

<<跨文化交际教程>>

图书基本信息

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内容概要

李萌羽等编著的《跨文化交际教程》是一本专门为中国读者编写的跨文化交际学教材，由中国海洋大学李萌羽博士和美国跨文化交际学创始人之一麦克.H.普罗斯教授编著，同时邀请了诸多来自世界不同国家和文化背景的作者撰稿，是一部真正体现了多元文化特色的教材。

本教材既充分借鉴了国内外跨文化交流学科的前沿知识，全面、系统介绍了跨文化交流学科的核心内容，又充分展现了各国丰富多彩的文化和交流模式，同时凸显了中国文化特色。

《跨文化交际教程》共分为10章，就每章结构而言，主要由以下模块构成：1.导入对话；2.学科知识介绍；3.案例分析；4.本章小结；5.讨论思考题；6.推荐阅读材料。

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Academic Biographies of Li Mengyu and Michael H. Prosser

Acknowledgement

章节摘录

China rolls out the red carpet and increasing incentives to win the return of those who spend and send their children abroad for top educations. Chinese and Korean students in our Comparative Education class say they do intend to return to their homelands once their graduate studies at UVa [University of Virginia] are completed and wonder how "Americanized" they must sound to their friends and families back home. Assimilate. Individualize Foreign students' identities change as they spend time here. "My style is so American," said a fellow student from Cameroon who wonders if those in her West African nation even understand exactly what she means in her postings on Cameroon-ian Websites. "You are so American," a Korean student in the class said she has been told by Korean friends. "There are so many layers to this," she said of the identity she sees herself gaining. That's not a bad thing in the new globalized economy. It can add cultural capital to the Asian students who seek higher education in the US and at UVa. Another Korean student said so many Koreans are gaining valued degrees at American universities that alumni groups in Korea from the University of Wisconsin and the University of Texas have become major social and professional networks for their many alumni there. While many foreign students can gain prestige from having an American degree and appreciate the academic freedom found here, life isn't always easy for these students as they cope with long separations, often from spouses or children. This separation has a name. A "wild goose" is someone split apart from immediate family members, one said. American students also study abroad, but not as much in the ways that many Asian and African students do. American college students prefer shorter stays such as a semester, or even an eight-week term abroad in a foreign country. They soak up the cultural and social opportunities in addition to the studies abroad but not the same long periods of isolation. And, American students do not see as much benefit in attaining a degree from a foreign university in many fields. China, India and Korea are racing past the United States in terms of understanding and attaining keys to economic success through globalization. More of their residents gain social and cultural capital through more intensive study abroad. The University of Virginia is a big beneficiary of this growing international trend, sending more of its students abroad and collecting more foreign scholars and their dollars and yens, yuan and wens, as well as the cultural transfer and good will of many people. The numbers of foreign students attending UVa continue to climb, jumping from about 630 in 1991 to more than 1,730 in 2008. The numbers of Chinese students studying at UVa has risen by about 60 students a year for several years, to a total of 600 as of this spring. More than 250 students from Korea attend UVa, and India also has more than 250 students attending. One trend that China and America seem to share is the production and reproduction of growing economic disparity. The rich on each side of the Pacific now grow richer faster than the common citizen's chances to climb up the ladder in a global market where trained brains reign. UVa's students, myself included, learn more about the world by sharing experiences with the smart foreign students earning graduate degrees. Having friends and fellow alumni on various continents feeds a quest for understanding.

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