

COMM 365–Intercultural Communication
Fall 2014
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TEXTBOOK:

Ting-Toomey, S., & Chung, L. C. (2012). *Understanding intercultural communication* (2nd ed.). New York, NY: Oxford University Press.

COURSE PURPOSE AND LEARNING OUTCOMES:

Catalog Description: Cultural differences as they affect communication between individuals and groups. Communication strategies and techniques as they are influenced by cultural relativity and value systems.

General Course Outcomes

Students will:		as assessed by:
1.	Construct and evaluate a cultural description of self and primary culture	Personal and American Culture project
2.	Analyze and be able to adapt effective and appropriate communication attitudes and behaviors to at least one culture different from self	Culture Partner project
3.	Report and apply skill concepts and at least one theory of cultural differences that affect effective and appropriate communication between culturally-different partners; including but not limited to theories by Hofstede, Kluckhohn and Strodtbeck, and Hall	Culture Partner project *Quizzes and examinations *Media Response papers *Discussion Board participation

COURSE REQUIREMENTS:

Attendance	30 class days @ 5 pts.	150
Participation	Discussion postings: 5 posts @ 5 pts.; 5 responses @ 5 pts.	50
Reading Quizzes	5 points per chapter @ 11 chapters	55
Media Response Papers	4 @ 10 points	40
Personal and American Culture Paper		50
Culture Partner Project		135

Exams	3 exams @ 75 – 100 pts.	250
	Total	730

Media Response (MR) Papers

Four (4) Media Response papers are assigned. You will write a brief (1-3 page, double-spaced) paper focusing on a media piece or pieces (cartoon, TV or radio broadcast, song, magazine essay, website, etc.) in which you use the following formula:

O/D: Observe (examine, read, listen to, or watch) and describe the piece. 3 pts.
Write this section as if you were a newspaper reporter writing for someone who did not see the “event” personally, using third person e.g. “he said...”

Be as objective as you can; “just the facts”.

I: Interpret what this new information means to you or how you understand it from your personal standpoint, based on your own experiences. Try to put it into context with your previous understanding of this issue of ‘culture’, using first person e.g. “I had a similar experience when...” 3 pts.

Include at least one example of an experience you have had or an observation you have made that contributes to this understanding.

S: end your essay with a conclusion that is your take away message from the material(s). In other word, what did you learn about intercultural communication from doing this exercise? 3 pts.

Suspend judgment: do NOT evaluate the material or the author(s) or try to infer what you think the author(s) “meant” or “intended”. Do not decide whether you agree or disagree. Simply accept that there are differences between cultures on all levels: surface, intermediate and deep (reference the ‘iceberg metaphor’ (Ting Toomey and Chung).

*This element of ethnographic writing is not a section of the report, but rather an attitude of openness or a way of approaching learning about the culture.

Write in good college English style.

1 pt.
10 pts.

Total

1. Compare Day’s “Skulls” cartoon with White’s essay “Seeing Beyond Our Differences”
2. Contrast Powell’s essay “The America I Believe In” with Loudermilk’s essay, “This Is America – Love It or Leave It!”
3. Apply Mead’s argument in her essay “Our Awareness Controls Human Destiny” to the case of Phiona Mutesi, reported on ESPN.
4. Analyze Dr. Seuss’s “Sneetches” cartoon

Personal and American Culture Paper

Write a 6-8 page description of (A) your ethnic identity, including your personal ethnic 'roots' or ancestry and (B) the primary culture in which we live currently (the United States).

- A. Consider your personal ethnic "roots". Identify the dominant or most important ethnic aspect of your cultural identity. If you are a mixture of 'roots' (as most of us are), select one 'branch' of your heritage or family tree to investigate.
 1. What is your family's "homeland"? If you're not sure, contact a family member who can help you.
 2. How did your family/you come to America? What problems did they/you encounter becoming American citizens/assimilating to American culture? (research, especially immigration laws at the time your people/you came)
 3. What world views or values would be typical of someone from this "homeland"? Refer to Ch. 3 and 4
 4. What verbal and nonverbal patterns of behavior might be typical of someone from this "homeland"? Look forward to Ch. 6 and 7.
 5. How much of your "homeland" heritage do you perceive as important to you? How many "homeland" customs do you practice, if any?
 6. Which aspect(s) of your ethnic heritage is most influential on your thinking and behavior? Why do you believe this aspect is so influential?

- B. Consider your current cultural environment, the United States of America.
 1. What aspects of your ethnic "roots" make you different from others around you? What aspects of your personal culture would you describe as "typically American"?
 2. Taking an outsider's point of view, how would you generally describe "American" culture?
 3. What have "your people", either famous people individually or as an ethnic group, contributed to American culture? (Cite your research.)

