

An Analysis of Culture Shock from West to East as Seen in Reilly's *The Tournament*

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Abstract

*This article will explore about west and east cultures in the sixteenth century and some issues which occurred when both cultures encounters. The issue that appears when both cultures encounter is that of culture shock. The purpose of this research is to disclose how culture shock happens when both culture, west and east meet. In this research, the writers use concept of culture as the foundation of the research. Further, the analysis is done by implementing Oberg's culture shock theory. To arrange this research, the writers apply library study and descriptive-qualitative method. The data that collected by the writers are in the form of narration and quotation. The source of the data coming from a novel entitled *The Tournament* by Mathew Reilly. The result of the analysis shows that there are two types of culture that are found inside the novel, visible and invisible cultures. Visible culture consists of cultural artifacts that can be noticed easily. Meanwhile the invisible part of culture is a culture that cannot be noticed easily but it does exist and holds important role in human life. Further, the phenomenon of culture shock proven by the character of Elizabeth who experience all stages of culture shock which are Honeymoon stage (Excitement), Crisis stage (Depression), Development stage (Learning process) and Adjustment stage (Accepting).*

Key Words: culture, culture shock, West and East

Introduction

The Tournament is a thriller novel written by remarkable Australian author, Mather Reilly. Even though the story has thriller genre, but the cultural aspect that shown in this novel is really strong. In the novel *The Tournament*, the author heads back to the sixteenth century. The setting is set in continental Europe and the city of Istanbul in the year of 1546. The book has multitude of famous characters that most of them are real characters from the history. The protagonist character for this remarkable story is none other than Queen Elizabeth I (Bess) the daughter of King Henry VIII and Anne Boleyn, however she was just a teenager and was guided by her remarkable teacher Roger Ascham. The story begins when the Sultan of the Ottoman Empire, Suleiman the Magnificent, Sultan Lord and Ruler of All That He Surveys to every king in Europe to send their finest chess player to Constantinople to compete in a chess tournament "to determine the champion of the known world".

To answer the invitation from king Suleiman, King Henry VIII sends Gilbert Giles as the delegation of England to compete in this chess tournament. Giles is accompanied by five other people including young Elizabeth and her remarkable teacher Roger Ascham. While entering the city of Istanbul, young Elizabeth who raised in western culture has difficulties to accept new culture which is eastern culture that influence by Islamic power at that time. This powerful Islamic empire has strong culture that later influence queen Elizabeth point of view. The binary opposition cultures between western and eastern culture causes some interactions that shows queen Elizabeth experience culture shock.

Adler (1981) defined Culture shock as primarily a set of emotional reactions to the loss of perceptual reinforcements from one's own culture, to new cultural stimuli which have little or no meaning, and to the misunderstanding of new and diverse experiences (p. 13). People who do not have enough information about the host country that they are going to visit tend to have a big possibility to experience culture shock. Oberg (1986) gives some examples of culture shock such as a concern over the food of the host country, contact with members of the host country, a feeling of helplessness and the need to depend on people from one's own country, a feeling of not wanting to learn language from the host country, the feeling of need to be back to one's own country and so forth.

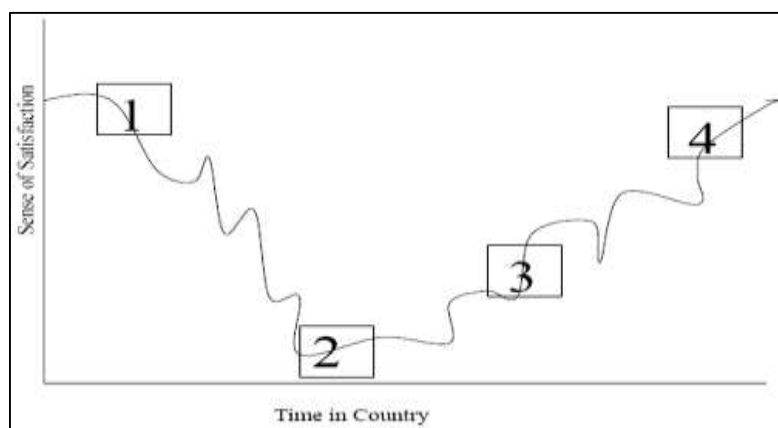
The issue of culture shock is an important point to be discussed because this issue reaches all the way from the activities of everyday life to the broader arenas of ideology and societal institutions. Culture shock is an important issue when individuals are far away from their familiar environment and get in touch with an unfamiliar one. Individuals have to confront a new culture and start to accommodate their way of life to it. Culture shock is

something that people must be willing to go through in order to fully understand and appreciate other countries and other cultures in depth. Considering about the aspects above, the writers are interested to analyze cultural elements inside of the novel and the issue of culture shock that experienced by westerner who come to unfamiliar land. This analysis will give further answer correlated to culture shock issue by applying Oberg's culture shock theory.

