

# CMM-330 >

## > Intercultural >

## > Communication

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**Class meets:** T & Th from 2:30 to 3:45 pm in PRH 13

**Office Hours:** M & W from 2:30 to 3:30 pm and T & Th  
from 12:30 to 3:30 pm, or by appointment.

**Course Credit:** 3.0 hours

**Pre-requisites:** ENGL-190, CMM 100 & CMM 200.

### COURSE DESCRIPTION

This course takes an approach to culture from a communication perspective. In general, we will study how culture is shaped by communication and conversely, how communication is influenced by culture. Since this is an *intercultural communication* course, we will study the interactions between individuals who do not share a common culture across different contexts. These individuals, invoking Georg Simmel's term, are "strangers" to each other. "The stranger" is an important concept to understand intercultural communication. Kim and Gudykunst (1998) "conceive of strangers as individuals who present a relatively high degree of 'strangeness' and a relatively low degree of familiarity due to differing cultural life experiences" (p. 173). In a way, we have all been strangers at some point.

One of the goals of this course is for students to develop intercultural awareness and sensitivity via a combination of learning about different theories of cultural communication and learning about the specifics of cultural communication practices across speech communities. Throughout the semester, we will explore the relationships among concepts such as, culture, power, identity, language, race, third space, business communication, leadership, and organizations. Specifically, you will learn about ways of communicating among Japanese, Thai, Malagasy, and Latino and Indochinese groups in general. And most importantly, you will learn how to put into practice what we learn in class. We will use a collection of readings to explore these concepts and their relationships in different contexts.

### COURSE GOALS

I want students to learn:

- The importance of intercultural communication as an area of study.
- That culture and communication are complex and rich terms.
- To think about intercultural communication competence as form of sensitivity.
- Have an appreciation for the role of culture, communication and diversity in everyday and organizational interactions.

- Have a special sensitivity to understand intercultural situations in a multicultural environment like the SLU Campus in Madrid and other similar settings.
- To realize that intercultural communication knowledge and skills can be used to help others.

In sum, I want students to be critical individuals with an acquired sensitivity to cultural and intercultural situations of any type.

## STUDENT LEARNING OUTCOMES (SLOs)

Upon completing this course, students will be able to:

OUTCOMES	ASSESSMENT ARTIFACT
⊕ Understand the different intercultural communication paradigms.	Exam, Quiz, Class Discussion.
⊕ Understand the different definitions of culture and communication in different contexts.	Class discussion, Exam, Quiz.
⊕ Apply the different definitions of culture and communication to different contexts.	Application Project, Final Paper, Exam, Quiz.
⊕ Apply communication research methods effectively to intercultural or cultural communication situations.	Final Project.
⊕ Create knowledge claims about cultural or intercultural communication situations.	Final Project.
⊕ Create intercultural communication activities that show in-depth understanding of cultural knowledge and skills.	Final Project, Class Discussion, Application Paper.
⊕ Understand how culture affects communication and vice versa.	Application Project, Class Discussion, Exam, Quiz.
⊕ Understand how culture and communication reflect and construct certain areas of human activity such as identity, relationships, and society.	Class Discussion, Exam, Quiz. Final Project.
⊕ Synthesize relevant academic, peer-reviewed, intercultural communication sources.	Final Project.
⊕ Apply specific cultural knowledge and skills to relevant real-life situations.	Final Project, Class Discussion, Quiz, Exam. Application paper.
⊕ To apply effective organizational principles for high-impact presentations.	Final Project Presentation.
⊕ To design a high-impact PowerPoint presentation.	Final Project Presentation.
⊕ To speak extemporaneously in front of an audience.	Final Project Presentation.
⊕ To argue their ideas clearly and effectively	Final Project Presentation, Class Discussion.
⊕ To behave with critical sensitivity and empathy (suspend their own cultural frameworks to avoid prejudice and negative judgment of different cultural systems).	Class Discussion, Role plays, Application Papers, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom),
⊕ To manage their interactions with individuals from other cultures effectively in order to maximize mutual understanding and develop positive relationships.	Class Discussion, Role Plays, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom),

## COURSE DYNAMICS

Overall, the structure of the course will include, **lecturing**, **discussions**, and **activities & role plays**. The effectiveness of how the class unfolds highly depends on your **attitude**, **work** and, **discipline**. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you always come to class ready to **think**, **discuss**, **apply**, **exemplify**, **theorize**, **critique**, and **evaluate** the materials you have read. This course requires that you are an **active learner** inside and outside the class. In the end, being active in class will result in achieving the **skills** outlined above and in an **enjoyable experience**. Let me know how I can help you meet these requirements in order to learn succeed in CMM-330.

