

Intercultural Communication

Fall 08
COMM 318

Dr. Lori Carrell, Professor, Communication Department
(Also serving as Coordinator of the *Center for Scholarly Teaching – CST*)

Contact Info

424-1402 E-mail: carrell@uwosh.edu
Office Location: Pollock Alumni House (home of the CST)
(the historic home located across the street from Dempsey)

Office Hours

T/Th 8-9:00 a.m. and M/W by appointment (8 a.m.-2 p.m.)

Speech Communication Vision

Recognizing the centrality of human communication to thought, culture, and community, the Speech Communication Area envisions inspiring students to become life-long learners who use their understanding of communication to create positive transformation.

Speech Communication Values

- Transformative power of the spoken words
 - Students and their potential contribution to various communities
 - Scholarship of teaching and learning in communication classrooms
 - Theory, research, and practice of human communication
 - Critical thinking, critical listening, and creativity in human communication
 - History and future of human communication study and education
- Knowledge, motivation, and skill dimensions of human communication competence
 - Role of the spoken word in promoting community
 - Critical role of diversity in communication studies
- Use of the spoken word in the pursuit of truth, justice, and human rights.
 - Service learning through community partnerships
- Reflectivity regarding the role of technology in human communication
 - Ethical use of human communication

Speech Communication Mission

The mission of the Speech Communication Area is to...
Educate our students to become reflective, adaptable, competent, and ethical communicators ready to contribute to and transform communities, workplaces, service organizations, graduate schools, and interpersonal relationships through human communication.

Course Text

Hall, B.J. (2005). Among cultures (2nd ed). Orlando: Harcourt Publishers.

Course Objectives

Students will be able to...

- *Define and appropriately integrate core course concepts into their speaking and writing*
- *Become increasingly self-reflective regarding their own enculturation and intercultural communication*
- *Describe (and potentially embrace) the theoretical constructs that allow for communication to become transformative in relationships and among cultures*
- *Identify characteristics of their own cultural identity*
- *Differentiate between overgeneralization and cultural principles derived from thorough study*
- *Analyze intercultural experiences and simulations to formulate models of intercultural communication competence*
- *Synthesize and relate intercultural communication concepts to current events*
- *Compare and contrast world views, focusing on potential shared meaning that could be generated through dialogue*
- *Engage in constructive dialogue with persons who are diverse from themselves*
- *Identify ethnocentric communicative behavior in local and/or national media*
- *Explore the concept of intentionality in communication as it relates to prejudice, discrimination, racism, ethnocentrism, hatred and stereotyping*
- *Predict outcomes of ethical dilemmas in intercultural communication*
- *Synthesize and demonstrate learning in exams, written work and oral presentations*
- *Present learning results to classmates*

Course Philosophy and Values

The student had studied for a long, long time and he felt he was now ready to leave his teacher.

“You are not ready. You have not learned the art of storytelling,” his teacher told him smiling. The student looked so disappointed that his teacher added quietly, “Stories can teach us a new way of seeing things, of thinking about them, and of responding.”

Because he could see that his student still did not understand, the wise teacher reached out to help once again, “When you hear hoof beats, what do you think of?” he questioned in a soft voice.

“Why, a horse, of course!”

“That is because you have become conditioned, and in that conditioning you have fallen asleep,” the teacher pointed out. “When you hear hoof beats, think rather of a zebra.” The student understood.

“Tell me a story.”

And the learning began in earnest.

-Value of Narrative

This course and textbook are based in the universal value of storytelling, or narrative, as the communicative mechanism for learning about our own and others’ cultures. The “narrative” portions of your textbook are italicized, and provide a focus for learning from that chapter. Learning to listen critically to story will be a vital component of this course.

-Value of Experiences

While some class sessions will include interactive lecture and note-taking led by your professor, other sessions will include less traditional activities orchestrated by that professor to facilitate experiential learning of course objectives. Following such a session, it is recommended that you “journal” in your notebook, describing the experience. Advice from former *Intercultural Communication* students includes, “If you don’t take notes on a particular day, you were still learning. And yes, it will be on the test!”

-Value of Progression of Learning from Self to Other to “Inter”culture

The course is divided into three distinct units. In the first unit, exploring your own cultural identity is the focus. Then, an investigation of the deep structure of another culture occurs in the second unit. Finally, in unit three, we explore ethical dimensions of interaction among diverse people that leads to conflict and potentially collaborative meanings. This progression is purposeful with the goal of lasting impact on your thinking about intercultural communication. A project, exam and presentation are included as measures of learning in each unit.

