

# **\*\*Intercultural Communication - COM 280\*\*** CRN: 25151

**Spring Semester 2014** (January 13 – May 14, 2014)

**Time & Place:** M-W-F, 9:30 – 10:20 a.m. in Chambers 2146

**Professor:** Dr. Amanda R. Martinez

**Office & Office Hours:** Preyer 211, Wednesdays, 3-5 p.m. or by appointment.

**Phone:** Ext. 2037

**E-mail:** [ammartinez@davidson.edu](mailto:ammartinez@davidson.edu) \*\*\*\*Email is the best way to contact me outside of class time. I guarantee a response within 24 hours on weekdays!



## **Textbook & Materials:**

- Martin, J. N. & Nakayama, T. K. (2012). *Intercultural Communication in Contexts, 6<sup>th</sup> edition*. New York, NY: McGraw-Hill. **(Available in the bookstore)**
- **Routine access to Moodle.** Additional readings are available on Moodle as .pdf or .docs by week per topic area. Assignment links for project submission are on Moodle. All work (unless specified otherwise) will be submitted as .doc files to the appropriate links on Moodle.

## **Course Description:**

This course explores issues related to the intercultural communication process. We will consider the important role of context (social, cultural, and historical) in intercultural interactions. We will examine the complex relationship between culture and communication from three conceptual perspectives: the social psychological perspective, the interpretive perspective, and the critical perspective. It is through these three conceptual perspectives that we will strive towards a comprehensive picture of intercultural communication. From applying these approaches to the study of intercultural communication, we will also come to appreciate the complexity and dialectical tensions involved in intercultural interactions. This learning process should enhance self-reflection, flexibility, and sensitivity in intercultural communication which students will likely find useful whether interested in studying or working abroad or simply wanting to become better informed intercultural communicators in our increasingly diverse nation and world.

## **Course Objectives:**

During this course, students should:

- Discover the importance of the roles of context and power in studying intercultural communication.
- Become more aware of and sensitive to the complexity of intercultural interactions.
- Recognize the influence of their own cultural groups on intercultural communication interactions.
- Analyze cultural practices and artifacts from multiple standpoints.

## **General Expectations:**

Given the nature of the course content, it is important that you acknowledge that there may be topics you do not find agreeable or that you find uncomfortable. I ask that each of you keep an open mind and at least attempt to see from intercultural lenses that are foreign to you. You should treat class time as a place for us to openly discuss dynamics of intercultural communication in a *well informed and respectful manner*. The class lectures and discussion will assume that you know material from the reading, and build on it rather than simply repeating it. As such, I expect students to come to class prepared to ask and answer questions based on

the reading. Success in this course requires a commitment to both mastery of information and the ability to critique, apply, and use that information intelligently and thoughtfully.

**Accommodations for Students with Disabilities and Learning Differences:**

Accommodations are the legal right of students with disabilities. If you are a student with a disability who anticipates requesting accommodations, and the disability is documented by Davidson College, I encourage you to come and talk to me within the first week or two of class so that we can discuss accommodations. All such discussion will be confidential unless you stipulate otherwise.

**Attendance Policy:**

Regular class attendance is the student's obligation. I will take attendance each time we meet. I expect that everyone treat our class meetings with respect. Each student will have a total of 3 \*freebie\* unexcused absences to use at any time in the semester. After those 3 have been used, every subsequent absence will result in one full letter grade deduction from the final grade.

**Davidson Honor Code:**

Anything you hand in is pledged work. Please write (or type) out "pledge" and your name in full on the top corner of any work you hand in. Please make sure you understand the honor code, and especially the definition of plagiarism. If you have questions, doubts, or concerns about any aspect of the honor code, please talk to me.

The students and faculty of Davidson College are committed to the Honor Code and will not tolerate any violation of this principle. Academic honesty, the cornerstone of teaching and learning, lays the foundation for lifelong integrity. Academic dishonesty includes, but is not limited to, providing or receiving assistance in a manner not authorized by the instructor in the creation of work to be submitted for evaluation. This standard applies to all work. Students must clearly cite any sources consulted – not only for quoted phrases but also for ideas and information that are not common knowledge. Neither ignorance nor carelessness is an acceptable defense in cases of plagiarism. It is the student's responsibility to follow the appropriate format for citations. As indicated in Davidson College's *Student Handbook*, I must refer every act of academic dishonesty; violations may result in failure in the course, as well as suspension or expulsion.

**Citing Sources and Avoiding Plagiarism:**

I encourage you to speak to others about your written work: colleagues, friends, and consultants in the Writing Center and the Speaking Center. All of the work that you do for the course must be your own and you should not "recycle" work from prior classes, but you are welcome to get feedback and suggestions from anyone in the community. Written work must include appropriate citations. We will have APA and MLA citation examples on our course research guide to make sure that the basics are clear including how to cite when paraphrasing and directly quoting.

