

COMM 3190: Intercultural Communication

SPRING 2011

M & W: 8:05-9:25 ~ OSH 232

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Office Hours: Most days after class & by appointment

Course Description and Objectives:

Comm 3190 serves as an introduction to the scholarly field of intercultural communication. Consequently, the focus of this course is on foundational and contemporary concepts, practices, and processes of intercultural communication, as well as methods of critical intercultural analysis. Students in this course will learn intercultural communication theories and engage in critical assessment of and application of these theories with the explicit goal of addressing issues of social justice and ethical, mindful, and self-reflective intercultural practices.

This course will address topics ranging from the contested nature of culture and cultural definition; privilege, power, oppression and marginalization in historical and contemporary U.S. society; globalization, transnational conflict and modern technological influences in intercultural practices; representations of cultures and identities in media and popular culture; and the relationship between language, power, and culture.

We will engage intercultural communication through multiple readings, writing assignments, research activities, class discussions and in-class activities.

The objectives of this course are as follows:

- To understand and engage the theories, practices, and scholarly field of intercultural communication (you will expand and deepen your knowledge)
- To develop skills to research, observe, and analyze intercultural communication in everyday life, media, and discourse (you will develop your research and analytical skills)
- To develop skills to engage in mindful, reflective, and accountable dialogue through difference in ways that will allow you to identify and understand various benefits and challenges involved in competent and socially just intercultural communication (you will practice communication)

Required Texts:

Martin, Judith N. & Nakayama, Thomas K. (2010) *Intercultural Communication in Contexts, 5th Ed.* New York: McGraw-Hill.

The following additional readings are required and available on e-reserve through the Marriott Library:

“Power Matters” in Allen, B.J. (2004) *Difference matters: Communicating social identity.* Long Grove, IL: Waveland Press, Inc.

“The Possessive Investment in Whiteness” in Lipsitz, G. (2005) “The possessive investment in whiteness” in P.S. Rothenberg (Ed.) *White privilege: Essential readings on the other side of racism, 2nd edition.* NY: Worth Publishers

“The Race Myth” in Graves, J.L., Jr. (2004) *Race myth: Why we pretend race exists in America.* NY: Plume.

“Talking Race and Racism” in hooks, b. (2003). *Teaching community: A pedagogy of hope.* NY: Routledge.

University of Utah Policies

American Disabilities Act: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the Center for Disability Services (CDS), 162 Olpin Union Building, 801.581.5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Drop/Withdrawal Policy: The University's drop/withdrawal policy is available on the University's website and from Student Services. Briefly, you may drop a course during the first ten calendar days of the semester without tuition charges and withdraw (with a "W") during the first nine weeks. After that, withdrawal is possible only "in cases of compelling non-academic emergencies" through petition to the dean of your college.

Academic (Dis)Honesty: The *Student Code* spells out specific rights of students in the classroom (<http://www.admin.utah.edu/ppmanual/8/8-10.html>). The code specifies proscribed conduct, including cheating on exams, collusion, and plagiarism. *Plagiarism* is submitting someone else's work as your own, quoting others without given credit, falsifying sources, etc. Academic misconduct in any form is taken very seriously in this course and a grade of "E" will be given to any student who commits any of the outlined cases of academic misconduct spelled out in the student code.

Curriculum Accommodations: Curriculum accommodations take two forms: *schedule accommodations* and *content accommodations*. I make schedule accommodations only for those who have a conflict that revolves religious/spiritual observances, University-sanctioned activities, and personal or medical-related emergencies. Documentation must be provided and when possible in advance of the conflict. If you are absent from class for other reasons, you will lose points from your final grade.

I will not provide content accommodations for this course. Course material has been carefully selected to meet the pedagogical needs of this course. All readings, visuals, movie clips, and other texts are necessary in fulfilling the course objectives. Some media may have received a rating of "R" from the MPAA, the articles, images, and music can be frank and mature. You are responsible for thoroughly reviewing the syllabus and readings and speaking with me as your instructor as soon as possible to determine if this is a course you wish to take. The University's Accommodation Policy can be found at: <http://www.admin.utah.edu/facdev/accommodations-policy.pdf>

Maintain and Update Your Email Address: Each student is required to update and maintain a current email address on the university Campus Information System (CIS). This will allow me to send class or individual emails through CIS regarding assignments, cancelled classes, changes in schedule or syllabus, and other notices of importance. To update or add your current email address, go to the CIS login page (<http://gate.acs.utah.edu>), sign on with your uNID and password, and click on "Change Email" in the "Update Student Profile" box.