Culture Partner (CP) Term Project

1. Introduction:

Locate a person who is not from North America (USA or Canada), or whose parents are not from North America.

 - a. Post your partner's name and culture on Discussion (Culture Partner).
 - b. Write a 1-3 paragraph paper in which you introduce your "partner" and explain why studying this person's culture is of interest to you.

2. Research Summary:

Locate and summarize information about your target culture from at least five (5) relevant sources: articles or essays (journal, magazine, newspaper, etc.). Include an APA reference for each source you locate; either as a heading for your summary, or at the end of your summary as a References page. Be sure to use appropriate internal citation when you quote or paraphrase materials from your sources.

These articles must be from respected publications, or online sources with authorship clearly identified. Secondary sourced articles must clearly identify the primary sources from which the author(s)' information comes.

Students who find partners from the same cultural category are encouraged to share research; however, each student is responsible for writing his/her own final paper.

3. Interview:

- a. Based on your research and information given about this culture in the textbook, write a set of at least 10 questions you will ask your partner. These questions should not repeat what your research found, but rather seek explanations and examples from your partner's perspective and experience. Questions should begin at the surface level (Iceberg Metaphor) and move to deeper cultural patterns as the relationship grows.

Group members may share their Interview Guides so that they can compare the answers each member gets from his/her partner to the same question.

- b. Interview your partner, using your Interview Guide questions as a starting point. When it seems comfortable for you and your partner, probe more deeply into a topic by asking follow-up questions, like "tell me more about that", or "can you give me an example?" If possible, spread your interview across several "conversations" with your partner.

Summarize the information you learn from this interview/these conversations.

4. Interaction:

- a. Participate in at least two activities with your partner. Write a report for each activity
- b. Share your journey of learning about your partner's culture with the class.

5. Interpretation:

- a. Summarize what you have learned about the target culture, focusing on the general culture patterns we have studied in this course. Note especially any

discrepancies between information sources. Use your resources to try to explain these discrepancies. Remember to separate your partner's unique experience from the generalizations (stereotypes) made in your research sources.

- b. Report your emotional journey of discovery about yourself and your understanding of this "different other culture". In what ways are you and your partner alike; in what ways are you different? How could these differences make a difference in your continued relationship? From your personal understanding, try to explain why there might be differences in your data observations.

TENTATIVE SCHEDULE:

Week	Objective	Assessment/Assignment
	Syllabus and Introduction	
1	Examine all documents posted on the homepage to get oriented to this course. Read any Announcements posted. (Do this every day...) View the Introduction Greeting video in Ferris Connect/Blackboard.	ATT
	Part I: Fundamental Concepts in Intercultural Communication	
	Unit 1	
	Read Ch. 1 Why Study Intercultural Communication? Read the Other Culture (OC) Project assignment. Complete survey in class. Read "Iceberg Metaphor" (Ting Toomey and Chung)	Quiz (Q) Ch. 1 (Ferris Connect)
2	No Class (Labor Day)	ATT (all "present") Discussion (D) 1: <u>Post</u> a response to the Introduction (Greeting) video; describe (O/D) what you see in the images in this video and explain (I) what you understand about this video, based on your personal experiences or observations. Respond online to a classmate's post.

	Read Ch. 2 What Is Intercultural Communication Flexibility?	ATT Q Ch. 2 (Ferris Connect) Media Response Paper (MR 1): submit a report comparing (finding similarities between): Day's cartoon "Skulls" and White's NPR radio essay "Seeing Beyond Our Differences"
	Unit 2: Understanding Our Own Standpoint (Emic)	
3	<p>Visit the FLITE "Class Page" for this course</p> <p>Read the Personal and American Culture (PAC) Project assignment; begin collecting information.</p> <p>Consider what it means to be "American" by examining the material in Files: "Being American Means..."</p> <p>Take the Test on American Culture. Bring your answers to class for "scoring" and analysis. Read American Metaphors Discuss: the "Myth" of America.</p> <p>Read the chapter "American Football" in Electronic Reserves (E-Res)/FLITE or in Files: "Being American Means..."</p>	<p>ATT: Turn in your scores for my.blog 12.1 (p. 256)</p> <p>ATT</p> <p>MR 2: submit a report contrasting (pointing out the differences between): Colin Powell's radio essay "The America I Believe In" and Barry Loudermilk's essay, "This Is America – Love It or Leave It!"</p> <p>D 2: <u>post</u> the ethnic 'root' or 'limb' of your family tree that you will research for your PC Project.</p>
	Unit 3: Understanding Different Others (Etic): General Cultural Patterns	
4	<p>Read Ch. 3: What Are the Essential Cultural Value Patterns? Examine the materials in "Book" to supplement the chapter.</p> <p>Class Activity</p>	<p>ATT: Turn in your scores to my.blog 3.1</p> <p>Q Ch. 3 (Ferris Connect)</p> <p>ATT</p>

