Intercultural Communication

COMM 3410 - 002 Fall 2016

Instructor: Bing Xiong
Office: Hellems 20
Email: bingjuan.xiong@colorado.edu
Office hours: Monday 11:30 -12:30pm & by appointment

MWF 1-1:50 PM CLRE 211

Course Description & Learning Objectives

This course invites you to explore intercultural communication within the broader political, economic, and cultural context of globalization. We will survey approaches to intercultural communication that treat globalization, power, and history as equally important in shaping our intercultural experiences in the 21st century. In this class, we will not only explore different cultural ways of thinking, being, and communicating, but also learn about ourselves –how we are shaped by culture, positions of power, and forms of inclusion and exclusion. The purpose of this course is to provide you with a wide range of theories, conceptual maps, and practical tools to enhance your intercultural communication competence by engaging you in a process of critical-reflexive thinking and acting in our globalized world.

Specific objectives:

- To explore cultural self-awareness, other-culture awareness and the dynamics in intercultural interactions
- To understand how communication processes differ among cultures
- To understand how intercultural communication is shaped by socially constructed systems of inclusion/exclusion and privilege/discrimination
- To make critical connections between local and global issues as well as the past and the present

Required Course Materials

Required textbook (available from CU Bookstore)

Required readings (Available on D2L)


Course Assignments and Assessment

Exams – 420 points
There will be 3 exams throughout the semester and each of them is worth 140 points. These exams include multiple choice questions, matching, T/F questions, and short answer questions based on course materials.

Intercultural Research Papers – 300 points
This research project will ask you to analyze culture in practice. The important consideration here is to help you reflect on your own cultural practices and make meaningful connections with a cultural group other than your own. To accomplish this, you will first need to select a rich point (i.e. a moment of experiencing deep confusion and rich meaningfulness when confronted with a strange cultural practice) as the focus of your research project and identify the relevant cultural group involved in this rich point.

This project will consist of three research papers:

**Paper #1 (100 points):** Description of rich point, identifying relevant cultural group & library research

**Paper #2 (100 points):** Creating your own framework of interpretation based on course concepts & using your framework to make sense of the rich point

**Paper #3 (100 points):** Creating another framework (also based on course concepts) & applying it to your rich point; comparing the benefits & limitations of the two frameworks you have adopted so far

Specific instructions about these assignments will be available on D2L.

Reading Quizzes– 80 points
Throughout the semester we will have a total of four quizzes. All of the quizzes can only be taken online (on our D2L course site) within a specific time slot, open book and open note. Each quiz will consist of short essay questions based on prior week’s readings, and will be worth 20 points.
**Group Presentation – 100 points**
This assignment asks you to work together in groups of 5 to present on course-related topics provided by me. First your group will get together and select the topic you’re interested in presenting, then you will be given specific instructions about how to prepare and deliver your presentation. All members of the group will receive the same amount of points. Specific instructions will be available on D2L.

**Class Participation – 100 points**
Your class participation grade is evaluated based on your class attendance and your contribution to class discussions throughout the semester. **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.

Grades for course assignments will be calculated as follows:
- Exam #1 140 points (14%)
- Exam #2 140 points (14%)
- Exam #3 140 points (14%)
- Paper #1 100 points (10%)
- Paper #2 100 points (10%)
- Paper #3 100 points (10%)
- Reading quizzes 80 points (8%)
- Group presentation 100 points (10%)
- Class participation 100 points (10%)

**Total** 1000 points (100%)

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<thead>
<tr>
<th>Letter Grade</th>
<th>Percentage Range</th>
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<tbody>
<tr>
<td>A</td>
<td>92.50-100</td>
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<tr>
<td>A-</td>
<td>89.50-92.49</td>
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<td>B+</td>
<td>87.50-89.49</td>
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<tr>
<td>B</td>
<td>82.50-87.49</td>
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<tr>
<td>B-</td>
<td>79.50-82.49</td>
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<td>C+</td>
<td>77.50-79.49</td>
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<td>C</td>
<td>72.50-77.49</td>
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<td>C-</td>
<td>69.50-72.49</td>
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<td>D+</td>
<td>67.50-69.49</td>
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<td>D</td>
<td>62.50-67.49</td>
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<td>D-</td>
<td>59.50-62.49</td>
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<td>F</td>
<td>59.49 or below</td>
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Please note: The grading scheme used here already enables “rounding up.” For example, a B- letter grade would normally begin at 83.00%, but it begins here at 82.50%. For this reason, this accommodation will be automatically extended to all cases that qualify. Scores that have not achieved one of these thresholds will not be considered for rounding up.
Course Requirements & Guidelines

1) **Consistent attendance** will help you to succeed in this class. Unexcused absences will negatively affect your class participation grade, and probably your overall performance too. Please note that excused absences will be granted ONLY:
   a) If the student is required to attend an officially sanctioned athletic event as a participant and notifies me in advance.
   b) In cases of a religious observance where I am notified in advance.
   c) In cases of documented serious illness.
   d) In cases of a documented family emergency.
   e) In cases of a documented legal obligation that cannot be adjusted (e.g. court appearances)

Please be aware that airline reservations made for personal travel do not constitute an excused absence.

