

Grading

You will receive a “C” if you do all that is required for each assignment. If you do all that is required and you demonstrate an above average ability to interrelate concepts you have learned and put in some extra effort, you will earn a “B.” If you meet all requirements for a “C,” put in the extra effort required for a “B” and you demonstrate superior understanding and analysis, you will earn an “A.” Generally, “A” students are able to do more than repeat concepts laid out in class and in the readings. Instead, they contribute additional understanding to the material by synthesizing it in a meaningful way.

To achieve a “C” or better on papers, you must write at a level appropriate for a university student, i.e., with correct grammar, punctuation and spelling. If you have specific difficulties with either writing or oral communication, please let me know before you turn in your first assignment.

Grades will be calculated as follows:

Field Experience 1	20%
Field Experience 2	20%
Culture Project	15%
Quizzes/Homework	5%
Midterm Exam	20%
Final Exam	20%

Tentative Course Schedule, Subject to Change:

Readings should be completed prior to class the day they are scheduled.

Italicized readings are in the course reader; the readings with page numbers listed are the in book edited by Samovar, Porter & McDaniel.

	<u>Dates</u>	<u>Topic</u>	<u>Assignment Due</u>	<u>Readings</u>
1	Aug 23 Aug 25	Course Introduction Defining Intercultural Communication	Culture description	McDaniel, Samovar & Porter, 6-15
2	Aug 30 Sept 1	Foundations of Intercultural Communication Research & Writing		Cargile 16-21 Chen & Starosta 344-353 <i>General writing concerns; Using APA Format</i>
3	Sept 6 Sept 8	Intercultural Simulation Exercise Exercise debriefing	Research paradigm	<i>Ptak, Cooper & Brislin</i>

4	Sept 13	Cultural Patterns		Triandis, 22-31 Ishii, Klopff & Cooke, 32-38 Ting-Toomey, 366-377
	Sept 15	Cultural Patterns (cont.)		Nisbett 103-113 <i>Robinson</i> Miller 238-245 Begley 142-148 Stringer 170- 176
5	Sept 20	Cultural Patterns critiqued		<i>Fernandez et al., Hodgetts, McSweeney</i>
	Sept 22	Discussion of papers / Group Relations	Field Experience Report	
6	Sept 27	Group Relations		Kim 153-163 Le Roux 343- 353 <i>Lindsley</i>
	Sept 29	Culture and Identity		Collier 53-60 <i>Hecht, Collier & Ribeau</i> <i>Gaertner et al.;</i> <i>Gaines et al.</i>
7	Oct 4	Culture & Language		Fong 214-221 Kelly-Holmes 222-230 <i>Hanes</i>
	Oct 6	(cont.)		Ellis & Maoz 231-237 <i>Wynne</i> <i>Zaharna</i>
8	Oct 11	Midterm		
	Oct 13	Nonverbal Communication		Andersen & Wang 250-265 McDaniel, 266- 274
9	Oct 18	Cultural Adaptation		<i>Public Radio International</i>
	Oct 20	(cont.)		Begley 387-393
10	Oct 25	(cont.)		Begin Fadiman
	Oct 27	Field Dialogue / Cultural Change	Field Experience Report	<i>Rubin</i>
11	Nov 1	Contexts and Applications: Culture in the workplace		<i>Lindsley & Braithwaite</i> 280-285 <i>Gopalan & Stahl</i> 286-297 Friday 298-307 Rao 308-317 <i>Saphiere</i> <i>Wang et al. (pp tba)</i>

	Nov 3	Contexts and Applications: Health Care, Education	<i>Galanti (pp. tba) Delpit (pp.tba)</i>
12	Nov 8 Nov 10	Culture Presentations Culture Presentations	
13	Nov 15 Nov 17	Culture Presentations Culture Presentations	
14	Nov 22	Culture and the Media	<i>Bang & Reece Barrera & Bielby Fursich</i>
	Nov 24	Enjoy Thanksgiving!	
15	Nov 29	Ethical Considerations	Kim 408-419 Dragga 420-429
	Dec 1	Course Conclusion	Complete Fadiman book
	Dec 8	FINAL EXAM 8 – 10 a.m.	

The assignments are explained in this syllabus. **Failure to complete any one of these assignments may result in a failing grade in the course.**

Missing class on the day of an exam will result in an “F” grade on that exam. **No make-up exams are given**, except under rare special circumstances such as a serious medical emergency, verifiable by written excuse (such as a bill from the paramedics). **Late papers and other assignments will only be accepted with a valid excuse; late papers will be marked down by one full letter grade for every day they are late.**

Participation Policy

Our class sessions combine lecture and discussion. Participation (including attendance, promptness, involvement in classroom activities, and discussion that clearly demonstrates you have kept up with the course material) may affect your grade by up to one half grade.

