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The Story of Sam the Sojourner:
 Living and Learning Well Where You Don't Belong
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PART 1: The Monkey and the Fish [role confusion]

Chapter 1: Loss of Space

1. Alienation and withdrawal

Feeling lost when finding oneself in an unfamiliar environment.

No communication, no control, no connection.

Feelings of hostility.

2. Alleged mistakes.

Deviation from expected patterns.

3. Homocentricity

Focusing on centers (bonds), not on boundaries (barriers).

Chapter 2: **Loss of Meaning**

Tendency to blame locals or oneself

4. Oafdom

Twin desires of involvement and avoidance.

5. Narrogance

Feeling confused because of narrow experiences and arrogance.

6. Sense and nonsense

Seek opportunities for symbiosis: when each party contributes something to the other.

Chapter 3: **Loss of Order**

Feeling of chaos or imbalance.

7. Routines and interruptions

Instability results from dimension reduction, failure to understand the dimensions of the world as locals understand them.

8. Dimension Reduction

We tend to explain others' experiences in terms we already understand.

9. Continuity and change

We and they assign different meanings to most symbols.

Chapter 4: **Loss of Freedom**

Feeling paralysis, tongue-tied, deprived.

10. Tongue-tied

Xenophobia: deprived of means to communicate.

Fright leads either to flight or to fight.

11. Role-deprivation

Xenophilia: One must learn a role's rules before feeling free in the role.

Language usage is a social role.

12. Rule and freedom

One must learn to listen before learning to talk.

Language is the primary key to giving and gaining understanding.

PART 2: The Cats and the Baskets [cultural memory]

13. Group Members

Corporate memory, mutual recognition, common boundaries.

We welcome outsiders whom we judge to be teachable; we accept those that show communicative competence.

14. Users

We learn sound units, then simple propositions, later communicative events.

Management: saying things, to people, with purposes, at times, in places, by means, in ways — appropriately.

Three kinds of sentences: statements, questions and commands.

Three kinds of statements: identifications, descriptions and reports of activity.

Three kinds of words: things, attributes and events.

Two kinds of word sets: closed (most frequent) and open (three kinds).

15. Awareness of [difference]

Observing others' behavior increases awareness of our own.

One should see oneself as thoroughly and habitually enculturated.

Chapter 6: **What [others] do.**

People everywhere must work and talk to provide for, protect and reproduce themselves.

It takes work to talk and talk to work.

16. Work takes talk

Children learn to relate to family, neighbors, then work groups and leisure groups.

Groups share common premises, strategies and values.

Seam work: form groups.

Face work: show commonality.

Net work: maintain relationships.

Team work: coordinate activities.

Map work: setting common goals.

17. Talk takes work.

Observe, participate, compare, evaluate, and create talk.

[Not to try to say new things too soon.]

Chapter 7: **When [outsiders] falter.**

18. Two diseases: monolingual myopia & lathophobic aphasia.

Stuff happens.

A disease of the tongue that affects one's vision.

Failure to speak for fear of making a mistake.

19. Two paradigms

Picking up a language: slow and colloquial.

Language school: expensive and formal.

Chapter 8: **[Outsiders] Need...**

Strategies, relationships, skills, insights.

20. Root causes

Greed: imperialism.

Pride: Narcissism.

We are born humans, join groups, become tribal, fight as warriors, yearn to be human.

21. Cultural conversion

Rethink one's reasons and motivations for [mission].

Creative language is a unique ability of humans.

22. A new paradigm

Not learn a language, but learn to talk again.

Best is classroom (expert) as a supplement to interaction with ordinary people.

Our goal is the cross-cultural communicative competence that begins when one recognizes oneself as an outsider deprived of insider roles and purposes to communicate and show sensitivity to insiders.

Two current trends: increasing rates of Sojourners coming home prematurely, and decreasing competence in local languages.

PART 3: The Animal School: Realities of Sojourning

Chapter 9: **Looking Backward**

Tell about your experiences of meeting and getting to know people of backgrounds different from your own.

23. Inter-ethnic experience

Identify your ancestors' ethnicity, networks, in & out-groups, inter-ethnic exposure.

24. *Language experience*

World, international, national, regional, enclave.

Courses taken and personal aptitude.

25. *Assignment and allocation*

Sojourner = person in a place with a position, communicating with others.

Difficulty = position + place. Seek a good match, or learn to compensate.

JOB DESCRIPTION

I. Kind of person (gender, age, status, qualification)

II. Position (amongst expats, nationals, believers)

A. Designation of position (life or work)

B. Targeted groups

1. As speech communities

2. Priority of each groups

3. Alliances (groups : family, neighborhood, work, social, belief)

C. Expected communicative competence

1. Objectives

a. Close the space between oneself and local people.

b. Establish oneself as a member of local alliances.

c. Exercise leadership in alliances.

2. Domains, languages, and skills.

a. Domains: secular, Christian, specialist.

b. Languages: national, vehicular, local

c. Skills: listening-speaking, reading-writing, analyzing-teaching

3. Access: mouth-to-ear, head-to-head, heart-to-heart

4. Status: teachability, acceptability, effectiveness

III. Place

A. Facts

1. General picture: population, percentage Christian, number of missionaries.

2. Comfort: climate, markets, utilities, telecommunication.

3. First impressions, i.e., local stereotypes.

B. Local expectations of outsiders.

1. Nature & complexity of relationships.

a. Social groups: degree of mixing of ethnies, classes, languages.

b. Languages.

c. Culture: degree of [cosmopolitanism], dominant religion, attitudes towards the West.

2. Views of themselves and others, e.g., foreign missionaries.

a. Attitudes towards foreigners who learn the local language.

b. First impressions locals have of missionaries

i. Recognizing each other by appearances.

ii. In social situations.

iii. Communication style.

iv. Harmonious relations.

v. Privacy and protection.

C. Communicating with local people.

1. Relationships with varieties of people
 - a. Types of foreigners
 - b. Spending time with local people
 - c. Status within the local social system
 - i. Ascribed
 - ii. Achieved
 - d. How to avoid offending and loss of face
 - e. Directness, intermediaries
 - f. How to be taken seriously
 - g. Sensitivity of locals
 - h. Communication between sexes
2. Language
 - a. Linguistic complexity
 - i. Problems
 - ii. Multilingualism
 - b. Topics of interest

Etc.

26. Revolutions

Six stages of development.

27. Revitalization

Five states of social change.