## REQUIRED MATERIALS

- 📖 **Textbook:** Judith N. Martin & Thomas Nakayama (2014). *Experiencing Intercultural Communication: An Introduction* (5<sup>th</sup> Ed.).
- 📖 **Reading Packet** will be available online at: <http://cmm330interculturalcommunication.pbworks.com>

## RECOMMENDED MATERIALS (available at the library)

- Bauman, R., & Sherzer, J. (Eds.). (1974). *Explorations in the ethnography of speaking*. London: Cambridge University Press.
- Carbaugh, D. (2005). *Cultures in conversations*. Mahwah: Lawrence Erlbaum.

Baxter, L., & Babbie, E. (2004). *The basics of communication research*. CA: Wadsworth/ Thomson Learning

Dahl, Ø. (1999). *Meanings in Madagascar: Cases of intercultural communication* London: Bergin & Garvey.

Denzin, N. K. & Lincoln Y. S. (Eds.) (2005). *Handbook of qualitative research*. Thousand Oaks, CA: Sage.

Fitch, K., & Sanders, R. (2005). *Handbook of language and social interaction*. Mahwah: Lawrence Erlbaum Associates.

Gudykunst, W. (2000). *Asian American communication and ethnicity* Thousand Oaks: Sage Publications.

Gudykunst, W., & Ting-Toomey, S. (Eds.). (1996). *Communication in personal relationships across cultures*. Thousand Oaks, CA: Sage Publications.

Gudykunst, W. (Ed.). (2005). *Theorizing about intercultural communication*. Thousand Oaks, CA: Sage Publications Inc.

Gumperz, J., & Hymes, D. (Eds.). (1986). *Directions in sociolinguistics: The ethnography of communication* Oxford, NY: Basil Blackwell.

Jandt, F. E. (Ed.). (2004). *Intercultural communication: A global reader*. Thousand Oaks, CA: Sage Publications.

Kiesling, S., & Paulston, C. (2005). *Intercultural discourse and communication: The essential readings* Malden: Blackwell Publishing Ltd.

Lindlof, T. R. (2002). *Qualitative communication research methods*. Thousand Oaks, CA: Sage

Madison, S. (2005). *Critical ethnography: Methods ethics and performance* Thousand Oaks: Sage Publications.

Monaghan, L., & Goodman, J. (2007). *A cultural approach to interpersonal communication: the essential readings*. Malden: Blackwell Publishing Ltd.

## COURSE ASSIGNMENTS

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
Exam 1 (Midterm)	100	19%	
Exam 2 (Final)	100	19%	
Final Project	125	24%	
Final Project Presentation	75	14%	
Application Papers (2 @ 20 points)	40	7%	( )-( )
Quizzes (2 @ 20 points)	40	7%	( )-( )
Participation	50	10%	
<b>Total</b>	<b>530</b>	<b>100%</b>	

## DESCRIPTION OF ASSIGNMENTS

**Format for the Quizzes:** Quizzes will be short and their focus will be to assess that you do the readings and understand them, that you are able to establish connections among them, and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. Quizzes will require that you write short answers to a range of 4 to 6 questions approximately. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

**Format for the Midterm and Final Exams:** Their focus will be to assess that you understand concepts and theories, that you are able to establish connections among them, that you are able to integrate and evaluate knowledge; and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. Midterm and Final exams will require that you answer “matching” and “yes-no” questions (20%); short-answer questions (50%); and an integrative question (essay) (30%). (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

**Application Papers:** Application papers are short 2 & ½ page assignments that will focus on one or two skills at a time. As the title of the assignment says, you will have to take a concept, theory, and/or skill and put it into practice. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

**Format Instructions:**

The first 2 or 3 lines of the document should include the assignment number (e.g. Application Paper #1), a title for the assignment, and your name. Your written assignment needs to be grammatically sound and proofread. All assignments need to be typed.

