

## Session Plan: Internalized culture

### Learning outcomes

Textual: 4 (raising awareness of the internalized culture in analyzing one's reaction to a political speech)

### Stage: II

### Preparation needed

Printouts of President Obama's speech, transcript available here:

<http://abcnews.go.com/Politics/obama-speech-transcript-president-addresses-shooting-tragedy-tucson/story?id=12597444> or <http://www.whitehouse.gov/arizona-tragedy>

At least one computer with internet access. The video available here:

<http://www.youtube.com/watch?v=ztbJmXQDIGA>

### Groups

Individual/group work

### Time (total suggested time)

65-80 minutes

## Background for lecturer (bibliography, anticipated difficulties)

### definition of “internalized culture”

Ho, D. Y. F. (1995). Internalized culture, culturocentrism, and transcendence. Counseling Psychologist, 23, No. 1, 4-24.

- individual differences, both qualitative and quantitative, in how people are actually exposed to, learn from, and are influenced by the culture to which they are exposed; that is, individual differences in *enculturation*.
- the cultural influences operating within the individual that shape (not determine) personality formation and various aspects of psychological functioning. Individual cognition, for instance, is influenced by internalized cultural beliefs.
- must be distinguished from cultural group membership. Cultural group membership per se is not a psychological variable, but internalized culture is--just as in themselves age, sex, and socioeconomic class are not psychological variables, but psychological maturity, gender, and class identification are. > In effect, culture has been translated from an anthropological concept to a psychological or individual-level concept.
- Differences in internalized culture arise from differences in *enculturation*.
- there may be more similarity among members of comparable socioeconomic statuses across groups than among members of different socioeconomic statuses within the same group. Very often cross-national or cross-ethnic differences decrease or even vanish when socioeconomic class is controlled.
- For example, Cashmore and Goodnow (1986) found that differences in parental values between Anglo-Australian and Italian parents in Australia decreased when indicators of socioeconomic status were taken into account. Lambert (1987) reported a similar finding in a study of child-rearing values in ten countries.
- subcultural differences within the same cultural group, between men and women, old and young people, or the rich and the poor.

### Enculturation

Grusec, Joan E.; Hastings, Paul D. "Handbook of Socialization: Theory and Research", 2007, Guilford Press

- the process by which people learn the requirements of their surrounding [culture](#) and acquire values and behaviours appropriate or necessary in that culture.
- the influences that limit, direct, or shape the individual (whether deliberately or not) include parents, other adults, and peers.

## Activities

### 1. Watching the video clip (15-30 minutes)

Teacher provides some background information on what the speech is about (some background info is also provided in the student worksheet). Students watch the video or a part of it. (student worksheet tasks 1 and 2)

### 2. Students' response to the speech (10 minutes)

Students ponder on their own reactions to the speech individually and write down five words that describe their reactions best. After this, they form groups of 3-4 students and discuss their reactions. Are they alike? In a multicultural class, groups are best formed of students with different cultural backgrounds). (student worksheet task 3)

### 3. Analysing the response further (20 minutes)

In small groups, students discuss in more detail what it is in the text that makes them react in a certain way? Is it certain expressions or words that are used? Is it the way the speech is designed as a whole? Is it the way the speech is presented? (student worksheet task 4)

### 4. Introduction of the concept of "internalized culture" (teacher-led), group discussion on its relevance in the analysis of emotional reactions (20 minutes)

Teacher provides the definition of "internalized culture" (some ideas also provided in the student worksheet). Small group discussion on how each student sees his or her "internalized culture" and its relation to the reaction(s) to Obama's speech. As a closing task, students can be encouraged to imagine a corresponding scenario in their home countries; a speech given by the leader of the country in the midst of a national tragedy. (student worksheet tasks 5, 6 (and 7))

### Adaptations for an integrated approach

In addition to 1-4, a selected part of the text can be given as a translation assignment to the students. The translation brief would be to translate the text to be published in a website of the biggest national newspaper with the title „Obama's speech in full". The translator's challenge with this kind of task is to keep one's own internalized culture at bay and not let it influence Obama's message.