-Value of Dialogue

Our thinking and speaking in and out of class will comprise our learning. In this area of study, critical to the quality of human life, such dialogue is prized. When opinions differ, questions are difficult to phrase, and answers are illusive and complex, we will persist in spite of discomfort. Why? - because the topic is so critical to our understanding of human communication.

Course Calendar

Class Date	Class Topic	Reading Assignment	Notes/Due Dates
Th Sept. 4	Introduction to the Course Process		
T Sept. 9	Introduction to the Course Content	Preface and Chapter One	RQ Ch. 1
Th Sept. 11	Inter-Culture and Office of International Education presentation	Chapter Two	RQ Ch. 2
T Sept. 16	Inter-culture	Chapter Three (not Hyme's pp. 69-72)	RQ Ch. 3
Th Sept. 18	Cultural Identity	Chapter Four	RQ Ch. 4
T Sept. 23	Dominant North American Culture	Chapter 10 pp. 308-326 (Popular Culture and the Media)	RQ Ch. 10
Th Sept. 25	Dominant North American Culture		
T Sept. 30	Cultural Identity Presentations		
Th Oct. 2	Cultural Identity Presentations		Unit One Papers Due
T Oct. 7	Cultural Identity Presentations Exam Review		
Th Oct. 9	Unit One Exam		Unit One RQ due
T Oct. 14	Deep Roots of Culture: Narrative	Chapter Three Review pp. 73-83	
Th Oct. 16	Deep Roots of Culture: World View and Language	Chapter Five	RQ Ch. 5
T Oct. 21	World View Guest Panel; Nonverbal Communication	Chapter Six	RQ Guest Panel RQ Ch. 6
Th Oct. 23	<i>Beyond Hate</i> Video	Chapter Seven	RQ Ch. 7
T Oct. 28	<i>Beyond Hate</i> Video Completion, Discussion and Exam Review		RQ <i>Beyond Hate</i> Video
Th Oct. 30	World View Reports		
T Nov. 4	Storytelling Presentations		Unit Two Papers Due
Th Nov. 6	Unit Two Exam		Unit Two RQ Due
T Nov. 11	Drum Circle	Chapter Eight	RQ Ch. 8

Th Nov. 13	Dialogue Process		Topics and Groups Selected for Dialogues of Difference
T Nov. 18	Epa/Sopa Simulation		RQ Epa/Sopa
T Nov. 20	Intercultural Ethics	Chapter Eleven	RQ Ch. 11
Th Nov. 25	Dialogues of Difference Practice		
Thanksgiving			
T Dec. 2	Dialogues of Difference		Unit Three Papers Due
Th Dec. 4	Dialogues of Difference		
T Dec. 9	Dialogues of Difference		
Th Dec. 11	Unit Three Exam and Class Celebration		Unit Three RQ Due

- Note: This schedule is subject to change in the event of unforeseen circumstances. -

Assessment of Learning

<u>Unit One: Culture and the Self</u>	<u>Points Possible</u>
Cultural Identity Presentation	100 points
Cultural Identity Essay	100 points
Exam	100 points
<u>Unit Two: Deep Structure of Culture and “The Other”</u>	
World View Report or Storytelling Presentation	100 points
World View Ritual or Narrative Analysis Paper	100 points
Exam	100 points
<u>Unit Three: Intercultural Interaction</u>	
Dialogue of Difference	100 points
Culture Clash Dialogue Paper	100 points
Exam	100 points
<u>Other:</u>	
Reflection Journal	100 points
 Total Possible	 1000 points

A 94-100% [940-1000 points]; AB 88-93% [880-939 points]; B 84-87% [840-879]; BC 78-83% [780-839]; C 74-77% [740-779]; CD 68-73% [680-739]; D 60-67% [600-679].

Grading Note: A grade of “A” is reserved for work that **exceeds expectations** and can be considered “Excellent”. “A” does not stand for “adequate. A grade of “B” will be given to work that meets expectations on all delineated criteria.

Assignment Descriptions and Assessment Criteria

Units 1-3: Exams and Reflection Questions

Reflection Questions

- For each assigned chapter in the textbook, students should select and thoroughly answer one “Reflection Question” (located throughout and at the end of each chapter). For some class sessions that include a video, simulation or special speaker, an additional RQ will be assigned as noted in the syllabus.
- For maximum learning, the reading and the RQ should be completed **by the date assigned**. Students should be prepared to discuss the answers to the RQ in class as well.
- The Reflection Question responses will be due on the day of the exam and will not be accepted late. The reason for this procedure is that former ICC students have found the timely completion of RQs to be helpful in demonstrating learning on the exam.
- Answers (which should be typed) will be graded based on 1) completeness 2) demonstration of understanding of course concepts and 3) depth of personal reflection. [The answers may vary in length from one full paragraph to one double-space page; length does not necessarily correspond with “completeness.”]