**Margins:** 1 inch (top, bottom, left and right)

**Font:** Times New Roman, 12-point font

**Line spacing:** The whole document needs to be double spaced.

**Length:** 2 & ½ pages maximum.

**Final Project:** You will design a short intercultural training unit applicable to a specific professional communication situation of your choice (e.g. ex-pat relocation; study abroad workshop; intercultural business decision making; training global leaders...). (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

**Final Project Presentation:** You will have present your final project to the class during the last week of the semester. Presenting your project is not equivalent to simply “going over the facts.” Your presentation needs to be engaging, interesting, compelling, and it has to highlight the importance of your project. You need to present in a conversational style and follow the principles of high-impact presentations. Talk to me if you haven’t taken a Public Speaking class (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

**In-class Participation:** Participation entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to “participate” as described here. (See *Student Learning Outcomes table above to see specific skills that I will assess in this assignment*).

**Respect & Tolerance:** This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.

**How will you earn your in-class participation grade?**

- An “A” in participation means that you almost always participate in class (as described above).
- A “B” in participation means that you frequently participate in class (as described above).
- A “C” in participation means that you sometimes participate in class (as described above).
- A “D” in participation means that you seldom participate in class (as described above).
- An “F” in participation means that you rarely participate in class (as described above) and/or that you disrespect your peers.

**CAVEAT:** Missing classes and lateness will lower your participation grade.

**Further instructions for each assignment will be provided in class**

## ELECTRONIC SUBMISSION OF ASSIGNMENTS

All written assignments have to be submitted electronically following the link below:

<http://www.dropitto.me/CMM-ASSIGNMENTS>

1. This link is also available in the wiki. Click on it and enter the password (caps sensitive): CMM2015
2. Upload your word **document and a copy** of it in **pdf**.
3. **IMPORTANT!!! FILE FORMAT:** The file names of the documents that you upload **MUST** follow the following format: CMM200-FIRST NAME INITIAL + LAST NAME + ASSIGNMENT NAME AND NUMBER.
  - a. Here is a sample file name: CMM200-JSMITH-WA#1.docx and CMM200-JSMITH-WA#1.pdf
  - b. If you do not to give your file the correct format and name, **I will discard it as soon as I receive it.**
4. Assignments are due by **midnight** of the day assigned, but they can be submitted earlier as well.
5. You’re fully responsible for uploading a word document that **opens correctly**. It is unlikely, but files can get corrupted in the process of sending and receiving. Uploading the word document along with a copy of it in pdf format will maximize your chances of me being able to open your assignment.

## ATTENDANCE, & PARTICIPATION

**ATTENDANCE:** Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class day. I expect you to pay attention to class material (no newspapers, magazines, headphones, etc.) Later arrivals are highly discouraged since they are disruptive for the class. Arriving 20 minutes late or longer will count as an absence. If you are unable to attend class, **it is your responsibility** to find out what assignments, handouts, activities, or instruction you missed (all supplementary

readings are available in the WiKi workspace online. The schedule below contains a description of what will happen each in each class. Ask me and/or your classmates to make sure you do not miss anything).

**ABSENCES:** Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. I will use my discretion to excuse medical or other situations.

**ABSENCES & PENALTIES:** You are allowed only 2 unexcused absences. **More than 2 unexcused absences** will significantly **lower your grade** (minus 5 points per unexcused absence after the second). **Missing 5 or more classes will be grounds to earn a failing grade.**

**ABSENCES & ASSIGNMENT SUBMISSIONS:** If you're sick and can't come to class the day an assignment is due, DO SUBMIT IT FOLLOWING THE INSTRUCTIONS ABOVE. You are more credible if you miss class and send the assignment due than if you don't send the assignment. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

**LATE WORK:** You will lose **10% of your score**—per day—in any graded assignment submitted late **without an official excuse**. Submitting an assignment on time means to turn it in class. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out a solution.