**Dr. Martinez' Quick Checklist for Writing Assignments:**

- Microsoft Word .doc format.
- Font = 12 point, Times New Roman.
- One inch margins.
- Double-spaced (without extra spacing before or after paragraphs).
- Edit thoroughly for the basics – grammar, spelling, punctuation, content, clarity, sentence structure, etc.
- Citations follow APA or MLA style.
- **Late work will not be accepted. I reserve the right to make exceptions in extreme circumstances on a case-by-case basis with strict penalties for late work.**

**Written Assignment Submissions:** In an attempt to be **green friendly** and save paper/trees, I require that all work be submitted electronically via Moodle. Please attach your document in Word .doc format to the appropriate assignment link. I will provide comments and post your grade in the document. Graded work will be sent back to you promptly via email.

**Davidson Writing Center:**

The college provides free consultations on writing that you do in any course. Consultants, who are themselves practiced writers and have been trained to help you with any aspect of your work – from forming ideas, to developing arguments, to helping with grammar and style – will work with you individually and free of charge. Visit the Writing Center’s webpage for further information.

**Davidson Speaking Center:**

The college provides free consultations regarding speeches and other presentations that you produce for any course. Consultants will meet with you about any aspect of your work, from invention to delivery. Visit the webpage for additional information.

**Library Services:**

**Research Consultations**

The librarians will be happy to work with you individually. Drop-in and scheduled consultations are offered to students.

**Research Rescue in the Fishbowl**

A team of librarians will be available to answer questions and assist you with your research. Check the library’s website for the spring 2014 semester hours.

**Course Structure:** This class consists of a variety of ways to earn your grade including a total of three (3) short papers --some combinations of journal entries and case studies, one (1) discussion leader presentation, class discussion and participation grade earned over the course of the semester, and two (2) major writing assignments. We will also have mini-presentations of the two major papers so that you can share the highlights with the class. The percentage weights towards your grade and details follow below.

**Grade Composition:**

Journal Entries, Case Studies:	20%
Discussion Leader Presentation:	20%
Class Discussion & Participation:	20%
Intercultural Interview Paper:	15%
Mini-Presentation of Interview Paper:	5%
Final Research Paper:	15%
Mini-Presentation of Final Research Paper:	5%

**Short Papers:** You will submit a total of three (3) short papers that will be 3-4 pages in length and in appropriate APA or MLA format. These writing assignments should be conversational in tone and you should freely employ first person throughout if you are so inclined. ***You decide three aspects of these papers:*** 1) *You decide which of the 9 total weekly topic areas you will focus on for your 3 total short paper assignments.* 2) *You can do 2 journal entry reflections and 1 case study or 2 case studies and 1 journal entry reflection.* 3) *You determine which 2 are worth 35 points and which 1 is worth 30 points upon submission and they will be graded accordingly.*

For the ***journal entry reflections***, you will be provided with several prompts pertaining to the readings and you are free to choose from the prompts. However, if you find another direction you want to explore from the readings then you should absolutely feel free to do so. The prompts are suggestions but you are more than welcome to choose another area related to the material covered to reflect upon in your journal entry. These short papers can be self-reflective in nature and rooted in your experiences and theoretical preferences.

For the *case studies*, you will need to draw some connections to current events as you see fit at any number of level(s), including the community, local, state, national, and global contexts. You are asserting arguments and making claims in context of the intercultural communication concepts, approaches, and theories as you apply them to understand the current events you choose to focus on. You must move beyond opinion in the case study short papers and assert some informed arguments to make sense of some case study context of your choosing.

**Discussion Leader Presentation:** Each student will sign up for a topic area to draw upon for the discussion leader portion of the course grade. The discussion leader presentations/discussions will take place on Fridays. In your role as discussion leader, you decide what we should spend extra time discussing. You are required to extend the reading material, theoretical frames and key concepts as they manifests in the domestic and/or international contexts that surround us. You are required to provide external material in the form of pop culture artifacts (TV show excerpts, newscasts, social or political events' snippits, youtube video clips, photo collages, artwork, community happenings, etc.), current events, scholarly articles, news articles, etc. The point of this assignment is for you to be creative, apply the material beyond our classroom, and facilitate further discussion based on what we have learned for the duration of your assigned class period. The discussion leader material is due via Moodle on Thursday by 8 p.m., which is the day before your discussion leader presentation/discussion takes place. Additional guidelines will be posted on Moodle.