Missing more than four class periods regardless of the reason may result in a failing grade in the course. Arriving late twice or leaving early twice is viewed as equivalent of one absence.

There is no need to discuss with me reasons for your absences since it is reasonable that in fifteen weeks, you would have cause to miss one, two or even three classes. If for some reason you suspect you may miss more than four class sessions, see me immediately to discuss whether or not you will need to withdraw from the course.

School of Communication Academic Integrity Policy

The School of Communication is committed to the highest standards of academic excellence and ethical support. It endorses and acts on the SCampus policies and procedures detailed in the section titled: "University Student Conduct Code." See especially Appendix A: "Academic Dishonesty Sanction Guidelines." The policies, procedures, and guidelines will be assiduously upheld. They protect your rights, as well as those of the faculty.

It is particularly important that you are aware of and avoid plagiarism, cheating on exams, fabricating data for project, submitting a paper to more than one professor, or submitting a paper authored by anyone but yourself. If you have doubts about any of these practices, confer with a faculty member or the Director of Undergraduate Studies.

ADA COMPLIANCE STATEMENT

Any student requesting academic accommodation based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m. – 5:00 p.m., Monday through Friday. The phone number for DSP is 213-740-0776.

ASSIGNMENTS

Please read all instructions carefully and ask questions if you are unsure about the requirements. I've written out this detailed information to help you succeed on the assignments.

It is important that you keep copies of all the work you turn in on disk or cd/dvd as well as paper. Also, please keep all the assignments I return to you with my notes.

NB: The assignments you undertake should all be about cultures other than your own. You will have many opportunities to share your own cultural background and experiences with us in class discussions. For the papers and culture presentation, however, I want you to investigate new territory. If you are an exchange student, for example, do not interview another exchange student from the same country. If you're an American who spent six months in Spain, do not interview someone else who spent time in Spain.

Quizzes and Homework

Quizzes based on the readings may be given several times throughout the semester. The dates of the quizzes will not generally be announced in advance, i.e., they will be “pop.”

You will be able to eliminate your lowest score (be it low from your score or because you missed a quiz). If you miss a quiz, you can eliminate that quiz. But don't miss more than one quiz or homework assignment! If I give three quizzes and assignments during the semester, you can eliminate one. If I give ten, you can still eliminate only one. The average of the remaining scores will serve as your grade for this part of the class. Absolutely no make-up quizzes will be given and no late homework will be accepted.

Culture Homework

Write one or two paragraphs describing your own culture and what it means to you.

Research Paradigm Assignment

1. Find and read a research article in intercultural communication.
2. Turn in the citation for the article along with the article's abstract. (If no abstract is available, please write a short paragraph summarizing the article.)
3. Based on the information presented in class about research paradigms, write a paragraph or two explaining
 - a. which perspective the author(s) took
 - b. what assumptions underlay the work
 - c. what methods were used

Be sure to choose a *research* article where the authors conducted some kind of study. Do not choose a meta-analysis (a study of other studies) or a book review.

The International Journal of Intercultural Relations is the field's major journal, but many intercultural articles appear in other journals such as Journal of Communication, Human Communication Research, Communication Quarterly and journals in other disciplines such as Administrative Science Quarterly. Many articles are available full-text online. You might browse journals or do a search on ProQuest Direct or PsycInfo or other academic search engines available through USC's electronic resources page:

<http://www.usc.edu/isd/elecresources/>

Field Experience Reports (Two papers: 5-6 pages each)

These assignments combine cultural explorations with knowledge gained from the textbook and your own research. Each of these parts should enhance the other. The field experience should give you first-hand cultural knowledge which will help you understand the text and the text gives you a theoretical perspective which will increase your understanding of what you see in the field. You will know you've done a good job if you've learned something both during the experience and in the application of the text.

- The field experience should consist of an experience conducted this semester, and any research included should be research undertaken for this class.
- Write a five to six page typed paper about each of your two explorations.
- **Integrate at least one relevant idea from the Samovar, Porter & McDaniel textbook (from one of the assigned chapters). Be specific in referring to the idea and cite the pages where the information can be found in the text. **You must do this to pass the assignment!****
- Write as if your audience consists of readers who are well educated but have no special expertise in intercultural communication. You therefore must explain the text ideas clearly enough that your audience will understand them solely from reading your reports.
- Each report should be carefully proofread and demonstrate a high level of competence in written communication.

