

Intercultural Communication

Ewha International Summer College, 2019
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 Credits: 3 credits
 Class Time/Classroom: TBA

Description

Today, we are in a world where we experience the increasing frequencies of intercultural encounters. Intercultural communication is no longer limited to when you travel abroad, but it is taking place right here “at home.” We are also witnessing diffusing conflicts that range across race, gender, class, religion, nation and culture. While some intercultural encounters can be significantly rewarding; they can be also extremely challenging, because they often involve stereotyping and discrimination.

This course aims to introduce you to some central topics of intercultural communication. Examining various historical and political contexts in which intercultural communication occurs, this course will ask you to (re)consider if and how we can achieve a peaceful unity without obliterating difference. You will be expected to engage in serious reading, reflection, discussion, and writing on several topics that are guaranteed to be an important part of twenty-first century life.

Required Textbooks & Course Materials

(1) Required Textbooks:

Judith N. Martin & Thomas K. Nakayama, Intercultural Communication in Contexts (fourth edition), ISBN: 0073135275, McGraw-Hill

Susan Sontag, Regarding the Pain of Others, ISBN: 0312422199, Picador

(2) Additional required readings will be available online. Students are expected to read all assignments, and come to class prepared to discuss the material.

Student Learning Outcomes

If you read the assigned readings thoughtfully, listen carefully to the lectures, and take active part in class discussions and assignments, you can expect to:

- (1) be more aware of the diversity of human practices, and learn some new ways to distinguish the variety and historical specificity of intercultural practices.
- (2) be better equipped to respond to the age old imperative, “Know Thyself,” and become a more informed, self-reflective and responsible communicator in intercultural encounters.
- (3) demonstrate knowledge about various issues surrounding globalization, and discover the importance of the roles of context and power in studying intercultural communication.
- (4) become a more informed, self-reflective, and responsible communicator in intercultural encounters.

Grades

900 total points are possible.

- 1) 150 points for participation and attendance
- 2) 100 points for presentation
- 3) 250 points for two written assignments (1st:100, 2nd:150)
- 4) 200 points for Midterm
- 5) 200 points for Final

- Plus/minus grading will be used in calculating the final grades.
- If you did not receive 100% it does not necessarily mean you did something wrong. I do not expect that anyone will receive 100% on any part of the course. This is not a punishment, but rather a natural distribution. 90% and up is A-range.
- In your exams and written assignments you will receive points rather than letter grades.

1) Attendance and Participation

Regular attendance is a precondition; there are only penalties for failing to meet the attendance requirement. One unexcused absence is permitted during the semester; no questions asked, except that you cannot use them to get out of due dates for assignments, presentations, or exams. Any absences beyond that will result in 15 point deduction per absence. You are responsible for providing WRITTEN evidence/proof (such as doctors' notes) for any absences you wish to be excused. Those who will have attended all the classes are to receive extra points for participation.

150 points of your final grade comes from participation. I will use two criteria to grade your participation: contribution and attentiveness with much more focus on the former. This classroom is the space of appearance where you will be seen and heard by other people. Your thoughts will be considered secondary to your speeches---at least for the participation grade---because there is no way for me to know what you are thinking unless you transform your private thoughts into public words. Mere physical presence will NOT earn you full participation points. You must do more than simply attend every class if you expect to get as many participation points as possible. And you will get more out of the course if you can add to class discussions. Active participation requires both pre-class preparation and in-class contribution. Disruptive chatter, use of laptops for other than class purposes, texting or web-browsing with your cell phones, and an unwillingness to accomplish in-class activities will hurt your participation grade.

Note: Active participators will be sensitive and reflexive as well as respectful of their fellow students. To foster an effective learning environment, we must all agree to listen, respect each other, and open ourselves to the viewpoints of those around us. Very often, communication is more about listening than speaking.

2) Presentation

Each student will sign up to make an approximately thirty minute presentation. The presentation is an opportunity for you to practice ideas and apply them to specific examples with reference to the course materials. Its main purpose is to give you a chance to be an active producer (and not a passive consumer) of knowledge.

Your presentation should center on the assigned readings for that particular day, providing your audience with a broader and/or deeper understanding of a pivotal concept, theory, issue, figure, or event. For example, you can lead discussion by offering current and relevant examples to the reading of the day and providing insights of your own, or do some activities that can illustrate, complicate, and extend the reading of the day. In any case, your presentation needs to elicit as much participation as possible from your audience. Keep them engaged throughout your presentation by coming up with lots of questions to ask and/or activities to do. Do NOT simply reiterate or give a mere summary of what is already written in the reading. Try to go beyond the material and add your own insights. When you provide the class with some video clips that might illustrate and further clarify what we will be reading and discussing, make sure they are shorter than one minute. Your presentation should be more than just displaying materials and have some stimulating explanations and comments. I also suggest that, instead of trying to cover all the topics of the reading, you focus on what you think is the important and interesting parts of the reading and expand from them. Extensive pre-discussions and coordination among team members are critical in order to ensure the decent quality of presentation.

And last but not least, a brief note on classroom technology: If you want to use it during your presentation, please arrive to class early, set up your device(s), presentation files, and video clips before class begins, and ensure that everything is working and ready to go at a moment's notice. This way, we can quickly and seamlessly shift to your presentation at any point during the day's discussion.

You will be graded on the bases of a) how intelligently and judiciously your presentation was constructed, b) how helpful your examples or activities were to explain or illustrate the course materials, c) whether or not your methods of presentation were effective, and d) how successful you were in organizing discussions and encouraging participation of other students.