## COLLECTION OF ASSIGNMENTS OF ASSESSMENT PURPOSES

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, we regularly assess our teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose we keep on file anonymized representative examples of student work from all courses and programs such as: assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. **Thus, copies of your work for this course, including exams, quizzes, application papers, class discussions (video taped), oral presentations (video taped), final projects may be kept on file for institutional research, assessment and accreditation purposes.** If you prefer that Saint Louis University-Madrid Campus does not keep your work on file, you will need to communicate your decision in writing to your professor.

## MISCELLANEOUS POLICIES

**CLASSROOM BEHAVIOR:** The use of cell phones and other electronic devices that may distract or disrupt the flow of class will not be tolerated. Yes, that includes WhatsApp ;-). Please, turn them off at the beginning of class or set them in FLIGHT mode. Laptops ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course (taking notes, consulting electronic materials for discussion in class etc.) **Students using laptops for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use laptops in the classroom.**

**POLICY ON STUDENT--INSTRUCTOR COMMUNICATION:** If you need to contact me outside the classroom, use the email address listed in this syllabus or post a comment in the WiKi workspace created for this course. I will reply to the email you send me within 24 to 48 hours.

**POLICY ON COMMUNICATION THROUGH THE WIKI WORKSPACE:** I will use the WiKi workspace to communicate with you. Whenever I post a comment or make a change to the Wiki workspace, you will receive notification of it. Consequently, the email address you give me in class has to be one that you use on a daily basis. It is your responsibility to make sure that you have set up the "Preferences" in the WiKi workspace so that you "receive notification right away when the workspace has changed." When you sign up after you receive my invitation, you will have a chance to set up this option. If you don't know how to do this, please talk to me and I'll help you figure it out.

## GRADE DESCRIPTION

⊗ **A**—An "A" performance is a superior performance. To earn an "A" on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an "A" in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊗ **B**—A grade "B" shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a "B" in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.



⊗ **C**—A grade of “C” is an average grade. A “C” indicates that you have met the minimum requirements of the assignment. A “C” indicates that you need to improve and that there is potential in your work. To earn a “C” in this course means that you have made a minimum effort in your assignments and in class participation.

⊗ **D**—A grade of “D” means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a “D” will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊗ **F**—A grade of “F” will be given in a case where your work is seriously lacking. Getting an “F” is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

<b>GRADE PERCENTAGES</b>			
94-100% <b>A</b>	84-86% <b>B</b>	74-76% <b>C</b>	60% & below <b>F</b>
90-93% <b>A-</b>	80-83% <b>B-</b>	70-73% <b>C-</b>	
87-89% <b>B+</b>	77-79% <b>C+</b>	61-69% <b>D</b>	

## **ACADEMIC INTEGRITY GUIDELINES**

*Students are required to abide by the Academic Integrity guidelines summarized below.*

The SLU-Madrid Academic Honesty Policies unabridged document can be found in the link here:  
[http://spain.slu.edu/academics/academic\\_advising/docs/Academic\\_integrity.pdf](http://spain.slu.edu/academics/academic_advising/docs/Academic_integrity.pdf)

The University is a community of learning, whose effectiveness requires an environment of mutual trust and integrity, such as would be expected at a Jesuit, Catholic institution. As members of this community, students, faculty, and staff members share the responsibility to maintain this environment. Academic dishonesty violates it. Although not all forms of academic dishonesty can be listed here, it can be said in general that soliciting, receiving, or providing any unauthorized assistance in the completion of any work submitted toward academic credit is dishonest. It not only violates the mutual trust necessary between faculty and students but also undermines the validity of the University’s evaluation of students and takes unfair advantage of fellow students. Further, it is the responsibility of any student who observes such dishonest conduct to call it to the attention of a faculty member or administrator. Examples of academic dishonesty would be copying from another student, copying from a book or class notes during a closed-book exam, submitting materials authored by or editorially revised by another person but presented as the student’s own work, copying a passage or text directly from a published source without appropriately citing or recognizing that source, taking a test or doing an assignment or other academic work for another student, tampering with another student’s work, securing or supplying in advance a copy of an examination without the knowledge or consent of the instructor, and colluding with another student or students to engage in an act of academic dishonesty.