Each typed report should include these elements:

- the name of the type of report you have chosen to do (e.g., Expatriate Interview)
- the date you are turning in the report
- **an intriguing title for each report**, centered above the text of your paper
- type that is double spaced with 1 inch margins, 12 point standard font (such as Times)

Your pages should be **numbered**. You do not need a cover page—please do not include one.

Field Experience Options (choose two):

The questions listed in each option are given as guides to stimulate your thinking. You should expand on these or substitute for them. The quality of your analyses will depend on how interesting the questions are that you pose during your investigations.

- I. **Cultural Interview**: Interview someone from another culture who is living in the U.S. What surprises did they encounter when they came here? What differences have they noticed? How have they adjusted? Focus on differences in human interaction and communication. Cite at least one outside source which gave you additional information about your interviewee's original culture. The additional information should directly support and contribute to the field experience, not provide background or geographical information. Please do not interview a member of your immediate family. Choose someone who arrived here within the last few years.

- II. Expatriate Interview: Interview someone from the U.S. who has lived for at least a year in another country sometime in the last five years. What surprises did they encounter in the new country? What differences did they notice? How did they adjust? Focus on differences in human interaction and communication. Cite at least one outside source which gave you additional information about the culture your interviewee visited. The additional information should directly support and contribute to the field experience, not provide background or geographical information. Please do not interview a member of your immediate family.
- III. World Culture Clash: Analyze one of the world's ethnic conflicts from an intercultural communication perspective. What cultural differences might help create or exacerbate the conflict? What concepts from the text might increase understanding of the situation or help to resolve it? Cite at least three sources of your information about the clash.
- IV. Culture in the News: Look through magazines and newspapers to find stories which highlight **cultural** (rather than political or economic) phenomena. (The Los Angeles Times often carries such articles, generally featured as their "Column One" on the front page.) Choose three stories that are somehow related (e.g., they're all from the same culture or they all discuss gender issues or they're all related to one course concept/theme). Discuss the cultural issues presented and how they relate to course concepts. Include a reference page that lists the articles you read.
- V. Intercultural Theory and Research: Choose three research articles from **research journals** on one *specific* topic of intercultural communication discussed in the text that you would like to explore in greater depth (or a topic not covered at all in the text, as long as you get my approval one week ahead of the due date). Write a miniature literature review by summarizing and evaluating the findings from the studies. Include a reference page giving the citations of the articles.
- VI. Intercultural Communication Improvement: Provide an example of an intercultural communication situation that has been improved. For example, you might briefly describe what occurred at a high school with significant racial tensions before, during and after they underwent a program to help students get along better. Use at least two sources (even if you are only able to find one about the improved situation) and relate the story to course concepts. Include a reference page.
- VII. Your Own Idea: Consult me first, then conduct your own exploration. Please be sure to discuss your idea with me at least one week in advance. You will have to incorporate at least one written resource, depending on your experience.

Some additional hints:

The best field experiences are novel. Your best friend may have just returned from a semester abroad but you've probably already heard a lot about the trip, so interview someone else who has really spent a significant period of time in another country.

Explain ideas in your own words; don't just parrot what the text says. Choose the most relevant text concepts to apply so you can say something meaningful about your experience (and note which page numbers the concepts came from). When additional sources are required, make sure to use ideas that directly contribute to the understanding of your experience. Do not use outside sources to provide geographic, economic, or political information.

The quality of your outside sources (are they articles from academic journals or did you use a travel web site?) may affect your grade. Do not use an encyclopedia or dictionary (online or printed book) as a source.

If you don't see any differences in the culture or articles you've chosen, why not? Provide some analysis about the similarities or why the differences aren't easily observed.

We will discuss the field experiences in class on two scheduled occasions. This will be a time for you to learn what others are doing and to describe what you are learning through your own explorations.

Culture Project (oral presentation plus a full sentence outline)

The culture project is an opportunity to research one aspect of the intercultural communication field that interests you and **relate it to course concepts** in a meaningful way. You are to present us with a topic that will both offer us new information about a specific culture and extend our understanding of course concepts. You will present your findings in a brief, informative and extemporaneous oral presentation (5-6 minutes). Your topic should be something **very specific** because you only have **five to six minutes** to share the information with the class. Use a topic that is new to you for this course.

On the day of your presentation, turn in a full sentence outline and reference page. The outline should be thorough enough that it will clearly remind me of all the points you covered in your talk, but does not need to be so detailed that it reads like a paper or a written-out speech. **Your outline should clearly show how your topic was related to course concepts** by citing the textbook, lecture notes or other assigned readings. Please also hand in the note cards or outline you refer to during your presentation if those are different than your outline.

