

Teaching culture strategies for intercultural communication. (1997). Seelye, H. N. Lincolnwood, IL: National Textbook Company.

Addressing the growing need for incorporating culture into the curriculum, this work is a welcome addition to the increasingly significant field of acculturation studies. This sixteen-chapter book begins by recognizing the need for sifting through piles of gathered data to arrive at a framework of basic intercultural nurturing skills. The author stresses a hands-on approach toward integrating these skills into the teaching program by giving easy-to-understand instructional goals and clearly stated student terminal behaviors for all the exercises. Although the book is written primarily for teachers, because it avoids much of the jargon specific to a graduate level course in Teaching English to Speakers of Other Languages (TESOL) the theories, exercises and arguments can be applicable to a wide range of education specialties, including anthropology.

The first two chapters tackle defining culture, then putting it into a natural context that is easily understandable. This is done using such clever yet simple vehicles as McDonald's and Coca Cola, two icons easily identifiable by most of the planet's inhabitants, to illustrate how differences in perception are colored by one's cultural background. Additionally, the author answers the question "can culture be taught through literature, and if so, which are most suitable in illustrating cultural idiosyncrasies?" (p 16).

Besides sketching out the framework of instructional goals that will guide the reader through the next six chapters, section three also makes the important distinction between memorizing cultural trivia and teaching cultural issues set in a landscape of perspective hues. The teaching goals encompassed in chapters four through ten deal with: ways of generating student interest, probing the relevance of social variables (age, sex, social class, religion, race, or

ethnicity,) exploring the connotations or reactions of the target culture, the situational variables and conventions that shape behavior, understanding that people act the way they do because they are using options of behavior allowed by society, and lastly, how to evaluate a generalization about a culture in terms of the evidence that sustains it.

These goals are a scaffold for building quality multicultural instruction for teachers of any subjects. Each chapter's focus is liberally supported with exercises, self-tests, and "cultural capsules" (p 180) that uses a wide variety of nationalities and ethnic groups as illustrative examples. Additionally, each section finishes with 3 to 5 reinforcing cultural activities that teachers can do in most classroom situations. These activities are usually either communicative or evaluative in nature, and not only build on the principles expressed in the unit, but are easily undertaken and require little teacher preparation.

The end of the book has a practical 26-page section of additional resources that point to other ethnic, academic, and business books that are related to culture. This work provides an overview of the most significant thinking in the field over the last 30 years. Its carefully defined learning goals make it a valuable asset for teachers hoping to instill an appreciation for the richness that diversity can bring.

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