

Communication and Culture (Core Area E & CD)
COMS/ANTH 204:01 Pre-requisite Core A2
TR 2:40-4:25pm CO 314

Professor: Evelyn Ho, Ph.D.

Office Hours: Kalmanovitz Hall (KA) 340
TR 1-2:30pm and by appointment

Email: eyho@usfca.edu

Email is the preferred way to reach me

Office Phone: 415-422-6061

Website: on Blackboard

Teaching Assistants:

Kathleen De Lara, kdelara@usfca.edu

OHs: By appt at least 24hrs in advance:
T/Th 11:40a-2:40p

Lydia Hecomovich,

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OHs: By appt at least 24hrs in advance:
T/Th 10a-12pm



Learning Outcomes

In this course students will:

Indicate an awareness of and sensitivity to cultural/linguistic diversity.

Define and apply knowledge of culture and communication theories and methods as demonstrated in performance on two tests and as applied in a fieldwork based research project. This project includes conducting original research starting from data collection, moving through analysis and concluding with a final written paper that makes connections between theory and everyday communication and cultural experiences.

Analyze contemporary socio-cultural problems. This course makes you analyze the role communicative factors play in the construction of reality and in shaping social inequality. In particular, since this course explores the role communication plays in restricting access to resources, you will be trained to recognize communicative forms of bias.

Demonstrate and communicate social responsibility. In this course we will explore the importance of ethical and social issues for cultural communicators. Using these classroom experiences, you will be asked to assess cultural issues as they arise in public debates, and to discuss the relevance of these issues with others in society.

And, hopefully, become an agent for social change. Finally, this course drives you to develop and articulate an individual answer to the question: "What can I do as a communication studies student to produce a positive change in the world?"

With your enthusiasm and energy we should be able to accomplish this and much more!

Required Course Texts and Materials: * At the University Bookstore or buy online

* Basso, K. (1996). *Wisdom sits in places: Landscape and language among the Western Apache*. Albuquerque, NM: University of New Mexico Press.

* Mendoza-Denton, N. (2008). *Homegirls: Language and cultural practice among Latina youth gangs*. Malden, MA: Blackwell.

Reading Packet – On Blackboard – *Readings are listed for the date on which we are scheduled to discuss them in class. Thus, students should do the reading before coming to class and always bring readings to class either electronically or printed.*

Communication and Culture COMS/ANTH 204 – Blackboard Readings List
Print and mark up these articles BEFORE coming to class
Download and/or print these early to avoid technical difficulties!
Remember that you can also get these readings by looking them up in the library