2) **Completing reading and written assignments on time** will help you to succeed. Being prepared for class will help you and others to learn. You should bring a personal copy of reading assignment (electronic or print) to class on the day it will be discussed.

Submit all papers as electronic files (doc. or docx.) to Drop Box on our course D2L site. Paper assignments will be released and discussed well in advance of their due date. Late papers will be accepted up to 24 hours after the deadline, but will be penalized 10%. Papers received more than 24 hours after the deadline will not be accepted.

3) **Actively and constructively participating in class discussion** will help you to succeed. The more you share (relevantly and constructively) and the more you value your peers, the better this class will be. Let’s us work together to create an enjoyable and rich learning environment for everybody.

4) **Taking responsibility for your learning** will help you to succeed. Please be aware that you are responsible for taking notes during class. The PowerPoint slides presented in class only provide an outline of the topics discussed, and do not include all exam materials (i.e. examples from the textbook & readings, in-class discussions, etc.). If you miss a class, you are responsible for acquiring the material from another student.

**A note on grading:** Grades on particular assignments are not generally negotiable and are unlikely to be changed, with few exceptions. Grading rubrics will be made available to you before assignment due dates, and you are responsible for seeking assistance (e.g., making an appointment during my office hours) if there is anything you do not understand. 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.

5) **Reducing distractions** will help you to succeed. A March 25, 2008 article in the *New York Times* summarized recent studies of productivity in business settings. Researchers found that after responding to email or text messages, it took people more than 15 minutes to re-focus on the “serious mental tasks” they had been performing before the interruption. Hidden behind all the hype about multi-tasking, then, is this sad truth: it makes you slower and dumber. For this reason alone you should seek to avoid the problem of divided attention when you are in class. Thus, please put away your computer and turn off your cellphone (or set them in a silent mode). If you need to use your laptop for learning purposes (i.e. taking notes), please talk to me in advance.
Department and University Services and Policies

Classroom Behavior
Students and faculty each have responsibility for maintaining an appropriate learning environment. Those who fail to adhere to such behavioral standards may be subject to discipline. Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, color, religion, creed, politics, veteran's status, sexual orientation, gender, gender identity and gender expression, age, disability, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by an alternate name or gender pronoun. Please advise me of this preference early in the semester so that I may make appropriate changes to my records. For more information, see the policies on classroom behavior and the student code.

Accommodation for Disabilities
If you qualify for accommodations because of a disability, please submit to me a letter from Disability Services in a timely manner (for exam accommodations provide your letter at least one week prior to the exam) so that your needs can be addressed. Disability Services determines accommodations based on documented disabilities. Contact Disability Services at 303-492-8671 or by e-mail at dsinfo@colorado.edu. If you have a temporary medical condition or injury, see Temporary Injuries guidelines under the Quick Links at the Disability Services website and discuss your needs with me.

Religious Holidays
Campus policy regarding religious observances requires that faculty make every effort to deal reasonably and fairly with all students who, because of religious obligations, have conflicts with scheduled exams, assignments or required attendance. In this class, I will make reasonable accommodations (e.g., regarding the completion of assignments) for all students who have conflicts created by religious observance dates. Please approach me with these requests early in the semester.

See the campus policy regarding religious observances for full details.

Sexual Misconduct, Discrimination, Harassment and/or Related Retaliation
The University of Colorado Boulder (CU Boulder) is committed to maintaining a positive learning, working, and living environment. CU Boulder will not tolerate acts of sexual misconduct, discrimination, harassment or related retaliation against or by any employee or student. CU's Sexual Misconduct Policy prohibits sexual assault, sexual exploitation, sexual harassment, intimate partner abuse (dating or domestic violence), stalking or related retaliation. CU Boulder's Discrimination and Harassment Policy prohibits discrimination, harassment or related retaliation based on race, color, national origin, sex, pregnancy, age, disability, creed, religion, sexual orientation, gender identity, gender expression, veteran status, political affiliation or political philosophy. Individuals who believe they have been subject to misconduct under either policy should contact the Office of Institutional Equity and Compliance (OIEC) at 303-492-2127. Information about the OIEC, the above referenced policies, and the campus resources available to assist individuals regarding sexual misconduct, discrimination, harassment or related retaliation can be found at the OIEC website.