Where there is clear indication of such dishonesty, a faculty member or administrator has the responsibility to apply appropriate sanctions. Investigations of violations will be conducted in accord with standards and procedures of the school or college through which the course or research is offered. Recommendations of sanctions to be imposed will be made to the dean of the school or college in which the student is enrolled. Possible sanctions for a violation of academic integrity include, but are not limited to, disciplinary probation, suspension, and dismissal from the University.

## **STUDENT ACCOMMODATION STATEMENT**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.

University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to [http://spain.slu.edu/academics/learning\\_resources.html](http://spain.slu.edu/academics/learning_resources.html).

Students who believe that, due to a disability, they could benefit from academic accommodations are encouraged to contact Disability Services at +34 915 54 58 58, ext. 204, send an e-mail to [counselingcenter-madrid@slu.edu](mailto:counselingcenter-madrid@slu.edu), or to visit the Counseling Office (San Ignacio Hall). Confidentiality will be observed in all inquiries. Course instructors support student accommodation requests when an approved letter from Disability Services has been received and when students discuss these accommodations with the instructor after receipt of the approved letter.

## TENTATIVE SCHEDULE

EIC: Experiencing Intercultural Communication

RP: Reading Packet

Week	Day	Class Description	Reading for the Day	Assignments
Week 1	Th-Jan-15	Introduction to the course. What is this course about? Getting to know each other.		
<b>Foundations of Intercultural Communication</b>				
Week 2	T-Jan-20	<ul style="list-style-type: none"> <li>■ Rationale for the study of Intercultural Communication (ICC).</li> </ul>	EIC: CH 1: <i>Studying Intercultural Communication</i>	<ul style="list-style-type: none"> <li>■ Discussion CH 1. Bring discussion questions to class for Chapter 1. Write down a paragraph in which you make an argument justifying the need for more courses in Intercultural communication to be taught in the US or in any other countries.</li> </ul>
	Th-Jan-22	<ul style="list-style-type: none"> <li>■ Defining the key concepts: Culture, Communication, Context, and Power.</li> <li>■ What are some barriers to ICC?</li> </ul>	EIC: CH 2: <i>Intercultural Communication: Building Blocks and Barriers</i> (except Kluckhohn and Strodtbeck's Value Orientation section, pp. 42-46).	<ul style="list-style-type: none"> <li>■ Discussion CH 2.</li> </ul>
Week 3	T-Jan-27	<b>Last day to drop a class without a grade W and/or add a class</b> <b>Last day to choose Audie (AU) or Satisfactory/ Unsatisfactory (S/U) options</b>		
	T-Jan-27	<ul style="list-style-type: none"> <li>■ Defining key concepts: culture as communication and communication as a cultural practice.</li> </ul>	RP: Carbaugh (2012) <i>A Communication Theory of Culture</i> .	
	Th-Jan-29	<ul style="list-style-type: none"> <li>■ Defining key concepts: Is communication perceived the same way globally? Communicative implications of an Asiacentric worldview</li> </ul>	RP: Miike (2012) " <i>Harmony without uniformity: An Asiacentric worldview and its communicative implications</i> ."	<ul style="list-style-type: none"> <li>■ Discussion. Think about what it means to be a competent communicator from your own cultural background. Bring your thoughts to class.</li> <li><b>The first Application Paper is based on this reading and it is due February 5<sup>th</sup></b></li> </ul>