Exams

- The three exams will include a variety of higher level question types (compare, contrast, provide an example, explain, predict, discuss, draw a model, etc.) and will cover all course content (text, lectures, videos, discussions, guest speakers and simulations). No true-false or multiple choice questions are used.
- The “Reflection Question” assignments and course objectives are helpful study guide mechanisms for exams. Students are to bring typed answers to their selected “Reflection Questions” to class on the day of each exam.
- Sample questions will be provided during class prior to each exam.
- The Unit One Exam covers the Preface and Chapters 1, 2, 3, 4 and 10 and all other course content prior to the exam. The Unit Two Exam covers Chapters 3 (narrative portion review), 5, 6 and 7 and all Unit Two course content. The Unit Three Exam covers Chapters 8 and 11 and all Unit Three course content. Note that content related to class experiences (guest speakers, drum circle, storytelling, simulations, etc.) will be required in answers on your exams.

Unit One Presentation: Cultural Identity

- Upon completion of the reading and Reflection Questions for Unit One and upon completion of the class sessions regarding Dominant North American Culture and Identity, each student should reflect upon his/her own cultural identity. For maximum learning, this presentation should be accomplished in conjunction with the Cultural Identity Essay described below.
- First, select an artifact that symbolizes a central value of your cultural identity (see Chapter 10 for a description of “artifact”).
- Prepare an extemporaneous, three-five minute informative speech to display and explain your artifact and value. (Note: An extemporaneous speech is a formal speech delivered in a conversational manner from a phrase outline. You should rehearse, but not memorize. Do not read to us.) Your speech should include an introduction, body with identifiable main points and a conclusion.
- You will be graded on 1) organization 2) content 3) delivery 4) use of time 5) creativity and 6) selection of *meaningful, representative* artifact.

Unit One Paper: Cultural Identity Essay

- Upon completion of the reading and RQ for Unit One, students will be ready to reflect on their own cultural identity. For maximum learning, this **essay** should be completed in conjunction with the Cultural Identity Presentation.
- In this 3-5 page (typed) essay, students should reflect on their enculturation, identifying three central values with specific ways in which those values were taught and either reinforced or challenged by dominant North American culture. Many students have found **narrative** to be a relevant illustrative device for explaining how the values were taught. Others have described **rituals** that demonstrate their values (see Chapter Three). Be sure to include an introductory paragraph with a thesis and a conclusion paragraph. *If writing is challenging for you, please seek assistance from the UW Oshkosh Writing Center.*
- These essays will be graded on 1) quality of writing 2) demonstration of understanding of relevant course concepts 3) inclusion of three values and support for how those values were enculturated and 4) depth of insight and personal reflection.

Unit Two Presentation Options:

A) Storytelling

- Students who choose to complete the “Narrative Analysis” paper will provide a 2-4 minute storytelling performance as their classroom presentation for Unit Two.
- Student storytellers will need to create an introduction that sets up a cultural context to assist the audience’s understanding.
- These performances should be *animated, memorable storytelling experiences complete with character voice differentiation*. While an oral interpretation of the story is permissible, simply reading a book to the class is not permissible. Costumes and minor props are encouraged.
- Storytellers will be graded on the following criteria: 1) selection of story 2) quality of presentation (vocal and nonverbal delivery elements) 3) creativity 4) introduction and 5) use of time.

B) World View Ritual Experience Report

- Students who choose to complete the World View experience as their Unit Two paper will provide a 3-5 minute class presentation describing their learning related to this assignment. Creativity such as a PowerPoint presentation that is visually appealing or a re-enactment of the ritual is encouraged. An extemporaneous delivery is expected.
- These presentations will be graded on 1) creativity 2) content valuable to other students in *Intercultural Communication* 3) organization and 4) delivery.

Unit Two Paper Options

A) Narrative Analysis

- Each student selecting this option should find a narrative (folktale, fairytale or fable) of a cultural or co-cultural group that differs from their own. A copy of that narrative should be attached to the analysis paper (and a 2-4 minute version performed for the class for the presentation).
- The 3-5 page analysis should A) identify and briefly describe the cultural group from which the narrative emanates; B) provide historical, contextual, and if possible author information that aids the understanding of how the story would be used in enculturation; and C) demonstrate how the narrative serves at least two of the four teaching functions of narratives as described in the text on pages 74-84. This analysis will be graded on 1) selection of narrative 2) depth of analysis of teaching function and 3) writing quality.

