

CST 314-01 Intercultural Communication University of Detroit Mercy Dr. B. Bolz
Term I- 2004/05 Wed.: 2:30pm – 5:00 pm B105
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Office Hours: Tues. and Thurs 9am – 2pm; Wed. 12:30pm – 2:00 or by appt.

Syllabus

“Greetings! I am pleased to see that we are different. May we together become greater than the sum of both of us.” Vulcan Greeting (*Star Trek*)

Text: *Intercultural Communication: An Introduction* (2001). 4th Edition. Fred E. Jandt. Sage Publishing: Thousand Oaks, CA.

Course Objectives: The aim of this course is to enhance student’s understanding of the diverse cultures that make-up our University, our country and the global village that we are a part of as a result of advances in travel and communication technology, immigration/migration, and U.S. foreign policy. Using theoretical models based on cultural dimensions, we will examine and compare various macro and micro cultures. We will discuss how different sociocultural characteristics affect intercultural communication behaviors and with what results. Students taking this course should acquire: a greater familiarity with cultures other than their own; a higher level of tolerance and appreciation for diversity; and specific communication skills and strategies that will help in reducing uncertainty and anxiety when communicating in perceived conditions of difference.

Assignments:

1) **Response Papers** - Six – 1.5 – 2 page papers that answer questions related to assigned readings. Each paper will receive a percentage grade; the lowest grade will be dropped when calculating final grade (5 highest grades totaled, then divided by 5 for an average final grade percentage). This assignment is worth **20%** of the final grade.

2) **Journal** - Select 4 “field experiences” from the attached list. Specific instructions for the writing component of each “experience” included. **Journals due 12/8.** this assignment worth **20%** of final grade.

3) **Participation** – Classroom activities and homework. Each participation assignment will graded on a 0 – 3 point system as follows: 0 = not completed; 1 = poorly completed; 2 = completed; 3 = well done. Points earned will be totaled then divided by the total number of possible points for a percentage grade. In-class activities cannot be made-up. You must be present to participate when assigned. Assigned homework will not be accepted late. This part of your final grade is worth **10%**.

4) **Mid-Term Exam** – A comprehensive exam based on material from Chapters 1 – 12 of the text and lecture/video material. An in-class review will be conducted, with sample questions provided. The exam format will be: 50 true & false, multi-choice and short answer questions. The exam will be graded on a percentage-correct basis according to the Grading Scale that follows. Worth **25%** of final grade.

5) **Theory Paper** – Students will select from a list of 3 topics related to the material in Chapters 11 – 18. Students taking this course for Women’s Studies credit must select #1, although, anyone may choose this topic. The list of topics and paper instructions are attached. Worth: **25%** of final grade.

Grading Scale:

100 – 93% = 4.0/A	86.5 – 83% = 3.0/B	75.5 – 73% = 2.0/C	62.5 – 60.0 = 1.0/D
92.5 – 90% = 3.7/A-	82.5 – 80% = 2.7/B-	72.5 – 70% = 1.7/C-	Below = 0.0/F
89.5 – 87% = 3.3/B+	79.5 – 76 = 2.3/C+	69.5 – 63 = 1.3/D+	

Letter grades are defined as: A range = Outstanding; B range = Very Good; C range – Good enough; D range – Getting-by; F range = Good-bye.

Rules Governing This class:

1. **Attendance:** Attendance is taken the first 2 weeks of class for administrative purposes. Beyond the second week I do not take formal attendance. Students are, however, expected to attend regularly. Regular attendance enables students to keep current with lecture notes and handouts necessary for written assignments and the exam. In addition, in-class exercises and homework not submitted as a result of missing class, cannot be made-up, thus affecting your participation grade. If poor attendance or late arrivals are threatening your chance of passing this course, you will receive a letter with contractual requirements you must meet to prevent failure. **Being absent is not an excuse for failure to: a) get an assignment or instructions, b) meet a due date.**
2. **Being on Time:** Late arriving students are a disruption. Lateness annoys me – it is rude and disrespectful. Unless there are extenuating circumstances that affect everyone, such as weather, be on time.
3. I present lecture material and bring handouts to class ONCE. Acquiring notes, handouts, or any pertinent information missed as a result of an absence is the responsibility of the student. Missed handouts can only be acquired from my office during posted office hours.
4. All assigned readings, lecture material, handouts, and videos are potential material for exam questions.

5. **Late Assignments:** Repeat – In-class activities/exercises cannot be made up. Homework assignments not accepted late. (If you are absent when homework is assigned, but get the instructions from someone who attended class, it will be accepted if submitted on time.) Response papers accepted only up to one week late with a 3% per day penalty, otherwise use the “drop lowest grade” option. Journals 5% penalty per day late. Theory papers not accepted late. **NO WORK OF ANY KIND accepted after 12/18/04.** .
6. Spelling, grammar, syntax, organization, and other writing mechanics count in grading all written work. See the “Writing Packet” provided.
7. **Plagiarism, including cheating on the exam, will result in failing this course. See your catalogue for the University’s plagiarism policy.**

Journal Assignment “Field Experience” Choices (select 4)