Method

In this research, descriptive qualitative method is applied. This analysis uses concept of culture as the foundation of the theory. Noticeable Anthropologists such as Edward T Hall (1976) use the iceberg model to explain culture. Hall's iceberg model indicates cultural elements which are visible and invisible. In this model, the upper portion of the iceberg is the visible part of culture which the elements are easier to be noticed. The visible part of the culture can be sense through human senses. Elements of culture which are easily to notice such as language, cuisine, music, scents, dress, arts, gesture, rituals and so forth. The hidden elements of culture are partly hidden and not something, that easily can be observed. The bottom part of the iceberg which consist of value, attitude beliefs and so forth are the most influential part of human life. Further, deeper analysis is done by implementing Oberg's culture shock theory.

Oberg (1960) first introduced the term 'culture shock' to describe the experience of migration from one culture to another. Oberg defines culture shock as the precipitated anxiety that results from losing all our familiar signs and symbols of social intercourse (Oberg, 1954). Culture shock happen through a process or stages. Oberg mentions four stages in culture shock that can be seen in this following diagram:



First stage of culture shock called as *honeymoon stage*, this stage also called as the stage of excitement. This first stage, according to Oberg is usually characterized by fascination of and excitement about the novelty of and the pleasantness of the experience. The newcomers usually enjoy a very good time and feel little fear from the host culture (Oberg, 1960). The second stage is called as *crisis stage*. Oberg (1960) describes people in this stage as revealing a hostile and aggressive attitude towards the host country and developing stereotypes. In this stage of confusion and disorientation one experiences sense of failure and self-blame for imagined or real inadequacies. On the emotional level it reflects emotions such as loss, apathy, confusion, disorientation, isolation, sense of inadequacy, loneliness. A crisis may occur, which could be the result of increasing problems and negative experiences. The newcomers to a new culture may develop feelings of helplessness and confusion to go along with the lack of control and the wish to go home. After having a bad time in host country, the visitor will through a learning process which called as *adaptation stage*. At this stage people have usually been abroad for some time and have realized that as a kind of survival mode they have to accept differences and deal with them with humor. After the visitors pass a learning process, the visitors will be able to accept a new culture. It is the time when the visitors experience the last stage which is *adjustment stage*. During this stage the newcomer generally becomes accepting of the new culture as another way of living. They start understanding and accepting the host culture in its context and realize that they live in a new environment that is not going to change and that they have to adjust to the new situation.

Discussion

1. Culture in Sixteenth Century

In *The tournament*, the elements of culture that is found inside the novel is west and east culture in the sixteenth century. The result of this research shows the culture from west and east both in the form of visible and invisible culture as explain bellow:

a. Architecture

Architecture shows cultural development and heritage that consequently display continuity of culture. Architecture provides the identity of certain members of the society. The buildings that have been built by people show the development of the community. The architecture as one of cultural artifacts can be found in novel *The Tournament*. The architecture of Turks is illustrated in this following quotation:

“Known to the Turks as the Ayasofya, in Latin as the Sancta Sophia, and to Europeans as the Hagia Sophia, it was Isidore of Miletus’s masterpiece (Reilly, 2013, p75)”

Quotation above shows that the luxury building of Hagia Sophia that was designed by Isidore of Miletus and was constructed by the East Roman Empire is a masterpiece architecture. Originally built as a church, Hagia Sophia turned into Mosque after Moslem take over Constantinople and converted the land into Moslem capital. Hagia Sophia was renovated into a Moslem worship place and slender tower is built around it. The transformation of Christian church to Moslem mosque proves that architecture shows the development of a group of people.

b. Clothing

The most basic function of clothing is to provide the wearer with warmth and protection. In addition, however, clothing fulfils many other cultural, social, and symbolic purposes as well as performing a crucial economic role in society. In particular, as the most visible form of consumption, clothing performs a vital role in the ‘social construction of identity’. Clothing reflected both personal tastes and cultural values in these societies.

Men and women from various nationalities, all wearing outfits peculiar to their regions: Italians with their ruffled cuffs, Castilians in their stiff-collared Spanish outer jackets, Austrians in their broad-shouldered ermine coats and, of course, churchmen from Rome in their Flowing robes (Reilly, 2013, p: 87).

