The International Café is a gathering place for students of different cultural and linguistic backgrounds. Each International Café participant will agree to spend at least 20 hours in the International Café, performing various services based on his/her expertise, and receiving services based on his/her needs and interests. For instance, if he/she is a Korean speaking Math major who would like to practice casual conversation in American English, he/she will attend the International Café when there are American English speakers there in order to fulfill his/her needs. To fulfill his/her service requirement, he/she will attend the International Café when there is someone signed up who wants to practice his/her Korean, learn about Korean culture, or get help with Math or History homework. Students can also earn service hours by giving a presentation on his or her culture in the International Café.

In addition to the services the students indicate on the information form, students will occasionally be asked to contribute to service projects on and off campus with an international focus. For instance, in the Spring, the International Café participants might be asked to help out with tasks related to the International Festival like decorating the campus, generating informative materials on certain cultures, presentations on their cultures, etc. In Fall 2001 and 2002, the International Café participants helped put together the events for International Education Week that takes place every November, including some well-attended cultural presentations. Some students regularly participate in the Limu Planting Project in Ewa, visit Leahi and Shriners’ Hospitals, and perform other short-term service around the community. Ideas for additional service projects are welcome!

Non-Service Learning Option: If you are not interested in incorporating a Service Learning element into your class at this time, but you’d like your students to benefit from the activities in the International Cafe, contact us about providing flexible opportunities for your students to interact with students of particular cultures for short-term projects in your class.

WHERE IS IT? We are located in ‘Iliahi 129 across from Subway (ESOL Computer Lab). The Café is equipped with comfy furniture, coffee/tea supplies, games, publications in different languages and music. Donations are welcome! We’re especially seeking coffee, tea, world music, dictionaries in any language, an atlas, travel posters and any other cultural artifacts for display and decoration.

WHEN IS IT? Students come to the International Café during the blocks of time that it is
open each week. Regular hours begin the Third week of classes (Jan. 27).
Registration only will take place during Week 2, but students can register after week 2, also.

**Registration Hours:**
- Jan. 21 Tuesday 11:00-12:00
- (Second Week of classes) Jan. 22 Wednesday 10:00-12:00
- Jan. 25 Thursday 10:00-12:00
- Jan 24. Friday 12:00-1:00

**Regular Hours of Operation:**
- (Starting Week 3) Mondays 11:30 am– 3:00 pm
- Tuesdays 10:00 am– 3:00 pm
- Wednesdays 10:00 am – 12:00 pm
- Thursdays 10:00 am – 3:00 pm

**WHY DO IT?** The goal is to provide a comfortable environment where students will exchange culture, language, special expertise and friendship, and promote cultural awareness and tolerance at KCC and in the surrounding community. Students also develop communication skills and leadership skills. Students from all disciplines are welcome. We've had students from languages, linguistics, anthropology, religion, speech, history, philosophy, health sciences, psychology, and political science. Why not your course?

**HOW DOES IT EFFECT YOUR COURSE?** Through reflective journaling, in-class presentations, firsthand research and other special projects, your students can fulfill competencies in your courses, and you can address at least two of the official emphases of the college, Service Learning and Integrated International Education and Globalization. You need to decide what credit your students will receive for participating in Service Learning. The Service Learning Office can give you advice on how other instructors do it.

**HOW TO DO IT?**
- Decide what credit your students will receive for participating in International Café.
- Xerox the attached informational handout for your students.
- Contact Service Learning Coordinator, Phoenix Lundstrom (x285, phoenixesl@aol.com) to request Form 1 for each student that is interested.
- Contact the International Café Coordinator, Susan Inouye, inouye@hawaii.edu, ext. 708 for more info.
COURSE COMPETENCIES

Below is a list from various disciplines of selected competencies that service at the International Café might meet. Some of these competencies may have changed since this list was compiled. Check the current competencies of your own courses.