- Kiesling, S. F. (2004). Dude. *American Speech*, 79, 281-305.
- Cameron, D. (2001). Collecting data: Practical and ethical considerations. In *Working with spoken discourse* (pp. 19-29). London: Sage.
- Ho, E. Y., Koenig, C. J., Wingard, L., & Bansavich, J. C. (2009). Learning LSI means doing LSI: Reflections on technology use in two language and social interaction courses. *The Electronic Journal of Communication/La Revue Electronique de Communication*, 19(1&2). Retrieved from http://0-www.cios.org.ignacio.usfca.edu/getfile/V19121_EJC
- Sample Term Papers are on BB Course Materials under "Observing Recording" Module
- Agar, M. (1994). Culture Blends. In *Language shock* (pp. 13-30). New York: Morrow.
- de Saussure, F. (1985). The linguistic sign. In R. Innis (Ed.), *Semiotics: An introductory anthology* (pp. 28-41). Bloomington, IN: Indiana University.
- Agar, M. (1994). Cultural signifieds. In *Language shock* (pp. 70-77). New York: Morrow.
- Pullum, G. K. (1989). The great Eskimo vocabulary hoax. *Natural Language and Linguistic Theory*, 7, 275-281.
- Agar, M. (1994). Transcription. In *Language shock* (pp. 184-189). New York: Morrow.
- Most Commonly Used Transcription Symbols from the Journal: *Research on Language and Social Interaction*
- Philipsen, G. (1992). *Speaking culturally: Explorations in social communication*. Albany: State University of New York Press. pp. 3-42 (Chapter 1-2 – Speaking in its cultural context; Place and personae in Teamsterville speaking).
- Tanno, D. V. (2003). Names, narratives, and the evolution of ethnic identity. In A. Gonzalez, M. Houston & V. Chen (Eds.), *Our Voices* (4th ed., pp. 38-41). Los Angeles, CA: Roxbury.
- Allen, B. J. (2004). *Difference Matters: Communicating Social Identity*. Long Grove, IL: Waveland. pp. 65-77 (Chapter 4).
- Bucholtz, M. (2011). "Not that I'm racist": Strategies of colorblindness in talk about race and friendship. In *White Kids: Language, Race, and Styles of Youth Identity*. Cambridge, England: Cambridge University Press. pp.164-186.
- McIntosh, P. (1990). White privilege: Unpacking the invisible knapsack. Retrieved August 16, 2005, from <http://www.cwru.edu/president/aaction/UnpackingTheKnapsack.pdf>
- Sue, D. W. (2010, October). Racial microaggressions in everyday life. *Psychology Today*. [Web log post]. Retrieved from <http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life>
- Rickford, J. R. (1997). Suite for ebony and phonics. *Discover Magazine*, 58-62.
- Scott, K. D. (2003). Broadening the view of black language use. In A. Gonzalez, M. Houston & V. Chen (Eds.), *Our voices* (4th ed., pp. 183-189). Los Angeles, CA: Roxbury.
- Abu-Lughod, L. (1986). Modesty, gender, and sexuality. In *Veiled Sentiments: Honor and Poetry in a Bedouin Society*, Berkeley, CA: University of California Press. pp. 118-167.
- Jacquemet, M. (1996). On truth: Pentito versus pentito. In *Credibility in Court* (pp. 250-303). Cambridge, England: Cambridge University.
- Kaw, E. (1993). Medicalization of racial features: Asian American women and cosmetic surgery. *Medical Anthropology Quarterly*, 7, 74-89.
- Bailey, B. (2000). Communicative behavior and conflict between African-American customers and Korean immigrant retailers in Los Angeles. *Discourse and Society*, 11, 86-108.

Course Policies

Students with Disabilities

I would like to hear from anyone who has a disability that may require some modification of seating, testing, or other class requirements so that appropriate arrangements may be made. Please contact me during my office hours.

Attendance

Attendance is required at all classes. If you are contagiously ill, do not come to class. Except under extreme and excused circumstances, excessive absences (more than 3) will negatively and significantly affect your attendance/participation grade. As a college student you already know that your education is in your hands. Take responsibility for yourself and bring written documentation for any absences you may have. Just as you expect me to inform you of absences in advance, I expect you to let me know via email, phone or in person when you anticipate missing class. In addition, when you return from an absence, it is your responsibility to find out from me what you missed. You may also want to contact a classmate if you miss class:

_____ Name/Email _____ Name/Email

Late or Missing Work/Missing Tests

A general rule to follow is that late assignments and missed tests **cannot** be made up. **All makeup tests due to excusable absences will be deducted 5%. All excused late papers will be deducted 10% per 24-hour period late. Any papers over 3 days late (including weekends) will not be accepted unless it is pre-arranged.** If you know you will be absent, especially when something is due, you *must* speak to me or email me in advance to make arrangements. It is better to turn in a half completed assignment than come to class with nothing and hope for an extension. Additionally, ALWAYS provide written documentation for excused absences. We all have unforeseen circumstances in our lives so do not wait until the last minute to complete your assignments or study for tests! ALWAYS back up all your work on more than one flash or virtual drives! Computer problems are unacceptable excuses for turning in late work.

Grading/Outside of Class Work

This class is designed for the average student to work on around 8 hours per week outside of class.