**Class Discussion & Participation:** You will have the opportunity to earn points simply for doing what you are already expected to do: come to class prepared with the materials, having read the material, take notes, and be ready to discuss and engage with your peers. This portion will be graded "A for effort" as in-class participation. In other words, you will not be graded based on your responses and whether others agree or disagree with your stances. It may be the case that some topics are controversial and may potentially lead to heated discussion. It is not my job to judge your lived experiences and standpoints. We are certainly interested in hearing a diversity of views on these intercultural topics. In many cases, there is not a definitive right or wrong answer and open dialogue is always encouraged. Therefore, we will collectively prioritize a positive, respectful, and open class dynamic in which all ideas are welcome. The quality and amount of engagement is the basis for this portion of your grade. Laptops are permitted, but studies suggest that they lower student performance and grades (e.g., from surfing the web in class, answering email, and other multitasking), so I wouldn't advise bringing one unless you really need it. Cell phones are not permitted (that includes texting!). If it seems that students are not reading the assigned material, I reserve the right to implement "pop" reading quizzes.

**Intercultural Interview Paper:** You will apply the interpretive perspective and at least one theory or major intercultural communication conceptual framework in your first major writing assignment, the intercultural interview paper. See the details below and the course calendar for the due date. The paper is expected to be 10-12 pages long and adhere to all of the writing policies outlined in this syllabus. Draft consultation with the Writing Center is required and documentation must be turned in with the final submission.

**Final Research Paper:** Additional guidelines for this assignment will be posted on Moodle and discussed in class. We will also have a research guide specifically for our class that a librarian has designed. This paper is expected to be 12-14 pages long and adhere to all of the writing policies outlined in the syllabus. Your topic and proposal will be due well in advance so that we have time to do research, identify solid sources for analysis, and bounce around ideas as they arise. The proposal should be a type-written, max. 2 pages in which you explain the topic you have chosen, the artifact(s) you will analyze, how you plan to gain access, and a tentative outline for your approach. You should prioritize choosing some topic that you find interesting, timely, and relevant. Draft consultation with the Writing Center is required and documentation must be turned in with the final submission.

**Mini-Presentations:** Before the interview and final research papers are due, each student will give a mini-presentation on their key findings. Approach this in a casual manner, talk to the class extemporaneously, be well-organized in how you present your work, provide a short summary of your topic, artifact(s), and how you approached the analysis. Hit the high points of your findings and provide some form of visual aid.

**\*\*My motto: GRADES ARE NOT GIVEN, THEY ARE EARNED\*\***

**Grading Scale:** Your final course grade will be determined as follows:

Letter grades will correspond to the following numerical scale:

A 94-100	B+ 87-89	C+ 77-79	D+ 67-69	F 0-59
A- 90-93	B 83-86	C 73-76	D 63-66	
	B- 80-82	C- 70-72	D- 60-62	

**KEY FOR CALENDAR (next page):**

**Pink** = Short papers due (Remember: you choose when you complete your 3 total throughout the semester)

**Blue** = Discussion leader presentation/discussion

**Yellow** = Major writing assignment due

**Green** = Breaks/No class meetings

**Gray** = Additional assigned reading (not in textbook, available on Moodle)

**\*Tentative Course Calendar\***

*Subtle changes may be made to this schedule at Dr. Martinez' discretion*

WEEK	DAY	TOPIC	READINGS	DUE TODAY
1	Monday Jan. 13  <i>First day of classes</i>	-Welcome to Intercultural Communication! -Syllabus = our contract - Let's get acquainted!		Get your book if you haven't already! - Available in the Davidson College Store.
	Wednesday Jan. 15	Why Study Intercultural Communication? The History of the Study of Intercultural Communication	Chapters 1 & 2	
	Friday Jan. 17	Activities & Discussion		

2	Monday Jan. 20 <i>No classes!</i>	<b>Dr. MLK Jr. Day ☺</b>		
	Wednesday Jan. 22	Culture, Communication, Context, and Power	Chapter 3	
	Friday Jan. 24	<b>Dr. Martinez = Discussion Leader</b>  <i>*We will talk in-depth about your first major writing assignment.</i>	-Interviewing Reading – types of questions, guides, probes, building rapport, etc.	
3	Monday Jan. 27	History and Intercultural Communication	Chapter 4	
	Wednesday Jan. 29	Activities & Discussion	-Stannard (1992) – section from The American Holocaust	
	Friday Jan. 31	<b>Dr. Martinez = Discussion Leader</b>		<b>Short paper due by 4 p.m. via Moodle!</b>
4	Monday Feb. 3	Identity and Intercultural Communication	Chapter 5	<b>Interview proposal &amp; draft of interview protocol due!</b>
	Wednesday Feb. 5	Activities & Discussion	-Tatum (1999) – sections from “Why Are All the Black Kids Sitting Together in the Cafeteria?”	
	Friday Feb. 7	<b>Discussion Leader Presentation &amp; Discussion</b>		<b>Short paper due by 4 p.m. via Moodle!</b>
5	Monday Feb. 10	<b>Video:</b> - Tim Wise on White Privilege <i>The Pathology of Privilege: Racism, White Denial, &amp; the Costs of Inequality</i>		