Your talk will be delivered **extemporaneously**. This means you will speak to the class without reading, although you may glance at an outline or note cards that you use as a guide. Do NOT write out and memorize your talk word for word. **Anyone who reads aloud instead of speaking extemporaneously will fail this assignment.**

Please use a minimum of **six sources**, at least four of which are written sources, such as academic journals, books, magazines or web sites. For the fifth source and beyond, you might use interviews, films, documentaries, or something else appropriate to your topic. Although you must cite our textbook, please do not include the text or other class readings as one of your six required sources. In other words, your reference page will have at least seven sources.

Whatever topic you choose, make sure the subject is **specific and detailed** enough to be interesting, and **narrow** enough to be accomplished in no more than six minutes. Broad generalizations (“Life in Zimbabwe is very different from the U.S.”) are boring. Detail is interesting! It’s very difficult to pay attention to long lists of information. Use examples and anecdotes to make your presentation come to life. Please time yourself before coming to class. We will not have time for you to talk longer than eight minutes, so I will have to be merciless about asking people to stop once they’ve used up their time.

Choosing an interesting topic is one of the keys to succeeding in this assignment. Try to choose something that we will all remember hearing about three months later. Choose something dynamic that is related to people’s values and experiences. Static topics don’t work well unless you have a particular slant that brings them to life. For example, you could talk about kimonos and describe what the various kinds of materials and colors have meant to the Japanese over the years. Will we all remember your talk a few weeks from now? Instead, you might learn about a small community of expert kimono tailors whose lives are changing because of the waning use of these special garments in Japan. That way you get to touch on a topic that you liked—kimonos—and give it an interesting spin.

Your subject should be something that occurs in present day, not something historical.

Please ask me to approve your topic **at least** one week prior to your presentation date. Topics are also “first come, first served.”

To review, here are some guidelines for choosing a good topic:

1. Choose something that is a source of conflict or controversy *or*
2. Choose something novel and surprising *or*
3. Choose something with an element of change.
4. Choose something that is clearly related to culture.
5. Keep your topic narrow and specific.
6. Do not describe a holiday (e.g., Day of the Dead).
7. Do not describe a religion (e.g., Voodoo).
8. Do not describe a ritual (unless it so novel and surprising that you feel we really should hear about it, so probably not applying henna to an Indian bride or quinceaneras).
9. Do not describe an art form (e.g., Tahitian dance).

A few examples of good presentation topics: the controversy within Africa about female genital mutilation; Chinese business negotiation style; advertising campaigns in Asia; or soap operas for social change in India.

To make an interesting presentation, follow these guidelines:

1. **Grab our attention** immediately with an interesting quote, anecdote or illustration.
2. Tell us what your talk is about.
3. Break up your information into **two or three main points**.
4. Be **specific and detailed**, using examples, not generalizations.
5. Give a one-sentence summary.
6. End with a final thought that leaves a strong impression.

Be prepared to answer questions after your presentation.

If you're someone who gets nervous speaking in front of the class, think about these points as you prepare:

1. You have something interesting to tell us that we really want to hear. Focus on the content you have to share, not on what we might be thinking about you.
2. Breathe deeply, go slowly, and smile!
3. Before you come to class, practice, practice, practice. Feeling confident about what you have to say is the best way to calm nerves.

We won't have time to do make-ups on this assignment, so please be on time and prepared. Your polite and attentive participation as an audience member is highly valued and may be reflected in your own presentation grade.

I would like to encourage you to dress presentably, in "business casual" attire. In other words, you don't need to wear a three-piece suit, but you'll probably want to leave your flip-flops and baseball caps at home. We'd like to listen to you and not be distracted by your midriff or cleavage!

Exams

The midterm and final exams should determine if you have learned the material covered in the readings, lectures, and class discussions. They will also ask you to apply what you have learned and demonstrate your ability to analyze intercultural situations.

Please note that you are responsible for both the material presented in the text and in class. The two do not always overlap. If you missed a class, it would be a good idea to get notes and discuss them with at least two other students.

Reading List

- Andersen, P. A. & Wang, H. (2006). Unraveling cultural cues: Dimensions of nonverbal communication across cultures. In L.A. Samovar, R.E. Porter, & E. R. McDaniel (Eds.), *Intercultural communication: A Reader* (11th ed., pp. 250-265). Belmont, CA: Thomson.
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- Chen, G. M. & Starosta, W. J. (2006). Intercultural awareness. In L.A. Samovar, R.E. Porter, & E. R. McDaniel (Eds.), *Intercultural communication: A Reader* (11th ed., pp. 344-253). Belmont, CA: Thomson.
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