97-100%	A+
93-96.9	A
90-92.9%	A-
87-89.9%	B+
83-86.9%	B
80-82.9%	B-
77-79.9%	C+
73-76.9%	C
70-72.9%	C- <i>Lowest Passing Grade for Communication Studies Major Credit</i>
67-69.9%	D+
63-66.9%	D
60-62.9%	D- <i>Lowest Passing Grade for Core and University Credit</i>
< 60%	F

Assignments

Test 1:	22.5%	
Test 2:	25%	
Term Project (TP):	35%	(17.5% Final Paper, 5.25% Final Portfolio, 12.25% TP assignments)
Participation	5%	
Quizzes & QP		Quizzes cannot be made up but the 2 lowest will be dropped
Assignments (22)	12.5%	automatically and there are up to 2 opportunities for extra credit.
<hr/> TOTAL	100%	

A detailed assignment sheet for Term Project assignment (an ethnographic research project done in pairs) can be found on Blackboard.

Participation

Because this class is discussion oriented, each student's *active* participation is essential to a productive in-class experience. This requires both pre-class preparation and in-class contribution (in class-wide discussions, small groups, workshops, or other in-class activities). However, at the other extreme, dominating class time and not allowing other students to contribute, as well as disruptive chatter, arriving late for class, and unwillingness to accomplish in-class workshops and activities will hurt your participation grade. Active participators are reflexive and respectful of the audience of class members. Active participators are also *present* and *active* throughout the semester, not just at the beginning or the end of the semester or when grades are distributed. Please feel free contact me throughout the semester if you would like to talk about your level and quality of class participation. Coming to office hours can count towards participation!

Note on participation: To foster an effective learning environment, we must all agree to listen, be respectful, and open to one another's viewpoints. Hostile, demeaning, or harassing behavior will not be tolerated.

Students often ask, "How can I get an A in this class?"

You and I both have high standards for learning and achievement. In this class, **A** work is superior and clearly shows your concentrated effort, attention, and detail. **A** work is uniquely insightful and will obviously exceed all minimum criteria. Completing the assignment in an adequate manner earns you a **C** (or average) grade. If you would like to earn an **A** or a **B** in this course, be prepared to work hard from the **beginning** of the term all the way to the end, spend substantial time and energy on assignments outside of class, and positively contribute in class. There is no reason why everyone with equally high standards for his/her own performance in this class should not earn an **A**.

Plagiarism – Academic Integrity

As a Jesuit institution committed to *cura personalis*- the care and education of the whole person- USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at <https://www.usfca.edu/catalog/policies/honor/>.

Academic Honesty Code - Standards of Conduct

Adherence to standards of honesty and integrity precludes engaging in, causing, or knowingly benefiting from any violation of academic integrity. Without regard to purpose, the following violations are prohibited.

A. Cheating

Cheating is the use or attempted use of unauthorized materials, information, and study aids, as well as unauthorized collaboration on examinations and other academic exercises. It is the responsibility of students to consult with their professors concerning what constitutes permissible collaboration. Cheating or helping others cheat is academic fraud.

B. Plagiarism

Plagiarism is the act of presenting, as one's own the ideas or writings of another; plagiarism, in any of its forms, violates academic integrity. While different academic disciplines have different norms of attribution, all strive to recognize and value individuals' contributions to the larger body of knowledge. It is the responsibility of students to consult with their professors in order to understand the norms of attribution in each discipline and area of study.

C. False Citations

False citation is attribution to an incorrect or fabricated source; false citation is academic fraud. False citation seriously undermines the integrity of the academic enterprise.

D. Submitting the Same Work for Multiple Assignments

Students may not submit work (in identical or similar form) for multiple assignments without the prior, explicit approval of all faculty to whom the work will be submitted. This includes work first produced at USF or at another institution attended by the student.

E. Submitting False Data

False data is information that has been fabricated, altered, or contrived in such a way as to be misleading; the submission of false data is academic fraud.

F. Falsifying Academic Documentation

Forging or altering academic documentation (including transcripts, signatures, letters of recommendation, certificates of enrollment or standing, registration forms, and medical certifications) concerning oneself or others is academic fraud.

G. Abuse of Library Privileges

Depriving others of equal access to library materials constitutes a violation of academic integrity. This includes sequestering library materials for the use of an individual or group, refusal to respond to recall notices, and the removal or attempt to remove library materials from any University library without authorization.

