more important than what is expressed directly.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree
6) Laughter always indicates that a person is happy and comfortable.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree

7) People who have strong body odour are offensive and should be taught proper personal hygiene for their own good.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree

8) I use a lot of gestures and emphasis in my voice to make points because my foreign language skills are not very good and these nonverbal cues help me to be understood by people who do not speak my language.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree

9) The best way to establish good relations with others is to demonstrate my friendliness and goodwill by smiling, laughing and generally treating others as equals.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree

10) I usually try to keep a conversation active and lively because people will think I am not intelligent, boring, or my language ability is poor, if I am silent.

1 2 3 4 5
strongly agree disagree It depends agree strongly disagree
Monochronic–Polychronic

Another of the ways in which cultures differ is in how people conceive of and handle time and how their concept of time affects their interactions with each other. The two poles of this building block, monochronic and polychronic time, are defined below.

Monochronic: Time is a commodity; it is quantifiable and there is a limited amount of it. Therefore, it is necessary to use time wisely and not waste it. There is a premium on efficiency, hence a sense of urgency in many matters. Time is the given and people are the variable; the needs of people are adjusted to suit the demands of time (schedules, deadlines, etc.). It is considered most efficient to do one thing at a time or wait on one person at a time. As far as possible, you shouldn’t let circumstances, unforeseen events, interfere with your plans. Interruptions are a nuisance.

Polychronic: Time is limitless and not quantifiable. There is always more time, and people are never too busy. Time is the servant and tool of people and is adjusted to suit the needs of people. Schedules and deadlines often get changed. People may have to do several things simultaneously, as required by circumstances. It’s not necessary to finish one thing before starting another, nor to finish your business with one person before starting in with another. You always have to take circumstances into account and make adjustments. Strictly speaking, there’s no such thing as an interruption.

The exercises in this building block owe a great debt to the groundbreaking work of Edward T. Hall. See Recommended Reading.

FIGURING FOREIGNERS OUT

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Once again, bear in mind that no culture is going to be exclusively monochronic or polychronic, that all cultures will have elements of both poles. But cultures do tend to be more one way than the other. Because of personal differences (see exercise 1.3), individuals within a given culture, of course, can be anywhere along the continuum and may very well be at one spot in one set of circumstances and somewhere else in another set. As a general rule, however, you should expect to find most individuals on the same side of the dichotomy as their culture as a whole.

The next exercise asks you to take the definitions of monochronic and polychronic presented above and apply them to specific examples of behavior. Below you will find a list of twelve items, each of which is more representative of one pole of this dimension than the other. Read each item and put an M next to those behaviors more consistent with monochronic time and a P next to those more consistent with polychronic.

1. Time is money.
2. To be late is rude.
3. The focus is on the task, getting the job done.
4. Having to wait is normal.
5. Interruptions are life.
6. Plans are fixed, once they are agreed upon.
7. The focus is on the person, establishing a relationship.
8. Everything depends on the circumstances.
9. People follow an internal clock.
10. Plans are always changing.
11. Having to wait is an insult.
12. People are sometimes too busy.

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People may not have enough time (but in poly-...
Direct and Indirect Communication

The dimension of communication on which cultures differ the most and the one affecting more aspects of the communication dynamic is the matter of directness. The differences between the two poles of this dimension, directness and indirectness, probably account for more cross-cultural misunderstanding than any other single factor. These two poles are described below:

Indirect/High Context: People in these cultures tend to infer, suggest, and imply rather than say things directly. At least that is how they appear to people from more direct/low-context cultures—though not, of course, to each other. These cultures tend to be more collectivist, where harmony and saving face are the greatest goods; hence, there is a natural tendency toward indirectness and away from confrontation. In collectivist cultures, ingroups are well established and members have an intuitive understanding of each other, in part because of shared experiences. This means that as a rule people don't need to spell things out or say very much to get their message across. This intuitive understanding is known as context, and in high-context cultures messages often don't even need words to be expressed; nonverbal communication may be enough, or the message may be expressed in terms of what is not said or done. The goal of most communication exchanges is getting or giving information.