Course Policies

Assignment Due Dates: I have a general policy concerning assignment due dates: *Assignments are due at the beginning of the class*. I will accept and evaluate late work; however, once evaluated I will deduct 10% from the grade for each day (24-hour period) that the work is late. Exceptions to the late-work policy will be made only in extreme cases, and then only with documentation. If you are going to miss a due date for a written assignment or an exam, my advice is to arrange to turn in the paper or take the exam early.

Grade Appeals: If you feel that you have been graded arbitrarily or capriciously – in other words, your grade does not reflect the quality of your work – you may submit a grade appeal within one week of the receipt of your graded work. Grade appeals must be in writing and provide a well-reasoned argument, with support drawn from the course concepts and linked to your graded work. I will determine whether your argument is persuasive and a change of grade is justified.

Class Climate: I believe that we come together in a classroom to engage in the enterprise of learning. Learning is often a violent act – although rarely discussed as such. Learning requires that we all risk, change, and make mistakes. If we already know everything before entering the classroom, then there is very little reason to be in school. Because risk and failure and change are part of the learning process, it is very difficult to create a classroom climate devoted to learning that feels nice and comfortable. A classroom, however, can be a space devoted to encouraging others to share their ideas and experiences; its members can work together to cultivate a respectful and open space whether or not they agree with everything that is being said and shared; learning can be a priority when we all come prepared having finished the assignments and taken the necessary time to consider what and how you will contribute to the class and our communal learning space.

We will all experience times when we are learning that we feel frustrated, defensive, angry or afraid, I invite you to reflect about what is happening in these moments for you, to think about why you are having the reaction that you are and why others may not be reacting the same way, to listen to each other's stories and experiences and challenge yourself to hear and validate each other's truths. When you consider that someone else's experiences or truths that may be drastically different than yours may have some validity that does not negate or in anyway deny your truth; however, it does provide you an opportunity deal with the complexities of life - as complicated and challenging as they may be.

Quizzes, Exams, Assignments, Points & Grades:

Reading Quizzes: (10 points each for a total of 80 points)

Throughout this course, there will be 10 reading quizzes. These quizzes will evaluate your general understanding of the assigned readings through both multiple choice and short answer questions. You also will be expected to reflect on the reading in ways that allow you to come up with your own questions about the readings.

No early or make-up quizzes will not be offered. However, you will be allowed to drop the two lowest quiz grades.

Due dates throughout the term (refer to the Course Schedule)

Forced Choices Assignment (30 points)

On January 19, we will be doing an in-class activity called "Forced Choices." This activity is designed to help you reflect on some of the complicated aspects of studying intercultural communication, as well as the challenges of talking about issues related to intercultural communication topics. After this activity, you will write a reflection (2 pages) on what you observed during the "Forced Choices" activity and explain how these observations relate to what you know about the study of intercultural communication to date. More information about this assignment will be available closer to the due date.

Due January 26

Power Matters Assignment (70 points)

Pick a small written text, such as song lyrics, magazine ad, webpage, poem, news article, opinion piece. (The text needs to be something you can attach to your assignment.) Write a paper (3-4 pages) identifying the cultural norms that are valued in this text and analyzing (using and crediting concepts from the readings) how and what kinds of *power matter* in this text. Conclude by summarizing how your own cultural positionings connect or diverge from the forms of power you identified in this text. More information about this assignment will be available closer to the due date.

Due February 9

Midterm Examination (70 points)

On *February 28*, there will be an in-class midterm examination. This exam will be a combination of multiple choice and short answer questions and based on the readings and in-class activities to date.

Due February 28

Observing Race Talk (120 points)

For this assignment, you will be required to observe “race talk” in action. To do this, you will choose a popular culture text that you can observe explicit conversations about race in the United States. You need to have access to this source so that you can observe it at least three times. Initially, you will be required to write a short description of the conversation about race that you observed and this will be due on March 9. The next part of the assignment will require you to write a short analysis (3-4 pages) of the popular culture text using the sources from the class to support your analysis. More information about this assignment will be available closer to the due date.