	T-Feb-3	<p>■ <b>An illustration of Asiatic Communication:</b> Thai cultural values and ICC.</p>	<p><b>RP:</b> Knutson (2004) <i>Thai cultural values: Smiles and Sawasdee as implications for intercultural communication effectiveness.</i></p>	<p>■ <b>Discussion.</b> Apply as many Asiatic Communication Propositions from Miike's article to Knutson's article about Thailand. Bring your applications to class.</p>
<b>Identity and ICC</b>				
Week 4	Th-Feb-5	<p>■ <b>Identity and ICC:</b> What is identity? How is identity related to ICC? How does culture construct identity? How does identity affect ICC?</p>	<p><b>EIC:</b> CH. 4: Identity and Intercultural Communication (except the <i>Identity Development</i> section, pp. 114-122)</p>	<p>■ <b>Discussion.</b> If somebody asked you: What's your identity? or what's your sense of self? What would you answer? How do you perceive yourself? Bring your thoughts to class.</p> <p><b>AP#1 DUE</b></p>
Week 5	T-Feb-10	<p>■ <b>Identity and ICC:</b> Hybridity, Race, and Third Space.</p>	<p><b>RP:</b> Bolatagici (2004) <i>Claiming the (N)either/ (N)or of 'Third Space: (re)presenting hybrid identity and the embodiment of mixed races.</i></p>	<p>■ <b>Discussion.</b> What is your race? When was the first time that you thought about race or ethnicity? Can you think of an ethnic or racial label that captures who you perceive yourself to be? Bring your thoughts to class.</p> <p><b>QUIZ# 1</b></p>
	Th-Feb-12	<p>■ <b>Identity and ICC:</b> International Students, Intercultural identity, Intercultural Competence, and Third Space</p>	<p><b>RP:</b> Feng (2009) <i>Becoming Interculturally Competent in a Third Space.</i></p>	<p>■ <b>Discussion.</b> Have you attended a school or university with a different educational system to the American one? What's your experience?</p>
Week 6	T-Feb-17	<p>■ <b>A Theory of Identity:</b> Managing Identities in Intercultural Relationships: A theoretical approach. (Part 1)</p>	<p><b>RP:</b> Imahori &amp; Cupah (2005) <i>Identity Management Theory: Facework in Intercultural Relationships.</i></p>	<p>■ <b>Discussion.</b> How do you feel and react when somebody addresses you with a stereotype about your identity? How do you handle it? How can someone interact with a person without stereotyping his or her cultural identity or completely ignoring it?</p>
	W-Feb-18	<b>Registration for Summer 2015 Sessions begins</b>		
	Th-Feb-19	<p>■ <b>A Theory of Identity:</b> Managing Identities in Intercultural Relationships: A theoretical approach. (Part 2)</p>	<p><b>RP:</b> Imahori &amp; Cupah (2005) <i>Identity Management Theory: Facework in Intercultural Relationships.</i></p>	
Week 7	T-Feb-24	<b>midterm exam</b>		
	Th-Feb-26	<p>■ Writing the Academic Paper in College.</p> <p>■ Writing a Literature Review.</p> <p>■ Learning How to use APA</p>	<p><b>RP:</b> APA <i>handout</i></p> <p><b>RP:</b> Rubin et al (2010) <i>Writing the Literature Review</i></p>	<p>■ Use the APA pdf as a reference when you're formatting your paper.</p> <p>■ Use Rubin et al's pdf as a reference when you're writing our final paper.</p>
<b>ICC Processes and Theories</b>				