		MR 3: Submit a report applying Margaret Mead's (1950s) argument about human potential in her radio essay "Our Awareness Controls Human Destiny" to the case of Phiona Mutesi, Ugandan (Africa) chess prodigy as reported by Canadian radio CNC and ESPN.
5	<p>Read Ch. 4: What Are the Keys to Understanding Cultural and Ethnic Identities?</p> <p>Review for Exam 1 Part I: Units 1, 2 and 3</p>	<p>ATT: Turn in your scores to my.blog 4.3</p> <p>Q Ch. 4 (Ferris Connect)</p> <p>Submit Other Culture (OC) Project Introduction.</p> <p>Post your partner's name and culture on Discussion (Other Culture).</p> <p>ATT</p> <p>D 3: <u>Post</u> the item from the "Doesn't Seem Right" list that bothers you most, and interpret why it bothers you</p> <p>R 2: <u>Respond</u> to a classmate's post.</p>
6	Exam Part I	ATT
	Part II: Crossing Cultural and Communication Boundaries Adaptively	
	Read Ch. 5: What Is Culture Shock?	<p>ATT</p> <p>Q Ch. 5 (Ferris Connect)</p> <p>Submit Personal and American Culture (PAC) Project</p>
7	<p>Read Ch. 6: What Is the Connection Between Verbal Communication and Culture?</p> <p>Samovar and Porter model (in class)</p>	<p>ATT</p> <p>Q Ch. 6 (Ferris Connect)</p> <p>ATT Turn in your answers to "Language Matching"</p>

	View Costner's film "Dances with Wolves" or Cameron's "Avatar" for Exam 2	
8	Read Ch. 7: What Are the Different Ways to Communicate Nonverbally Across Cultures? Nonverbal exercises (in class)	ATT Turn in your scores to my.blog 7.3. Q Ch. 7 (Ferris Connect) ATT Submit Research Summary and References for Other Culture (OC) Project
9	Read any of the Readings on American Indian culture. You will respond to your choice of these readings on Exam 2. Review for Exam 2: Part II Unit 4, Ch. 5, 6, 7 and (Native) American Indian culture	ATT ATT Submit Interview Guide (based on Research) for Other Culture (OC) Project
10	Exam Part II	ATT
	Part III: Managing Challenges in Intercultural Relationships Flexibly	
	Read Ch. 8: What Causes Us to Hold Biases Against Outgroups?	ATT Turn in your answers to my.blog 8.1 Q Ch. 8 (Ferris Connect) MR 4: Submit an ODIS on Dr. Seuss's "Sneetches" cartoon
11	Read Ch. 9: How Can We Manage Intercultural Conflict Flexibly? Guest	ATT Turn in your answers to my.blog 9.3 Q Ch. 9 (Ferris Connect) ATT
12	Read Ch. 11 What Are the Communication Issues Facing a Global Identity?	ATT Q Ch. 11 (Ferris Connect) D 4: <u>post</u> your personal example of a cultural practice you could not personally accept.

	<p>Class Activity</p> <p>Read one of the following chapters in E-Reserves/FLITE (Religion as Culture):</p> <p>“No Laughing Matter in Denmark”</p> <p>“The Veil Conflict in France”</p> <p>“The Anglican Church and Gay Rights”</p> <p>“Contemporary Hindu Arranged Marriages in Urban India”</p> <p>This material will be included on the Final.</p>	<p>R 3 <u>Respond</u> to a classmate’s post.</p> <p>ATT</p> <p>Submit Other Culture (OC) Interview Report</p>
13	<p>Read Ch. 12 How Can We Become Ethical Intercultural Communicators?</p> <p>Guest</p>	<p>ATT: Turn in your answers to my.blog 12.1</p> <p>Q Ch. 12 (Ferris Connect)</p> <p>ATT</p>
14	<p>Presentation (working with International Partners)</p> <p>Thanksgiving Holiday – enjoy family time</p>	<p>ATT</p> <p>Submit Interpretation for Other Culture (OC) Project</p> <p>ATT (all “present”)</p>
15	<p>Review for Exam 3 (and Comprehensive): Part III Unit 5 Ch. 8, 9, 11, 12 and readings</p> <p>Class Activity</p>	<p>ATT</p> <p>ATT</p>
16	<p>Final Exam: Part III and comprehensive</p>	