	Wednesday Feb. 12	Activities & Discussion	-Rothenburg (2012) – section from White Privilege  -McIntosh (1998) - White Privilege: Unpacking the Invisible Knapsack	
	Friday Feb. 14	<b>Discussion Leader Presentation &amp; Discussion</b>		<b>Short paper due by 4 p.m. via Moodle!</b>
6	Monday Feb. 17	Language and Intercultural Communication	Chapter 6	
	Wednesday Feb. 19	Activities & Discussion	-Anzaldua (1999) – section from Borderlands: Towards a New Consciousness	
	Friday Feb. 21	<b>Discussion Leader Presentation &amp; Discussion</b>		<b>Short paper due by 4 p.m. via Moodle!</b>
7	Monday Feb. 24	Nonverbal Codes and Cultural Space	Chapter 7	
	Wednesday Feb. 26	Activities & Discussion	-Leathers & Eaves (2008) – sections from Successful Nonverbal Communication	
	Friday Feb. 28	<b>Discussion Leader Presentation &amp; Discussion</b>		<b>Short paper due by 4 p.m. via Moodle!</b>
8	March 3 - 9 <i>No classes!</i>	<b>**SPRING BREAK**</b>		
9	Monday March 10	<b><u>Interview Paper Presentations</u></b>		<b>Mandatory:</b> <i>Writing Center consultation on your paper before you deem it ready for submission.</i>
	Wednesday March 12	<b><u>Interview Paper Presentations</u></b>		

	Friday March 14	<b><u>Interview Paper Presentations</u></b>		<b>Intercultural Interview Paper is due by 4 p.m. via Moodle!</b>
10	Monday March 17	Understanding Intercultural Transitions	Chapter 8	
	Wednesday March 19	Activities & Discussion		
	Friday March 21	<b>Discussion Leader Presentation &amp; Discussion</b>		<b>Short paper due by 4 p.m. via Moodle!</b>
11	Monday March 24	Culture, Communication, and Intercultural Relationships	Chapter 10	
	Wednesday March 26	Activities & Discussion	-Article TBA, posted on Moodle	
	Friday March 28	<b>Discussion Leader Presentation &amp; Discussion</b>		<b>Short paper due by 4 p.m. via Moodle!</b>
12	Monday March 31	Popular Culture and Intercultural Communication	Chapter 9	
	Wednesday April 2	Activities & Discussion	-Article TBA, posted on Moodle	
	Friday April 4	<b>Discussion Leader Presentation &amp; Discussion</b>		<b>Short paper due by 4 p.m. via Moodle!</b>
13	Monday April 7	Culture, Communication, and Conflict <b>Video:</b> The Mean World Syndrome: Media Violence & the Cultivation of Fear (51 minutes)	Chapter 11	<b>Final research paper topic &amp; proposal due today!</b>
	Wednesday April 9	Discussion on media & intercultural conflict		

	Friday April 11	Striving for Engaged and Effective Intercultural Communication	Chapter 12 <i>(you are required to apply some strategies from this chapter in your final paper)</i>	<b>Short paper due by 4 p.m. via Moodle!</b>
14	Monday April 14	<b>Library Workshop - Meet in "Fishbowl"</b>		
	Wednesday April 16	<i>Research &amp; writing day</i> – library Fishbowl		
	Friday April 18	<i>Peer writing workshop</i> – prepared feedback is now ready for your partner in prep. for the final draft		
15	Monday April 21	<b>**EASTER BREAK**</b>		
	Wednesday April 23	<b>**Mini-Presentations**</b>		
	Friday April 25	<b>**Mini-Presentations**</b>		
16	Monday April 28	<b>**Mini-Presentations**</b>		<b>Mandatory:</b> <i>Writing Center consultation on your paper before you deem it ready for submission.</i>
	Wednesday April 30	<b>**Mini-Presentations**</b>		
	Friday May 2	<b>**Mini-Presentations**</b>		
17	Monday May 5	<b>**Mini-Presentations**</b>		
	Tuesday May 6			<b>Final Research Paper is due by 6 p.m. via Moodle!</b>

**Have a wonderful summer!** ☺