

COM 478:
Intercultural Communication
Winter: January 6-March 14

Course Description

Investigates intercultural communication theory and its application for varying levels of human interaction: interpersonal, intergroup, and international.

T/TH 9:30-11:20am, CMU 104

Instructor Information

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 Office Hours: T/Th 3-5pm

This class is about the power of culture in communication across contexts of human life, from face-to-face conversation to group interaction to international situations. Cultural meanings and interpretations enrich our lives, but also pose increasingly relevant challenges in a globalizing world. The class will focus on different theoretical approaches to cultural and intercultural communication, as well as addressing practical issues related to cultural moments and intercultural encounters.

Course Objectives

1. define, explain, and interpret cultural and intercultural communication from different perspectives
2. reflect and critically examine the role of culture in different contexts of everyday life
3. develop practical skills in communicating across intercultural differences

Readings (details at end of this syllabus)

Required to purchase:

1. *Inter/cultural Communication* (2013) by Anastacia Kurylo

Also required: a selection of PDF articles on the website

Recommended:

1. *Speaking Culturally* (1992) by Gerry Philipsen
2. *Cultures in Conversation* (2005) by Donal Carbaugh

Other Requirements

1. Access to a computer, internet, word processing software; competent usage
2. Check website and/or email at least twice a week
3. Excellent planning skills for juggling all your classes and life
4. Personal responsibility for progress in the course and personal choices

Syllabus Overview

For a weekly **course schedule**, turn to the next page

For basic descriptions of **assignments and grading**, turn to page 4

For **class policies**, turn to page 5

For a full-reference **list of readings** (in APA format), turn to page 6

Course Schedule

Unit 1			
Introduction to Intercultural Communication			
Weeks 1	<i>Date</i>	Tuesday January 7 What is Culture?	Thursday January 9 Cultural Difference
	<i>Do before class</i>	1. Syllabus 2. Reading: Textbook-Note to students 3. Reading: Textbook-Chapter 1	1. Reading: Textbook-Chapter 2 (Philipsen, 1992)
	<i>During class</i>	Observing everyday culture	Interviewing each other
	<i>Weekend Homework</i>	Cultural Snippets	
Week 2	<i>Date</i>	Tuesday January 14 Competence and the Role of Communication	Thursday January 16 Everyday Culture
	<i>Do before class</i>	1. Reading: Textbook-Chapter 3 2. Reading: Textbook-Chapter 4	1. Reading: Textbook-Chapter 5 (Carbaugh, 2005)
	<i>During class</i>	Assessing intercultural communication at work	Identifying culture, Quiz 1
	<i>Weekend Homework</i>	Case Study	
Unit 1 goals:			
<ul style="list-style-type: none"> ▪ Distinguish different ways of conceptualizing culture and the relationship between culture and communication ▪ Learn to use various concepts to talk about culture and intercultural communication in a range of ways 			
Unit 2			
Self, Other, and Group Membership			
Week 3	<i>Date</i>	Tuesday January 21 Culture and Self	Thursday January 23 Culture and Other
	<i>Do before class</i>	1. Reading: Textbook-Chapter 6	1. Reading: Ferdman, 2000 2. Reading: Carbaugh, et al., 2006 (Carbaugh, 2005; Philipsen, 1992)
	<i>During class</i>	Identifying with culture	Phenomenological Analysis
	<i>Weekend Homework</i>	Reflection Paper	
Week 4	<i>Date</i>	Tuesday January 28 In-Groups and Out-Groups	Thursday January 30 International and Intercultural Communication
	<i>Do before class</i>	1. Reading: Textbook-Chapter 7	1. Reading: Vaes & Paladino, 2009 (Carbaugh, 2005)
	<i>During class</i>	Grouping culture	Ethnography, Quiz 2
	<i>Weekend Homework</i>	Reading List	
Week 5	<i>Date</i>	Tuesday February 4 Cultural Privilege	Thursday February 6 Problems with Culture
	<i>Do</i>	1. Reading: Textbook-Chapter 8	1. Reading: Nishime, 2012