AMST (American Studies):
Gain a better understanding of the student's own cultural heritage appreciate the complexity of American values and identity

ANTH (Anthropology):
Develop a concept of culture that will be useful in analyzing and discussing cross-cultural issues in Hawai‘i, the United States and the world
Identify cross cultural issues and develop a research paper using literature sources and interviews
Differentiate cross-cultural differences and similarities in Hawaii's multi-cultural society
Understand patterns of culture in Asian and the Pacific Islands areas and be able to discuss culture, adaptation, language, political organization or society in Asian and Pacific Islands regions

CHNSE (Chinese)
Understand aspects of Chinese culture
Interact with Chinese speakers in culturally acceptable ways
Express ideas orally with increased proficiency

EALL (East Asian Literature and Language – Study Abroad EALL 269)
Demonstrate an awareness of internationalism and the interdependency of cultures

ENG (English), depending on the theme of the writing course
Illustrate growth toward a self-concept and confidence in expression in written and spoken form
Synthesize information into clear, coherent essays
Gain a sense of the unique values and literary traditions of various cultures

ESOL (English for Speakers of Other Languages)
Make oral presentations using clear pronunciation
Reinforce ESOL 90 theme of American culture
Work in groups sharing and reporting information in English

FAMR (Family Resources)
Recognize individual differences and uniqueness of experience in the development of human beings
Identify similarities of development and functions in human beings

1 Any omission is purely due to my lack of imagination

2 Culled from several courses within each discipline as listed in the Kapi‘olani Community College Catalog 1998-2000. These are certain to change with the new General Education Academic Skill Standards in place. See especially "Understanding Self and Community".
FSHE (Food Service and Hospitality Education)
Trace the origin of some special dishes and identify the similarities and differences. Understand the geographical, historical and cultural background of each country, the interrelationship of each country with the others, and recognize the ways these backgrounds are expressed in the cuisine of the countries studied.

FR (French)
Understand some aspects of everyday life and culture of French-speaking peoples. Communicate in French at various levels. Understand everyday conversation about non-technical subjects at a speed acceptable to a native speaker. Appreciate the influence of French history, traditions, and culture.

GEOG (Geography)
Describe the types of economic activities in the world and identify the relevant social, cultural, political, and environmental problems associated with each. Compare and contrast economic activities that have evolved under differing historical, cultural, and environmental forces.

HAW (Hawaiian)
Explain the background of place names in Honolulu and Hawai‘i. Retell historical events and legends pertaining to the history of Honolulu. Appreciate the historical impact of Hawaiian people, language, customs, and traditions being made today.

HAWST (Hawaiian Studies)
Understand the similarities and differences between the cultures and histories of Pacific Islanders through the study of their languages, religious traditions, artistic accomplishments, material culture, and political and economic development.

HIST (History)
Compare and contrast responses of the world's peoples as a result of intercultural contacts and the diffusion of ideas, institutions, and inventions. Draw upon one's knowledge of the varieties of human experiences and sympathetic understanding of cultures other than one's own, to define one's role as a citizen of the contemporary world.

JPNSE (Japanese)
Become acquainted with aspects of the Japanese culture, customs, and manners. Understand non-verbal Japanese communication. Understand formal and informal speech, as well as neutral, honorific, and humble speech. Use formal and informal speech patterns; distinguish masculine/feminine speech. Engage in dialogs involving a variety of situations.

KOR (Korean)
Understand and participate in conversations that use the basic grammatical...
structures, vocabulary, expressions of Korean
Be able to distinguish different levels of speech and to adjust to various social situations
Understand and appreciate aspects of Korean culture

LING (Linguistics)
Develop a deeper understanding of and appreciation for the nature of language and a livelier interest in all its manifestations
Distinguish geographic, historical and social variation in language
Develop an awareness of gender-related issues in language use

MKT (Marketing)
Understand the world marketing environment to include the role of cultural dynamics in foreign markets and business

PHIL (Philosophy)
Explain through discussion and written assignments as appreciation of cultural differences in the areas of moral and social value
Better understand their own world view and value system

POLSC (Political Science)
Show the beginnings of a world view and a sensitivity to political and socio-economic events in other parts of the world
Understand politics of Europe, Middle East, Asian, Africa and the Americas

REL (Religion)
Recognize the essential characteristics which distinguish major religious traditions of mankind
Show awareness of the religious conflicts and trends of the modern world. Demonstrate understanding of religious ideas in contemporary culture

SOC (Sociology)
Achieve a better understanding of the relationship of individuals and the social and cultural environment
Differentiate between "races" and "ethnic groups"

SPAN (Spanish)
Develop a basic appreciation for the culture from which the language is derived
Understand everyday conversation about non-technical subjects at native speed in Spanish

SP (Speech)
Speak with greater confidence in interpersonal, small group and large group settings.
Demonstrate appropriate verbal and non-verbal behaviors in an interview, small group and presentational setting.

TAG (Tagalog)
Understand and participate in conversations that use the basic vocabulary
Handle communicative tasks and social situations in Tagalog