H. Abuse of Shared Electronic Media

Depriving others of equal access to shared electronic media used for academic purposes constitutes a violation of academic integrity. This includes actions that result in the damage or sabotage of campus computer systems.

The penalties for violation of the honor code will include a failing grade on the assignment and/or a failing grade in the course and will *always* include a letter written to the Dean and/or the Committee on Student Academic Honesty and a letter shared among the other Communication Studies faculty. To protect yourself against plagiarism, keep copies of all your rough drafts and photocopies of sources cited. When in doubt, cite it and/or ask questions about how to correctly cite sources.

No matter how bad the semester is going for you, do not resort to intentional plagiarism or turn in sloppy work with unintentionally plagiarized sections. If you cannot complete an assignment, it is much better for you to come and speak to me about it than to fabricate, copy, buy or otherwise plagiarize a paper. When in doubt, (a classmate offers you help, you don't know if you've quoted too much material, another professor is allowing you to use the same articles for another assignment) ASK first!

Academic Concerns and Expectations

As your professor, you can expect that I will always come to class prepared, assist you with learning, act professionally and treat you fairly. If you feel that I have acted unprofessionally or otherwise failed to meet my responsibilities as an instructor, please bring the matter to my attention so that we can work together to resolve the problem.

In addition, as a student, I also expect you to come to class prepared, turn off electronic distractions (email, Facebook, cell phone notifications, etc.), participate appropriately, and act professionally toward me and your fellow classmates.

Let the Learning Begin...

I am very glad you are a member of this class! If you have any questions or concerns or would just like to chat, my office is on the 3rd floor of Kalmanovitz Hall. I encourage all of you to stop by and see me throughout the semester. I truly hope we can learn from each other and grow through the experience in this course. Please let me know how I can be of assistance.

Blackboard – Course Website including grades, notes, discussion board, resources

* Login to USFConnect and click the Learning Technologies tab.

* Click the Login tab to enter Blackboard.

* You should see all of your classes listed under "My Courses."

For problems with login contact ITS Help at 415-455-6668 or itshelp@usfca.edu. For other problems with Blackboard, email blackboard@usfca.edu.

Tentative Class Schedule (subject to change!)

BR = Blackboard Readings Basso = Wisdom Sits in Places HG = Homegirls
TP = materials due and points toward Term Paper Grade (see Assignment sheet)
QP = materials due and points count as a “quiz”

Week	Date	Topic(s)	Readings & Assignments Due
1	1/22	Intro to Course – In class writing	Buy Books especially Homegirls, Download or Print Articles & Read Syllabus
	1/24	Reading Academic Texts Sample Quiz	BR – Kiesling – Dude
2	1/29	Fieldwork/Ethnography	HG Intro + Chapter 1 – Quiz 1
	1/31	Meeting Mendoza-Denton & the Homegirls, Chicano English	HG Chapter 2 – Q2
3	2/5	Observing & Recording Culture in Everyday Situations Assign Term Paper	BR – Cameron – Collecting Data BR – Ho, et al. – Learning LSI Means Doing LSI Read at least 1 sample TP on BB Course Materials + TP Assignment Sheet – Q3
	2/7	Culture & Writing Field Notes <i>Census Date 2/8: Last Day to Drop a Class with a Refund</i>	BR – Agar – Culture Blends – Q4 Post for Partner on BB – TP
4	2/12	Language Finessing Field Notes Finalize Pairs	BR – de Saussure – The Linguistic Sign – Q5 Bring 1 single spaced page of FNs to class
	2/14	Language & Culture: Do Eskimos have 100 words for snow? Meet w/ Prof. Ho, Kathleen or Lydia about Project ideas	BR - Agar – Cultural Signifieds – Q6 Optional Reading BR – Pullum Eskimo Hoax Post updated FNs to BB – TP
5	2/19	Transcription Workshop	BR – Agar – Transcription BR – Most Commonly Used... (BRING THIS) Sample Rec. + Headphones + Laptop – QP
	2/21	Speech Codes Theory & Teamsterville Paper Proposals Due	BR – Philipsen Ch 1 & 2 – Q7 Paper Proposals & Work Contract Due – TP Kathleen: Group 1, 2, 3 – FN/Trans Prof Ho: Group 4, 5, 6 – FN/Trans