Due March 9 & March 15

Final Examination (130 points)

During the final examination period on *Thursday, May 5* from 8:00 - 10:00 am, there will be a two-hour comprehensive final examination. This will be a combination of multiple choice and short answer questions and based on the readings, in-class activities, and assignments throughout the course.

Due May 5 at 8:00 am

Grades

A	500 - 465 (>93%)	B-	414 - 400 (>80%)	D+	349 - 340 (>68%)
A-	464 - 450 (>90%)	C+	399 - 390 (>78%)	D	339 - 315 (>63%)
B+	449 - 440 (>88%)	C	389 - 365 (>73%)	D-	314 - 300 (>60%)
B	439 - 415 (>83%)	C-	364 - 350 (>70%)	E	299 - 0 (<59%)

Course Schedule

Jan 10	Welcome & Introduction to Course Review Syllabus	
Jan 12	Discuss <i>Why Study Intercultural Communication?</i> (Ch. 1) (M&N)	Quiz 1
Jan 17	MLK, Jr Day – University Closed	
Jan 19	Outline Forced Choices assignment expectations Forced Choices (in-class activity)	
Jan 24	NO CLASS	
Jan 26	Discuss <i>The History of the Study of Intercultural Communication</i> (Ch. 2) M&N	Forced Choices Due
Jan 31	Discuss <i>Power Matters</i> – Allen (course reserve) Outline Power Matters assignment expectations	Quiz 2
Feb 2	Discuss <i>Culture, Communication, Context & Power</i> (Ch. 3) M&N	Quiz 3
Feb 7	Discuss <i>The Race Myth</i> - Graves (course reserve)	
Feb 9	Discuss <i>History & Intercultural Communication</i> (Ch. 4) M&N	Power Matters Due
Feb 14	Discuss <i>The Possessive Investment in Whiteness</i> – Lipsitz (course reserve)	Quiz 4
Feb 16	Discuss <i>Identity & Intercultural Communication</i> (Ch. 5) M&N	
Feb 21	Presidents Day – University Closed	
Feb 23	Continue <i>Identity & Intercultural Communication</i> (Ch. 5) MIDTERM REVIEW	Quiz 5
Feb 28	MIDTERM	MIDTERM
Mar 2	Discuss <i>Popular Culture and Intercultural Communication</i> (Ch. 9) M&N Outline Race Talk Activity (NOTE: Reading out of book order)	Quiz 6
Mar 7	Observing Race Talk Activity (out-of-class activity)	
Mar 9	<i>Talking Racism</i> (Ch. 3) hooks (course reserve)	Race Talk Description
Mar 14	Discuss <i>Language & Intercultural Communication</i> (Ch. 6) M&N	Quiz 7
Mar 16	Discuss <i>Nonverbal Codes & Culture Space</i> (Ch. 7) M&N	Race Talk Activity Due
Mar 21	SPRING BREAK – NO CLASS	
Mar 23	SPRING BREAK – NO CLASS	
Mar 28	Discuss <i>Understanding Intercultural Transitions</i> (Ch. 8) M&N	
Mar 30	Discuss <i>Culture Communication and Intercultural Relationships</i> (Ch. 10) M&N	Quiz 8
Apr 4	NO CLASS (out-of-class activity)	
Apr 6	NO CLASS	
Apr 11	Continue <i>Culture Communication and Intercultural Relationships</i> (Ch. 10) M&N	
Apr 13	Discuss <i>Culture, Communication & Conflict</i> (Ch. 11) M&N	Quiz 9
Apr 18	Continue <i>Culture, Communication & Conflict</i> (Ch. 11)	
Apr 20	Discuss <i>Striving for Engaged and Effective Intercultural Communication</i> (Ch. 12) M&N	Quiz 10
Apr 25	Critique “How to Guides” (in-class activity)	
Apr 27	Continue “How to Guides” (in-class activity) FINAL REVIEW	
May 5	FINAL EXAM (Note: Different class time 8:00 – 10:00)	FINAL