No culture uses the direct or indirect approach exclusively, but most cultures tend to be more one way than the other. Individuals within a given culture, of course, may be anywhere along the scale because of particular personal differences. As a general rule, though, you should expect to find most individuals on the same side of the divide as their culture as a whole.

The following exercise asks you to consider the definitions of indirect/high-context and direct/low-context communication styles as presented above and apply them to specific examples of behavior. Below you will find a list of twelve items, each of which is more representative of one pole of this dimension than the other. Read each item and put an I next to those behaviors more consistent with indirectness and a D next to those more consistent with directness.

1. This is like the communication between siblings.
2. This is like the communication between two casual acquaintances.
3. People are reluctant to say no.
4. You may have to read between the lines to understand what someone is saying.
5. It's best to tell it like it is.
6. Yes means yes.
7. Yes means I hear you.
8. There is no need to read between the lines.
9. Who attends your meeting is an indication of how important you or the topic is.
10. Who attends your meeting is an indication of who is available to attend.
11. Silence may mean disapproval or dissatisfaction.
12. People tell you what they think you want to hear.

Direct/Low Context: Direct cultures tend to be less collectivist and more individualist than indirect cultures, with less well-developed ingroups. People lead more independent lives and have fewer shared experiences; hence, there is less instinctive understanding of others. People need to spell things out and be more explicit, to say exactly what they mean rather than merely suggest or imply. There is less context, less that can be taken for granted. The spoken word carries most of the meaning; you should not read anything into what is not said or done. The goal of most communication exchanges is getting or giving information.

No culture uses the direct or indirect approach exclusively, but most cultures tend to be more one way than the other. Individuals within a given culture, of course, may be anywhere along the scale because of particular personal differences. As a general rule, though, you should expect to find most individuals on the same side of the divide as their culture as a whole.

The following exercise asks you to consider the definitions of indirect/high-context and direct/low-context communication styles as presented above and apply them to specific examples of behavior. Below you will find a list of twelve items, each of which is more representative of one pole of this dimension than the other. Read each item and put an I next to those behaviors more consistent with indirectness and a D next to those more consistent with directness.

1. This is like the communication between siblings.
2. This is like the communication between two casual acquaintances.
3. People are reluctant to say no.
4. You may have to read between the lines to understand what someone is saying.
5. It's best to tell it like it is.
6. Yes means yes.
7. Yes means I hear you.
8. There is no need to read between the lines.
9. Who attends your meeting is an indication of how important you or the topic is.
10. Who attends your meeting is an indication of who is available to attend.
11. Silence may mean disapproval or dissatisfaction.
12. People tell you what they think you want to hear.

Suggested answers

1. I
2. D
3. D
4. I
5. D
6. I
7. I
8. I
9. I
10. I
11. D
12. D

The important work of Edward T. Hall is a key source for all exercises dealing with the concept of high- and low-context cultures. See Recommended Reading.
Part 3:

Universalist-Particularist

People in all cultures struggle with how to balance personal responsibilities to family, close friends, and colleagues (your ingroup), on the one hand, and responsibilities to society in general (composed of outgroups) on the other. In cases where these responsibilities conflict, people of different cultures often find themselves on opposing sides of this dichotomy. The two poles, universalism and particularism, are defined below.

Universalism: There are certain absolutes that apply across the board, regardless of circumstances or the particular situation. What is right is always right. Wherever possible, you should try to apply the same rules to everyone in like situations. To be fair is to treat everyone alike and not make exceptions for family, friends, or members of your ingroup. In general, ingroup/outgroup distinctions are minimized. Where possible, you should lay your personal feelings aside and look at situations objectively. While life isn’t necessarily fair, you can make it more fair by treating everyone the same.

Particularism: How you behave in a given situation depends on the circumstances. What is right in one situation may not be right in another. You treat family, friends, and your ingroups the best you can, and you let the rest of the world take care of itself. Your ingroups will protect them. One’s ingroups and outgroups are clearly distinguished. There will always be exceptions made for certain people. To be fair is to treat everyone as unique. In any case, no one expects life to be fair. Personal feelings should not be laid aside but rather relied upon.