	<i>before class</i>		
	<i>During class</i>	Questioning culture	Rhetorical Analysis
	<i>Weekend Homework</i>	Reading Summaries	
Week 6	<i>Date</i>	Tuesday February 11 Co-Culture	Thursday February 13 Social Groups
	<i>Read before class</i>	1. Reading: Textbook-Chapter 9	1. Reading: Urban & Orbe, 2007
	<i>During class</i>	Participating in culture	Discourse Analysis, Quiz 3
	<i>Weekend Homework</i>	Literature Review	
Unit 2 goals:			
<ul style="list-style-type: none"> ▪ Relate various personal, social, and societal situations and challenges to the concept of culture ▪ Understand how culture and communication can be studied academically 			
Unit 3			
Intercultural Communication in a Complex World			
Week 7	<i>Date</i>	Tuesday February 18 Cultural Advocacy and Social Movements	Thursday February 20 Paradox of Culture
	<i>Do before class</i>	1. Reading: Textbook-Chapter 10	2. Reading: Droogsma, 2007
	<i>During class</i>	Helping with culture	Content Analysis
	<i>Weekend Homework</i>	Argument Paper	
Week 8	<i>Date</i>	Tuesday February 25 Mediated Culture	Tuesday February 27 Entertainment Culture
	<i>Do before class</i>	1. Reading: Textbook-Chapter 11	1. Reading: Drew, 2011 OR Joseph, 2009
	<i>During class</i>	Critically examining culture in media	Survey Research, Quiz 4
	<i>Weekend Homework</i>	Media Analysis	
Week 9	<i>Date</i>	Tuesday March 4 Culture and Technology	Thursday March 6 Technological Culture
	<i>Do before class</i>	1. Reading: Textbook-Chapter 12	1. Reading: Pearce & Kendzior, 2012
	<i>During class</i>	Improving technology in culture	Experimental Design
	<i>Weekend Homework</i>	Technology Experiment	
Week	<i>Date</i>	Tuesday March 11 Approaches to Culture	Thursday March 13 Looking Forward: Challenges and Opportunities

<i>Do before class</i>	1. Reading: Textbook-Chapter 13 2. Reading: Textbook-Chapter 14	1. Reading: Textbook-Chapter 15
<i>During class</i>	Thinking culturally	Quiz 5
<i>Weekend Homework</i>	FINAL ESSAY DUE 11PM ON MONDAY, MARCH 17	
Unit 3 Goals:		
<ul style="list-style-type: none"> ▪ Explore different angles on the complexities of intercultural communication in modern life ▪ Gain a sense of how you can use course ideas in your own life 		

Assignments and Grading

Assignment Types and Point Distribution

Assignments instructions and rubrics are available on the website. Types of assignments include:

1. *Participation*. Includes interaction in class and out of class.
2. *In-class assignments*. Includes activities, quizzes, presentations, discussions, etc.
3. *Homework assignments*. Includes short essays and other things you write on your own time.

In the course as a whole, the overall points breakdown is as follows:

Participation	30 pts	Homework assignments	200 pts
In-class assignments	70 pts	Extra credit	10 pts
TOTAL POINTS: 300			

Purpose and Grading for Assignments

There are different sorts of assignments and gradable items in the class. They serve different purposes and, therefore, are graded differently. Full grading details are on the website. General aspects of grading include:

1. *Participation*. Participation is meant to encourage you to engage more in the material by interacting with your instructor and fellow students in and out of class. It is graded on the basis of your interactions and contributions, including how often you contribute, how you do so, and what different ways you do so. There are many different opportunities to participate—not just by speaking verbally in class.
2. *In-class assignments*. In-class assignments involve quizzes, which check your understanding of course material, and other sorts of assignments which help you make hands-on, practical applications of course content. The former are graded objectively, and you gain points for correct answers while losing points for incorrect answers. The latter are graded on more of a “pass/fail” basis, in which you get full credit as long as you follow instructions and demonstrate effort in being involved.
3. *Homework assignments*. There are different kinds of homework assignment. Some homework assignments are meant to check that you’re understanding things without penalizing you too much if you aren’t—they provide a way of exploring material low-stakes way. These assignments are graded more gently, where fewer points are subtracted if you show evidence of effort even if your understanding needs work (and as long as you follow all the instructions). Other longer homework assignments are graded more traditionally, which demands higher levels of quality and more accurate understanding of material. This means that doing the assignment and doing it correctly are the *minimum* requirements, while doing the assignment particularly well or at a higher level are *advanced* elements which will result in a higher grade. Therefore, you must go above and beyond the assignment to receive the highest grades.

Student Responsibilities and Grading

You are responsible for checking your grades (especially when explicitly notified to do so) and for keeping track of assignment requirements. You are also responsible for seeking assistance if there's anything you do not understand. Errors in grading made by your instructors will not be corrected if you do not catch them before final grades are submitted, after which they will be considered *your* errors. Grades on particular assignments are not generally negotiable and are unlikely to be changed, with few exceptions. You will not be given extra opportunities to raise a grade which other students in the class do not get, for example, re-submitting or adding to an assignment in the hopes of getting a higher grade, as this is unfair to the rest of the class. See the next section for details about policies regarding submitting assignments late.