1. Select a film to view from the following list. Write a 2 to 3 page review that identifies the beliefs, values, attitudes, norms (BVAN) of the subject culture that are revealed. Discuss the cultural dimension(s) these BVANs reflect, and/or what intercultural theory or concept they relate to. [We will thoroughly go over “cultural dimensions” and numerous intercultural theories and concepts throughout this course.] The following films at Block Busters and some are in the UDM Library:

<i>Moscow on the Hudson</i>	<i>Iron and Silk</i>
<i>Mississippi Masala</i>	<i>The Joy Luck Club</i>
<i>Gung Ho</i>	<i>Memoirs of a Geisha</i>
<i>The Last Sammuri</i>	

2. Read a book from the following list and write 2 – 3 page review. (See #1 instructions). **This choice counts as 2.**

<i>Last Miracle at Little No Horse</i>	<i>Memoirs of A Geisha</i>
<i>God is Red</i>	<i>Cane River</i>
<i>A Thousand White Women</i>	<i>The Chinese in American</i>

3. Watch a foreign news program (there are several on cable, in English) or read a foreign newspaper (at Borders, in English) over a period of 2 – 3 weeks focusing on a current event (i.e. war in Iraq, or the U.S. Election) and write 2 – 3 pages in your journal that compares and contrasts U.S. coverage of the same event. Identify cultural differences in the perspectives reflected in U.S. coverage in comparison to the perspective of another country/culture.

4. Attend a rite or ritual (i.e. wedding, funeral) of a culture other than your own. Write a 2 – 3 page analysis of this event. Briefly describe it, then discuss the cultural dimensions this rite or ritual revealed -- what beliefs, values, or attitudes reflected? How are they similar or different from your own?
5. If you have traveled to another country in the past year, write a 2 –3 page account of this experience that describes things you observed/experienced that support a theory or concept studied in this course.
6. Interview a recent immigrant to the U.S. to determine the most difficult adjustment they had to make to our culture. What language difficulties; food or dress customs; beliefs; values, or norms were problematic? Use a question/answer format (like you would find in a popular magazine interview). Length: 2 – 3 pages.
7. What culture are you familiar with that we did not discuss in class or not covered in the text? In 2 –3 pages, describe this culture and discuss it in terms of the dimensions of culture studied in class.
8. Did you learn something about your culture of origin, or about a micro culture with which you identify that you did not know before this class? In 2 –3 pages, discuss your discovery. How has this discovery affected your interactions with others, for example?

Journal Format: Typed/computer word process, double-space, the written component of this assignment. Put in a soft binder or folder of some sort. Photos, illustrations, your own art work, or other supplementary material welcome, but not required.

Theory Paper

The foundational information and introduction to additional information sources for this assignment are in Chapters 10 – 18 of the text. The final paper should reflect your reading and understanding of this material as this paper is in place of a final exam covering Chapters 10 –18. Select one of the following topics. (Reminder: Students taking this course for WS credit must select #1, however, anyone can select this topic.)

1. **Status of women.** Compare and contrast the role of women in the U.S. with women in another culture with attention to how roles affect intra and intercultural communication. . Make this comparison in the context of the dimension of culture studied in this course. Discuss differences and similarities in the rites/rituals involving women. For example, marriage norms and/or ceremonies, or rites of passage. You may approach this assignment historically. For example, how the role of women has changed, or by researching a particular period of time,

such as the role of North American woman in late 1700s to 1800s. How did this period affect the roles of women then and now?

2. **Effects of Mass Media on Intercultural Communication.** Address the following questions. What has been the effect of mass media on ICC? How have other cultures responded to U.S. media influences? What media theories help us understand this influence? For example, the convergence model, cultural hegemony? What is cultural imperialism, what are its affects? Has mass media had a positive or negative influence on ICC? (See C 13 of text)

3. **Immigration and Acculturation Theory.** Write this paper with a focus on one of the following bodies of theory:

- A. The impact of “culture shock” on ICC (See C 13)
- B. The impact of identity development on ICC (See C 15 and Judith N. Martin & Thomas K. Nakayama, 2001)
- C. The impact of marginalization and segregation on ICC.(See C 16 & 17) Keep in mind the marginalization and segregation of other *macro*(dominant) cultures coming into the U.S. i.e. Mexican immigration. And the marginalization and segregation of *micro* (minority) cultures within U.S. culture, i.e. gay/lesbian, any racial or ethnic group.

Define the theory or concept you have chosen and discuss its impact in terms of the cultural dimensions studied in this course.

General Instructions

1. Typed/computer word process, double-spaced.
2. Create a title
3. Provide a brief abstract/synopsis/overview of your paper.
4. **Length:** I read them, not weigh them. However, I am looking for: a) evidence of solid research; b) evidence of your understanding of the topic, and a paper comprehensive enough to give the reader a clear understanding of the topic. I would say 6 pages minimum – you go from there.
5. Bibliography required. Use a standard scholarly format such as APA, Chicago style. A minimum of 4 sources in addition to the course text is required. **Half of your sources must be other than web sites – books, journals, periodicals, or media sources.** (See attached list of sources)
6. Proof-read your work in addition to “spell checking.” Grammar, syntax, spelling count in grading your paper. Follow the conventions of scholarly writing. Consult a style book (one of those square paper things you hold in your hand) or a style web site.

Due: 12/18. No papers accepted after 12/18