No culture, of course, will be exclusively universalist or particularist—all cultures will have elements of both—but cultures do tend to be more one than the other. Due to personal differences (see exercise 1.3), individuals in a given culture could of course be anywhere along the continuum—though they are more likely to be on the same side as their culture—and may very well be at one spot in one set of circumstances and somewhere else in another. Personal differences notwithstanding, it is important to understand these two poles and the numerous cultural differences they account for.

The exercise which follows asks you to take the definitions of universalism and particularism presented above and apply them to specific examples of behavior. Below you will find a list of twelve items, each of which is more representative of one pole of this dimension than the other. Read each one and put a U next to those behaviors more consistent with universalism and a P next to those more consistent with particularism.

1. A deal is a deal, whatever happens.
2. You don’t compromise on principles.
3. Friends expect preferential treatment; friends protect friends.
4. Consistency is desirable and possible.
5. Justice is blind.
6. Situational ethics prevail.
7. Reason and logic prevail over feelings.
8. Exceptions to the rule should be minimized.
9. Principles are bent once in a while.
10. Life is neat (as opposed to messy).
11. There is a tendency to hire friends and associates.
12. A deal is a deal, until circumstances change.

\[\text{Suggested answers:}\]

- 12. Consistency is a core belief of universalism.
- 11. Universalism places more emphasis on loyalty and fidelity, which is why you would choose to hire friends.
- 10. Universalism is more consistent with objectivity, hence consistency is desirable. However, life is never neat, as per universalism.
- 9. Universalism is more consistent with justice, hence universalism emphasizes principles being bent once in a while.

In a Quandary

The Voice of Reason:

It's not such a big thing, just put the galoshes on.

The Voice of Conscience:

Mom will be mad if you don't put them on.

The Voice of Practicality:

It's raining. Why don't you just wear 'em?

The Voice of Binky:

Toss them out of the window.
People in different cultures have different notions of personal identity, spanning a wide range of alternatives, from collectivism at one extreme to individualism at the other. The two poles of this building block are defined below:

**Individualist:** The smallest unit of survival is the individual. People identify primarily with self, and the needs of the individual are satisfied before those of the group. Looking after and taking care of oneself, being self-sufficient, guarantees the well-being of the group. Independence and self-reliance are stressed and greatly valued, and personal freedom is highly desired. In general, there is more psychological and emotional distance from others. One may choose to join groups, but group membership is not essential to one's identity, survival, or success.

**Collectivist:** The primary group, usually the immediate family, is the smallest unit of survival. One's identity is in large part a function of one's membership and role in a group (e.g., the family, the work team). The survival and success of the group ensures the well-being of the individual, so that by considering the needs and feelings of others, one protects oneself. Harmony and the interdependence of group members are stressed and valued. There is relatively little psychological or emotional distance between group members, though there is more distance between group and nongroup members (ingroups and outgroups).

No culture, of course, will be exclusively individualist or collectivist—all cultures will have elements of both poles—but cultures do tend to be more one than the other. Because of personal differences (see exercise 1.3), individuals in a given culture could of course be anywhere along the continuum—though they are more likely to be on the same side as their culture—and may very well be at one spot in one set of circumstances and somewhere else in another. Personal differences notwithstanding, it is important to understand these two poles and the numerous cultural behaviors they account for.

The exercise which follows asks you to take the definitions of individualism and collectivism presented above and apply them to specific examples of behavior. Below you will find a list of twelve items, each of which is more representative of one pole of this dimension than the other. Read each item and put an I next to those behaviors more consistent with individualism and a C next to those more consistent with collectivism.

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**Suggested Answers**

1. Arranged marriages are common.
2. Friends tend to be somewhat opportunistic; people have many friends.
3. Harmony and saving face are highly valued.
4. There is less of a need for signed contracts in business.
5. The language has one word for "mother's brother." Arranged marriages are common.
6. Friendships are for life; people have one or two close friends.
7. A mother asks her four-year-old what he or she wants to wear today.
8. Companies give employee-of-the-year awards. It's okay to stand out.
9. Self-help books are popular. Arranged marriages are common.
10. Companies give employee-of-the-year awards. It's okay to stand out.
11. Self-help books are popular.
12. Arranged marriages are common.