6	2/26	Language & the Environment Test Review Sheet Posted Post on Blackboard	Basso – Ch. 1-2 – Q8 <i>(Fieldsites Approved)</i> Post Transcript + Audio BB – QP Kathleen: Group 7, 8, 9 – FN/Trans Prof Ho: Group 10, 11, 12 – FN/Trans
	2/28	Wisdom Sits in Places Cont...	Basso – Ch. 3-4 – Q9 <i>(Go to your field site at least once this week – get informed consent! Start taking Field Notes)</i> Kathleen: Group 13, 15 – FN/Trans Prof Ho: Group – 14, 16 FN/Trans
7	3/5	Test Review	Must have ¾ of the Study Guide done for Q&A!
	3/7	Test 1	Test 1 <i>(Go to site at least twice before Spring Break, start recording & transcribing)</i>
8	3/11- 3/15	Spring BREAK	Spring BREAK – Enjoy time away!
9	3/19	Race/Ethnicity & Communication Beginning Analysis/Methods	BR – Tanno – Names, Narratives – Q10 BR – Allen – Race Matters
	3/21	Discourses of Colorblindness Post on Blackboard	BR – Bucholtz – “Not that I’m racist” – Q11 Post Transcript Comment BB – QP <i>(Go to fieldsite at least three times)</i>
10	3/26	Whiteness & Privilege Unconscious microaggressions	BR – McIntosh – White Privilege... – Q12 BR – Sue – Microaggressions Do the “Try this” Activity in the Course Module
	3/28	Paper Workshop 1 Introducing Evidence Sandwiches	See Assignment Sheet for materials – TP <i>(Go to the fieldsite at least four times)</i>
11	4/2	Dialects & Power	BR – Rickford – Suite for Ebony... – Q13 BR – Scott – Broadening the View... Prof Ho: Group 13, 15– E-Sand Kathleen: Group 14, 16 – E-Sand
	4/4	“Smile Now Cry Later” <i>Extra Credit: Attend Human Rights Film Festival</i>	HG – Chapter 6 – Q14 Prof Ho: Group 1, 2, 3 – E-Sand Kathleen: Group 4, 5, 6 – E-Sand

12	4/9	<i>Last day to drop classes (4/8)</i> Gender, Makeup, Macha –	HG – Chapter 5 – Q15 Prof Ho: Group 7, 8, 9 – E-Sand Kathleen: Group 10, 11, 12 – E-Sand
	4/11	Sharing Claims & Conclusions Paper Rough Draft Due on BB	Paper Rough Draft Due 1 copy per group – TP (Based on at least 5 visits, FNs, & Recordings)
13	4/16	Honorable Women	BR – Abu-Lughod – Ch. 4 – Q16
	4/18 AAAS	Guest Lecture/Video: Dr. Jacquemet – Honorable Men	BR – Jacquemet – On Truth – Q17
14	4/23	Body, Gender & Nonverbal Comm Test Review Sheet Posted Return Rough Drafts	BR – Kaw – Medicalization... – Q18
	4/25	Conflict & Intercultural Communication	RR – Bailey – Comm Behavior... – Q19
15	4/30	Test Review	Must have ½ of the Study Guide done for Q&A!
	5/2	Test 2	Test 2
16	5/7	Wrap-up Portfolio Questions	Wrap-up Bring portfolio materials for a final double-check Extra Credit Optional Write-Up Due on BB
	5/9	Paper Workshop 2	See Assignment Sheet – TP
	Final Tue 5/14 3-5pm	Paper & Portfolio Due to KA340 Post Paper to Turnitin Return Recorders!	Paper & Portfolio Due to KA340 Post Paper to Turnitin Return Recorders!