B) World View Experience

- Students selecting this option must attend an event at which they can observe a ritual related to a world view that is different from their own. The experience must take place during this semester (please do not reflect on past experiences). Prior to the experience, the student should find a primary source that describes the world view perspective s/he will be observing. (“Primary source” means a piece of literature written by a person/organization representing the world view being observed.)
- This 3-5 page paper should include a summary of the primary source (e.g. a church bulletin insert describing the basic doctrine), a description of the ritual with related course concepts, and a record of the student’s feelings and thoughts before, during, and after the event.

Unit Three Paper: Culture Clash Dialogue

- First, select a current, controversial issue that creates conflict among cultural and/or co-cultural groups. Then, find **three different** cultural or co-cultural perspectives of that issue documented in articles, books, academic journals, interviews, magazines, audio/video taped public speeches, primary source websites, or newspapers. As you select your documentation, remember that the cultural vantage point of the author/speaker must be clear: Who is speaking? What organization or group is represented? What is the context? You need to find “primary sources” – e.g. do not include a Catholic priest’s description of a Hindu as a representation of the Hindu’s perspective. Copies of each document should be attached to your paper. If the document is lengthy or in video/audio format, you may write an annotation (instead of attaching the document) **with instructor permission**.
- Students should find and copy/print the documents necessary for this assignment as early as possible. Content in Chapter Eleven is necessary for completing the paper but selection of the issue and the search for documents can begin early in the semester.

* In this paper, include the following:

- A summary of each of the three perspectives (approximately 1 paragraph each) and a summary of your own perspective of this issue (approximately 1-2 paragraphs). As you summarize your own perspective, include a description of your tendency toward universalism or relativism on this issue (Hall, pp. 344-346).
- A 2-3 page “script” of a structured dialogue you imagine could take place among three people (and a facilitator). The three people should each represent one of the three cultural/co-cultural perspectives on this issue. Include in this dialogue script individual perspectives, values in conflict,

and the discovery of shared meaning. Your facilitator “character” should attempt to respond in ways that create and model Johannesen’s ethical communication guidelines (pp. 349, 350).

- This paper will be graded on 1) selection and summation of perspectives; 2) writing quality; 3) realism of the dialogue; 4) inclusion of assigned elements in dialogue; 5) demonstration of understanding of course concepts; and 6) correctly written reference list with attached documentation.

Special Option for Fall O8: In place of Unit Three Paper, students may enter the speech or paper contest for the *Provost’s Teaching and Learning Summit*. The winner of each of those contests will receive a cash prize.

Paper Contest Question: *How does writing sustain democracy?*

Speech Contest Question: *How does speaking sustain democracy?*

Further details to be provided in class.

Unit Three “Presentation”: Dialogue of Difference

In this group simulation, you will be assigned a role in which you must display communication competencies that facilitate intercultural communication. A modeling and practice will take place in class prior to these demonstrations. You will be graded on 1) energy and effort of participation including maintaining your role throughout the simulation; 2) demonstration of applied learning of course concepts; and 3) outcome of the dialogue.

Course Policies

Daily Expectations

- ✓ Snack Attack – Sign up to bring a snack if you are able.
- ✓ Reading - Reading should be completed prior to the day assigned. “Reading” should involve note-taking on concepts in the text and concerted individual effort to connect text concepts to classroom activities and discussion.
- ✓ Reading also involves completing one “Reflection Question” per assigned chapter as delineated in the course calendar.
- ✓ While your attendance is expected, you are also urged to be present and mindful, contributing to classroom dialogue authentically from your own life narrative.

Attendance

Attendance is expected at all class sessions. If you must miss a class session, it is your responsibility to arrange to get notes from a classmate and to secure copies of any materials from a classmate. After you have reviewed those notes, you may schedule a meeting with the professor if you need further clarification. ***Do not expect the professor to summarize a ninety-minute class session in an e-mail.*** This class relies heavily on experiential learning, making attendance critical.

Missing three or more class sessions may result in failure of the course; if an emergency situation occurs, a grade of “incomplete” may be given. Except for emergency and unusual prearranged situations, you must be present for presentations and exams.

Integrity

Academic integrity is expected in all circumstances (e.g. write your own papers, document and cite all sources, etc.). Your UW Oshkosh Student Handbook describes the procedures for violations of academic integrity.

Assistance

Should you need assistance with speeches, papers or anything else, please contact the professor immediately. Academic assistance (such as the writing center or a tutor) is available; a conversation with the professor about an exam can also often be extremely helpful to those suffering from test anxiety or needing direction with study techniques. Occasionally, personal matters interfere with learning or affect the quality of your life as a student. Resources are also available to assist UW Oshkosh students with such circumstances. Please do not hesitate to ask for assistance at any time.