Quotation above shows that clothing decision can differentiate one group of society with others. Clothing is an indication of how people in different areas have perceived their positions in social structures and negotiated status boundaries. People can easily recognize the culture by seeing the outfits that people wear because clothing shows the identity of the wearer. From this quotation, young Elizabeth who is attending chess tournament easily recognize people’s regions by seeing the outfit that they wear. The one who wear ruffled cuffs is coming from Italia, the one who wear Stiff-collared Spanish jacket is Castilians, the one with broad-shoulder ermine coats is Austrian and the one with flowing robes is none other than churchmen from Rome. Every churchman must dress in a way that can distinguish them from the laity.

c. Cuisine

Cuisine is one of important culture in the society. Food allows people to experience certain culture through sensory part. Food and drink that people consume in their everyday life show the identity of people in a society. The food from eastern area is identified with the combination of various spices.

The aromas of the spices almost coloured the air—cinnamon, cassia, saffron, turmeric (which we call ‘Indian saffron’)—and everywhere I saw the notoriously potent yellow-and-orange Persian spice mixture known as adwiyā (Reilly, 2013, p83)

The quotation above shows that the cuisine from eastern world especially the city of Istanbul contains more beverages compared to the western world. Turkish cuisine has various rich tastes by means of interaction with other societies. After the civilizations from Hittite to Persian, from Romans and Byzantine to Seljuk and Ottoman cultures has developed a unique and significant Turkish cuisine. A various spices from another region such as cinnamon, cassia, saffron, turmeric, and adwiya brought to the Ottoman and people use it as daily ingredients for Ottoman cuisine. The use of various spices in Ottoman cuisine makes Ottoman food has its own unique taste. This unique taste distinguished Ottoman cuisine with other cuisine. This unique taste makes people recognize Ottoman food easily.

d. Values

Values define what is right or wrong for an individual or a group in a given cultural context. Values can influence modes, means or end of actions. Nevertheless, the people who are part of the same culture they will share the same values and assumptions and hence interpret it in a common way. Value is the paradigm of people about something good or bad, right or wrong. As seen in this quotation bellow, the cultural value of Christians can be pictured as:

The Church does many noble deeds and it has produced many genuinely great individuals (Reilly, 2013, p224)

The quotation above shows that Christians value their church. Church is a worshiping place for Christians and as the place where the doctrine of Christianity is shared. Christians believe that church bring good impacts to human life. Christians believe that church has an important role in shaving human personality. Church has produced many great individuals in Christian society and they value it.

e. Law

In the sixteenth century, religion becomes the core of human life. The power of religion influences mostly all aspect of human life, including the law. In the sixteenth century, every crime that people do will have punishment. The ruler of the land will let the people see the punishment process so that people understand that being a criminal is never be a good idea.

'That tower is the Adalet Kulesi, the tower of justice,' Mr Ascham said. 'The moeslem pride themselves on being a just and fair people.' 'Are they?' Mr Ascham chocked his head. "Some say they overly zealous in the pursuit of justice. Thieves have their hands cut off. Adulterers are stoned. (Reilly, 2013, p77)

From the quotation above, it shows that Moslems are overly zealous toward the justice. Every bad things that people do, there will be punishment for it. In Ottoman empire, every crime will be punished based on whatever they do. Thieves will have their hands cut off so that they cannot steal anything anymore. This also happened to the adulterers, the adulterers are stoned because of the crime that they do. Islam not allowed men and women to have physical contact when people are not married. Stoned is done because adultery considered as a great sins that islamic law combats firmly.

2. Culture Shock

a. Honeymoon Stage

In honeymoon stage, as mention by Oberg, the visitors feel the excitement about the host country that they visit. Everything that happened in host country seems to be exciting and fine. In this stage, the visitors will show their positive attitude toward new culture that they face. In the case of young Elizabeth and friends from England, the honeymoon stage shown in this following quotation:

I imagine that I travelled with a permanent expression of wonder on my face—everyday of our journey brought new sights, new peoples, new cultures (Reilly, 2013, p38)

From the quotation above, young Elizabeth shows her excitement about traveling to new country. She thinking if she can travel permanently to new country it will make her wonder about the world. She imagine that every journey that she had will brought a new sight to her life, she will be able to learn a new culture from different country and meet new people from different country. The quotation above shows positive attitude of young Elizabeth about traveling to a new place. Another interaction that shows young Elizabeth experience honeymoon stage can be seen from this following quotation:

I felt like I was walking into a fabulous and exotic world. England, with its grey skies, muddy streets, feuding dukes and disputed successions, seemed completely and wholly backward compared to this (Reilly, 2013, p76)