3) Written assignments

Your papers should be well thought out and argued, substantiated with evidence, and well written. They should be double-spaced, with 1 or 1.25 inches margin, and Times New Roman, 12 point font. Since this is a communication class, your style and form will be as important as your content. More instructions will be forthcoming about the assignments in class well in advance of due dates.

Note: All assignments **must** be turned in online unless otherwise instructed. You should only submit yours via other channels with my approval ahead of time.

4) Exams

Examinations will be designed to reward those who do the reading, listen carefully and grasp the key arguments and questions. They will be hard and designed to test your mastery of the readings, discussions, and lectures: let no one say they were not warned!

The midterm and the final will be of equal weight in the final grade total.

NO make-up exams will be given. The times and dates are fixed: please plan accordingly. The only permissible alterations are for those made well in advance with Accessibility Resource Center; convenient or cheap travel plans unfortunately do not offer grounds for changing the exam dates.

Policies

Plus-Minus Grading: All the department's instructors can append plus or minus grades to the letter grades they assign for the course. If the instructor does not specifically indicate in the syllabus that he or she will not assign pluses or minuses, students should assume that this form of grading will be used.

Hand-outs: It is your responsibility to get a copy of any hand-outs. If you miss class on the day they are handed out, it's up to you to make a copy from someone else in the class. Hand-outs may also be available on the website.

Cell Phones: Please turn off your cell phones upon entering the classroom.

Laptop Computers: Laptop computers can be a very useful learning tool in the right circumstances. In other circumstances they can be a source of annoyance. As a courtesy to your instructor and your classmates, please use your laptop computer only for classroom related activities during class.

Email: The best ways to communicate with me is to email me (or to visit during office hours). However, do give me at least 48 hours to respond to your emails.

Reviewing paper drafts by e-mail: I will NOT review or comment on drafts of papers sent over e-mail. I will be happy to discuss your writing in person in office hours or other arranged times.

Special Accommodation: According to the University regulation section #57-3, students with disabilities can request for special accommodations related to attendance, lectures, assignments, or tests by contacting the course professor at the beginning of semester. Based on the nature of the students' request, students can receive support for such accommodations from the course professor or from the Support Center for Students with Disabilities (SCSD).

Tentative Schedule

The schedule is subject to change and adjustment; all changes will be announced in class; you will be responsible for all such announcements if you miss class.

Session 1

Introduction to the Class

Session 2

Strangers to Ourselves

Read: Cooley, "The Looking-Glass Self"

Read: Miner, "Body Ritual Among the Nacirema"

Read: Walker, "The Retention of Folk Linguistic Concepts and the TI'YCIR Caste in Contemporary Nacireman Culture" (All readings available online)

Why Study Intercultural Communication?

Read: Martin & Nakayama, Ch. 1

Sign up for Presentation

Session 3

Intercultural Communication at Home: The Case of Hurricane Katrina

Read: Dominguez, "Seeing and Not Seeing: Complicity in Surprise" (available online)

Screening of "When the Levees Broke"

Hand out assignment #1

Different Approaches to Studying Intercultural Communication
Read: Martin & Nakayama, Ch. 2

Session 4

History and Intercultural Communication
Read: Martin & Nakayama, Ch. 4

Understanding Nonverbal Contexts
Read: Martin & Nakayama, Ch. 7

Session 5

Power and the Question of Race
Read: McIntosh, "White Privilege"
Read: Hall, "Stereotyping as a Signifying Practice" (Both readings available online)
Screening of "Ethnic Notions"

Session 6

Identity and Intercultural Communication
Read: Martin & Nakayama, Ch. 5

Gender and Ways of Talking
Read: Lakoff, "Talking like a Lady" (available online)

Assignment #1 due

Session 7

Understanding Intercultural Transitions
Read: Martin & Nakayama, Ch. 8

Globalization and Hybridity
Read: Gupta & Ferguson, "Beyond 'Culture': Space, Identity and the Politics of Difference" (available online)

Session 8

Synthesizing the first half: Review for Midterm
Review: all lectures, readings, and discussions from first half of the course
Bring questions to class.

Midterm Exam

Session 9

English as a Global Tongue
Read: Fishman, "The New Linguistic Order" (available online)
Screening of "The Global Tongue"

Intergroup Dialect Differences
Read: Hopper, "The Shibboleth Schema" (available online)

Session 10

Etiquette and the Civilizing Process
Read: Elias, "The Rise of the Fork." (available online)

Nationalism and its Discontents
Read: Puri, "Parades, Flags, and National Pride" (available online)
Hand out assignment #2.

Session 11

Cross-Cultural Communication in a Globalizing World

Read: Watson, "China's Big Mac Attack" (available online)

Bombing and Terrorism

Read: Peters, "Bombing a Terrorist Act?" (available online)

Session 12

Regarding the Pain of Others, Part I

Read: Foucault, "The Body of the Condemned" (available online)

Read: Sontag, Ch. 1

Screening on Watching the Pain of Others

Regarding the Pain of Others, Part II

Read: Sontag, Ch. 2-4

Session 13

Regarding the Pain of Others, Part III

Read: Sontag, Ch. 5-9

"Delicious" Pain of Others

Read: Halttunen, "Humanitarianism and the Pornography of Pain in Anglo-American Culture" (available online)

Session 14

Suffering and the Informed Citizen, Part I

Read: Peters, excerpt from Courting the Abyss (available online)

Suffering and the Informed Citizen, Part II

Read: Peters, excerpt from Courting the Abyss (available online)

Assignment #2 due.

Session 15

Synthesizing the second half: Review for Final

Review: all lectures, readings, and discussions from second half of the course

Bring questions to class.

Final Exam