Week 8	T-Mar-3	<p>■ <b>Verbal Communication and ICC.</b> What is the relationship between language, communication and culture? Understanding this relationship via the three research paradigms.</p>	<p><b>EIC:</b> CH. 5: Verbal Issues in Intercultural Communication (except the <i>Moving between Languages</i> section, pp. 159-168).</p>	<p>■ <b>Discussion.</b> What's your communication style? how does your language affect how you perceive the world? How is the language you speak connected to your identity? What is the relationship between language and communication?</p>
	Th-Mar-5	<p>■ <b>Verbal Communication and ICC:</b> Variations in contextual rules.</p>	<p><b>RP:</b> Charlebois (2012). <i>The Social Construction of Demeanor through Deference Rituals.</i></p>	
Week 9	T-Mar-10	<p>■ <b>Non-Verbal Communication and ICC.</b></p>	<p><b>EIC:</b> CH. 6: Verbal Communication Issues in Intercultural Communication (except the <i>Defining Cultural Space</i> section pp. 192-198)</p>	
	Th-Mar-12	<p>■ <b>Non-verbal Communication and ICC:</b> Chronemics, Culture &amp; Communication.</p>	<p><b>RP:</b> Dahl (1995) <i>When the Future Comes from Behind: Malagasy and other Time concepts and some Consequences for Communication.</i></p>	<p>■ <b>Discussion.</b> How do you conceive of time? Do you see it as a line from past to future? Does time happen when things happen? How does one's understanding of time affect communication?</p>
	F-Mar-13	<p><b>Last Day to Drop a Class and Receive a Grade of W</b></p>		
Week 10	T-Mar-17	<p>■ <b>Cultural Verbal and Non-Verbal Communication Codes.</b></p>	<p><b>RP:</b> Philipsen, Coult and Covarrubias (2005) <i>Speech Code Theory: Restatement, Revisions, and response to criticisms.</i></p>	<p>■ <b>Discussion.</b> Take the propositions from speech codes theory and apply them to everyday life communicative examples. Bring your applications to class. <b>The second application paper is based on this reading and due March 26<sup>th</sup></b></p>
	Th-Mar-19	<p><b>no class - father's day</b></p>		
Week 11	<p><b>Culture, Communication, &amp; Conflict</b></p>			
	T-Mar-24	<p>■ <b>Culture, Communication and Conflict.</b></p>	<p><b>EIC:</b> CH. 8: Culture, Communication, and Conflict (Except the <i>Understanding Conflict and Society</i> section pp. 243-250).</p>	
	Th-Mar-26	<p>■ <b>Culture, Communication and Conflict:</b> Managing conflict in intercultural situations.</p>	<p><b>RP:</b> Hammer &amp; Rogan (2002) <i>Latino and Indochinese Interpretive Frames in Negotiating Conflict with Law Enforcement.</i></p>	<p><b>AP#2 DUE</b></p>
Week 12	T-Mar-31	<p><b>easter break</b></p>		
	Th-Apr-2			
<p><b>ICC Competence Theories and Contexts</b></p>				

Week 13	T-Apr-7	■ <b>ICC Competence:</b> Review of existing ICC Competence and a new model proposed.	RP: Spitzberg (2012) <i>Axioms for a Theory of Intercultural Communication Competence.</i>	■ What is intercultural competence?
	W-Apr-8	<b>Registration for Fall 2015 Semester begins</b>		
	Th-Apr-9	■ <b>ICC Competence:</b> Being a competent leader in a globalized society. Skills and abilities.	RP: Pusch (2009) <i>The Interculturally Competent Global Leader.</i>	■ What does it mean to be an interculturally competent leader? Bring your thoughts to class.
Week 14	T-Apr-14	■ <b>ICC Competence in Contexts:</b> Persuasion across cultures	RP: Fitch (2003) <i>Cultural Persuadables.</i>	■ <u>Discussion.</u> Think about what is appropriate and inappropriate to persuade and why? How does this knowledge relate to Cultural Communication or ICC Competence?
	Th-Apr-16	■ <b>ICC Competence in Contexts:</b> Adapting to a host culture.	RP: Kim (2012) <i>Beyond Cultural Categories: Communication, Adaptation, and Transformation.</i>	<b>FINAL PROJECT DUE</b>
<b>ICC in Applied Settings</b>				
Week 15	T-Apr-21	■ <b>ICC and Business:</b> Being a culturally sensitive businessperson.	EIC: CH. 12: Intercultural Communication and Business.	
	Th-Apr-23	■ <b>ICC and Business:</b> Intercultural Communication in Groups and Organizations: Group-Decision making in Japan	RP: Nishiyama (2013) <i>Japanese Style of Decision Making in Business Organizations.</i>	
Week 16	T-Apr-28	■ <b>ICC and Tourism:</b>	EIC: CH. 10: Intercultural Communication in Tourism Contexts	
	Th-Apr-30	<b>PRESENTATIONS</b>	<b>PRESENTATIONS</b>	<b>PRESENTATIONS</b>
Week 17	T-May-5 Last Day of Class	<b>PRESENTATIONS</b>	<b>PRESENTATIONS</b>	<b>PRESENTATIONS</b>
FINALS WEEK	W-May-13	<b>FINAL EXAM FROM 12 - 3 PM</b>		

## READING PACKET REFERENCES

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