## Student worksheet: Internalised Culture

### Task 1

You are going to watch a part of President' s Obama speech at the Tucson Memorial service in 2011. To understand the speech better, **please read the information below.**

#### Tucson Shooting Rampage in 2011

On January 8, 2011, a lone gunman opened fire at a "Congress on Your Corner" event held by U.S. Rep. Gabrielle Giffords at a Safeway store in Tucson, Arizona. Six people were killed and 13 wounded, including Rep. Giffords, who was shot in the head. Among the dead was U.S. District Judge John M. Roll.

[Jared Lee Loughner](#), 22-year-old man described as a marijuana-smoking loner, was wrestled to the ground and taken into custody at the scene. He was charged in state and federal courts because he shot a federal judge and a Congresswoman.

Source: <http://crime.about.com/od/current/a/The-Tucson-Shooting-Rampage.htm>

*For more information:*

[http://topics.nytimes.com/top/reference/timestopics/subjects/a/arizona\\_shooting\\_2011/index.html](http://topics.nytimes.com/top/reference/timestopics/subjects/a/arizona_shooting_2011/index.html)

[http://en.wikipedia.org/wiki/2011\\_Tucson\\_shooting](http://en.wikipedia.org/wiki/2011_Tucson_shooting)

<http://www.pbs.org/newshour/rundown/2011/01/live-coverage-memorial-in-tucson.html>

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### Task 2

Watch the first 15 minutes of President' s Obama speech at the Tucson Memorial service in 2011 - <http://www.youtube.com/watch?v=ztbJmXQDIGA>

Unless you have a printed transcript of the speech, please download it here:

<http://www.whitehouse.gov/arizona-tragedy>

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### Task 3

Write down five words that best describe your reactions to the speech.

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**Task 4 (in a group):** Discuss your reactions in a group, trying to explain in more detail what it is in the text that makes you react in a certain way. Is it certain expressions or words that are used? Is it the way the speech is designed as a whole – what is talked about and how? Is it the way the speech is presented?

*(Please use the space below to write some notes. You may also take notes on your colleagues' ideas.)*

#### **Task 5**

Read the short introduction to the concept of “Internalised Culture” below.

#### **‘INTERNALISED’ CULTURE**

An aspect of a culture, or a cultural practice, is said to be **‘internalised’** if one has a complete mastery of it and can follow it without reflection. (eg mastery of the grammar of a first language, knowledge of the rules of a game one has played frequently).

We may be aware or unaware of the influence of internalised culture on some aspect of our behaviour. The process of gaining awareness of the influence of internalised culture upon our behaviour is sometimes referred to as **‘gaining cultural awareness’**.

In cases where one is unaware that one’s behaviour or attitudes are influenced by internalised culture, it is very common to consider one’s behaviour as natural, logical, representing common sense and as superior to the behaviour or attitudes of other cultures. Such reactions are sometimes termed **‘ethnocentric’**.

The process of understanding the influence of internalised culture on one’s own behaviour, of gaining cultural awareness and moving beyond ethnocentrism is often seen as vital if one is to become effective at cross-cultural communication.

#### **Examples of internalised culture:**

- a grammar point mastered in early childhood in a first language
- knowledge of a daily prayer recited since childhood

**Examples of culture of which we are aware (non-internalised)**

- a grammar point you've just studied in a foreign language
- knowledge of a daily prayer in a religion you've just converted to

**Task 6:** Now think about your own internalised culture; do you think it has influenced your reaction to President Obama's speech? Explain how. Discuss your ideas with three fellow students. Then exchange ideas with the other groups.

*(Please use the space below to write some notes. You may also take notes on others' ideas.)*

**Task 7 (if time): Whole class/small group discussion:** Imagine a corresponding scenario in your home country; a speech given by the leader of the country in the midst of a national tragedy. In what respect would it differ from President Obama's speech?