Class Policies

Assignment Submission

1. In-class assignments must be turned in during class time, whether by handing in a physical piece of paper, or emailing, or presenting orally.
2. In-class assignments cannot be made-up, however, you may use extra credit to cancel out missed in-class activities.
3. Homework assignments must be turned in as uploaded Word (.doc) files to the website. If you're worried a paper hasn't gone through or hasn't retained its formatting, you may email an ADDITIONAL .doc or .pdf file to roblesj@uw.edu.
4. Homework assignments should be submitted by the due date and time. Usually being a few minutes late will not make an impact on a grade, but being an hour or more late will involve points reductions (for example, up to -2 points for 5-10 point assignments for every day late, and up to -2 to -5 points for 15-30 point assignments for every day late). Late assignments will NOT be accepted after a week from the deadline. Final essays will absolutely not be accepted after the deadline, no exceptions.

Classroom Rules

1. *Be respectful of and attentive toward others.* Being late or disruptive while the instructor is speaking is annoying and distracting, but is especially rude toward your fellow students.
2. *Do not be afraid to ask questions.* Questions about the material, assignments, and why we are doing certain things in class are encouraged. The purpose of the class is for you to learn and learning occurs through questioning.
3. *Come prepared and ready to engage.* This class works if 100% of the effort is being given, and only half—possibly less—is effort on the behalf of your instructors. For YOU to learn and get something out of the class, YOU have to be involved.
4. *Think frequently.* College classes are as much about learning to think carefully, and to think in different ways, as it is to learn about a particular topic or material.

Accommodation, Contingencies, and Make-Up Work

1. If you need accommodation related to disability services, religious holidays, or University sports, please provide notification in advance and all efforts will be made to assist you.
2. If you experience serious hardships, illnesses, or other emergencies, please provide notification as soon as possible so that arrangements can be made if these events coincide with assignments. Please note that not all scheduling conflicts count as "emergencies" (examples: late registration, airplane flights, family weddings, hangovers, mild colds, job interviews, sleeping through the alarm clock, etc.).
3. In cases of serious emergencies or hardships, you must meet with your instructor to determine how to progress in the class. How much work you can make up, how many points you can get for it, and when you should submit it will depend on how many classes you missed, and is up to the instructor's discretion.

Readings List**Required**

- Carbaugh, D., Berry, M., & Nurmikari-Berry, M. (2006). Coding personhood through cultural terms and practices: Silence and quietude as a Finnish “natural way of being.” *Journal of Language and Social Psychology, 25*, 1-18.
- Carroll, H. (2011). “My skin is it startin’ to work to my benefit now?”: Eminem’s white trash aesthetic. In *Affirmative reaction: New formations of white masculinity* (pp. 101-130). Chapel Hill: Duke University Press.
- Drew, E. M. (2011). Pretending to be “post-racial”: The spectacularization of race in reality TV’s *Survivor*. *Television & New Media, 12*, 326-346.
- Droogsma, R. A. (2007). Redefining hijab: American Muslim women’s standpoints on veiling. *Journal of Applied Communication Research, 35*, 294-319.
- Ferdman, B. M. (2000). Why am I who I am: Constructing the cultural self in multicultural perspective. *Human Development, 43*, 19-23.
- Joseph, R. L. (2009). “Tyra Banks is fat”: Reading (post-)racism and (post-)feminism in the new millennium. *Critical Studies in Media Communication, 3*, 237-254.
- Kurylo, A. (2013). *Inter/cultural communication: Representation and construction*. Los Angeles, CA: Sage.
- Nishime, L. (2012). The case for Cablinasian: Multiracial naming from *Plessy* to Tiger Woods. *Communication Theory, 22*, 92-111.
- Pearce, K. & Kendzior, S. (2012). Networked authoritarianism and social media in Azerbaijan. *Journal of Communication, 62*, 283-298.
- Urban, E. & Orbe, M. P. (2007). “The syndrome of the boiled frog:” Exploring international students on US campuses as co-cultural group members. *Journal of Intercultural Communication Research, 36*, 117-138.
- Vaes, J. & Paladino, M. P. (2009). The uniquely human content of stereotypes. *Group Processes & Intergroup Relations, 13*, 23-39.

Recommended

Carbaugh, D. (2005). *Cultures in conversation*. Mahwah, NJ: Routledge.

Philipsen, G. (1992). *Speaking culturally: Explorations in social communication*. Albany, NY: State University of New York Press.

Other Readings

There will be other readings discussed in class and which you are encouraged, but not required, to read on your own time. These readings will be listed on the website and many of them will also be in PDF form for you to access.