Honor Code
All students enrolled in a University of Colorado Boulder course are responsible for knowing and adhering to the academic integrity policy of the institution. Violations of the policy may include: plagiarism, cheating, fabrication, lying, bribery, threat, unauthorized access, clicker fraud, resubmission, and aiding academic dishonesty. All incidents of academic misconduct will be reported to the Honor Code Council (honor@colorado.edu; 303-735-2273). Students who are found responsible for violating the academic integrity policy will be subject to nonacademic sanctions from the Honor Code Council as
well as academic sanctions from the faculty member. Additional information regarding the academic
integrity policy can be found at honorcode.colorado.edu.

A note on plagiarism: Plagiarism does not always take such blatant forms, however. Of equal concern are
the more subtle forms of plagiarism. For example, you probably know that all words taken directly from a
source need to be quoted and cited, and that there are specific conventions for doing this properly.
However, you may not know that merely changing a few words in a passage—say, by using the thesaurus
function on your word-processing program—does not protect you from the charge of plagiarism.
Passages that are similar to their sources in syntax, organization, or wording but are not cited are
considered to be plagiarized. In fact, even if you cite the source but do not make it clear to your readers
that the phrasing of a passage is not your own, the source is still considered to be plagiarized.

Any time you use another’s work—ideas, theories, statistics, graphs, photos, or facts that are not common
knowledge—you must acknowledge the author.

Tentative Schedule
This schedule will be adapted to meet the needs of the class. You are responsible for keeping track of date
changes announced in class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading Assignment &amp; Due Date</th>
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<tbody>
<tr>
<td>Week 1</td>
<td></td>
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<tr>
<td>8/22</td>
<td>Course Introduction</td>
<td>Jackson, Chapter 2</td>
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<td>The History of Intercultural Communication</td>
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<td>Week 2</td>
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<td>8/29</td>
<td>Definitions of Culture</td>
<td>Carbaugh (2013)</td>
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<td>Case study: Young teenagers’ idea about culture</td>
<td>Thurlow (2001)</td>
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<td>Week 3</td>
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<td>9/5</td>
<td>No Class on Labor Day (Monday, 9/5)</td>
<td>Boromisza-Habashi (2013)</td>
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<td>Interpretive Approach to Culture</td>
<td>Van Oudenhoven (2013)</td>
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<td>Social Scientific Approach to Culture</td>
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<td>Week 4</td>
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<td>9/12</td>
<td>Critical Approach to Culture</td>
<td>Sorrells, Chapter 1</td>
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<td>Intercultural Praxis</td>
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<td>Week 5</td>
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<td>9/19</td>
<td>Understanding the Context of Globalization</td>
<td>Sorrells, Chapter 2</td>
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<td>Group 1 presentation on 9/21</td>
<td>Paper #1 Due on Friday 9/23</td>
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<td>Week 6</td>
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<td>9/26</td>
<td>Exam #1 on Monday (9/26)</td>
<td>Sorrells, Chapter 3</td>
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<td>Communicating Difference &amp; Globalizing Body Politics</td>
<td>Group 2 presentation on 9/30</td>
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<td>Week 7</td>
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<td>10/3</td>
<td>(Dis) Placing Culture &amp; Cultural Space</td>
<td>Sorrells: Chapter 4</td>
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<td>Case Study: Listening to the Space</td>
<td>Carbaugh (1999)</td>
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<td>Group 3 presentation on 10/7</td>
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<td>Week 8</td>
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| 10/10  | Intercultural Communication in Interpersonal Contexts  
Case Study: Apologies & Explanations  
Sorrells: Chapter 5  
Kotani (2015)  
**Group 4 presentation on 10/14** |
| 10/17  | Migration and Intercultural Adaptation  
Case Study: International Students in the US  
Sorrells: Chapter 6  
Urban & Orbe (2007) |
| **Week 9** |
| 10/24  | Exam #2 on Monday (10/24)  
Media, Popular Culture & Intercultural Communication  
Sorrells: Chapter 7  
**Group 5 presentation on 10/28** |
| 10/31  | Intercultural Communication at Workplace  
Sorrells: Chapter 8  
**Group 6 presentation on 10/31** |
| **Week 10** |
| 11/7   | Intercultural Conflict  
Case Study: Facework Strategies  
Sorrells: Chapter 9  
(Oetzel et al. 2001) |
| 11/14  | Face and Facework in Conflict  
Chang (2011)  
Cho & Sillars (2015)  
**Paper #3 Due on Friday (11/18)** |
| **Week 11** |
| 11/28  | Intercultural Competence & Global Citizenship Opportunities & Challenges  
Sorrells: Chapter 10  
Kurylo (2013) |
| 12/5   | Pulling it altogether |
| **Final Exam (Exam #3) on Monday (12/12) 4:30-7:00 PM  CLRE 211** |