Soon after arriving to the Turks land Elizabeth's attitude still remain the same. Her attitude stays positive and excited about the land. Without waiting for long, young Elizabeth take a walk to see the condition of the host country. In her wander, she feels amaze about the journey that she had. She wonders that the city of Istanbul is very exotic and fabulous. She never expect that the city of Istanbul from the eastern world will be completely forward compared to western world especially her land, England. In England, home for young Elizabeth, where the streets are muddy, where the dukes are feuding are completely backward compared to the exotic and fabulous land of Istanbul city.

b. Crisis Stage

Crisis stage is the opposite of honeymoon stage. Oberg mention that in crisis stage, the visitors from different country will start to feel strange to live in the host country. The difficulties to live in different country make the visitors show their negative attitude to the host country. In *The Tournament*, negative attitude is shown by young Elizabeth when she has difficult time to communicate with people from the host country.

Sign in the local language were everywhere. I had always considered myself rather adept at the acquisition of foreign tongues but the language of the Turks in Constantinople baffled me. Not only was it a strange guttural form of speech but it was also written in a script that was entirely unlike the Roman script I was used to in England. Rather, it was series of curves, slashes and dots that made no apparent sense whatsoever. My teacher told me that while the script was Arabic, the language it conveyed was actually Turkish, confusing me even further (Reilly, 2013, p84)

From the quotation above, it shows that young Elizabeth experience the crisis stage where she cannot understand the language of host country. She never had problem with foreign language in her life time. Her education in Herdfortshire makes her able to speak in various languages and understanding foreign script. But when she look at Arabic script, she cannot understand what it says. The sign that she find in the city of Istanbul is not familiar for her. The sign that she finds in the city of Istanbul consist of series of curves, slashes and dots that confuse her. Besides having to understand the Arabic alphabet or sign, young Elizabeth has to understand about Turks language cause in the Turks land, when the script is written in Arabic but the language that it conveyed is in Turkish.

c. Adaptation Stage

The stage of adaptation is a kind of survival mode of the visitors to accept the differences from one's culture. In this stage, the visitors still have difficulties to face a new culture but they do not show their negative attitudes to people, they tend to be more calm to face host culture. When they have difficulties to understand new culture, they will take the difficulties as a part of the journey and as learning process.

The events in the slaughter room and the visit to the brothel had shaken me. I wasn't sure what to make of them. On the one hand, I most certainly didn't like to see such things. But then, on the

other, I didn't want to be a naive king's daughter who knew nothing in the real world. That world might be unpleasant, it might even be dangerous, but it was real, and I found myself wanting to know about it, no matter how terrible its secrets might be. (Reilly, 2013, p198-199)

From the quotation above, it shows that young Elizabeth having a bad time when she accidentally comes to slaughter room and brothel. She did not expect that such a place like brothel is exist in Moslem world. The fact that brothel is exist in every part of the world even in the strict place like the city of Istanbul had shaken her. She did not expects that she will see the things that she should not see as a teenager. Apart from that, even if she does not like the idea of being in slaughter room and brothel and seeing awful things there but she never regret the accident that cause her to enter brothel. That accident, scare and motivate her at the same time. After knowing the place such as brothel, she has an eager and motivation to learn more about people in the host country. Her curiosity and tendency to collect interesting experiences and impressions is higher during adaptation stage.

d. Adjustment Stage

In the stage of adjustment, as mention by Oberg, the visitors will slowly accept the new culture and slowly learn about the culture of host country. The visitors start to set aside their ego and avoid all negative attitude that they show during crisis stage. In this stage, the visitors started to think that they have to deal with culture of the host country.

Although I would never have admitted it to my teacher, I must confess that he was right: travel was the finest form of education and I was experiencing a tremendous thrill from our journey. Traveling abroad, and so very far from England had shown me how cloistered my life back home was (Reilly, 2013, p62-63).

The experience of young Elizabeth in foreign land, encountering a new culture and new people will always be remembered by her. She agrees with her Tutor, Mr. Ascham that travel is the finest form of education. She agrees that traveling is the best action to gain knowledge. The difficulties to survive in Ottoman capital had shown her how important to appreciate and accept others culture. Her journey visiting a new place with a sophisticated culture that is so far from England makes her realize how cloistered her life is, how little her education about culture.

Conclusion

In this research on culture shock from west to east as seen in Reilly's *The Tournament*, it is found that the elements of culture inside the novel is in the form of visible and invisible culture. Visible culture is a culture that can be notice easily, meanwhile the invisible culture is the opposite of visible culture. Moreover, the issue of culture shock also found inside the novel. The issue of culture shock is experienced by the character of young Elizabeth who through all stages of culture shock. That stages consist of Honeymoon stage (Excitement), Crisis stage (Depression), Development stage (Learning process) and Adjustment stage (Accepting).

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