

**CA 330: Intercultural Communication**

**Dr. Brett Lunceford**

**T/R: 8.00-9.15AM**

**University Commons 1263**

**Office: UCOM 1016**

**Office Hours: T/R 9.15am-12.15pm, and by appointment**

**Phone: 380.2822**

**Email: lunceford@usouthal.edu**

**Course Catalogue Description**

CA 330 is the study of the theory and practice of intercultural communication. This course's goal is to focus on global dialogues within critical organizational incidents. This course has three objectives: to explain the culture-based situational conflict model; to integrate theory and practice in the discussion of organizational conflict; and to provide an excellent opportunity for writing within the organizational communication content areas.

Now to put the bureaucratic speak into ideas we can all get down with.

There are two main goals for this course. At the end of this course:

- Students will be able to discuss and explain various theories of intercultural communication.
- Students will be able to apply theories of intercultural communication to their own lives.

Students will gain an understanding of theories of intercultural communication through the readings and in-class discussions. They will also gain a greater understanding of intercultural communication as they apply theory to their own lives in response papers and in-class discussions. Assessment will come through response papers and a final paper.

This course is writing intensive but manageable. I expect that each student will come to class prepared to discuss the readings for the day. According to the University of South Alabama's Academic Policies and Procedures, "Each hour of lecture usually requires two hours of outside preparation. Thus, a student carrying sixteen semester hours should be prepared to spend at least 48 hours in class and study per week."

**Required Text**

All readings will be available through the library's online course reserves.

**Class Climate**

The questions that we will grapple with have no easy answers. There will be points where you may disagree with someone else. This is appropriate and, to some degree, desirable. However, respect for others in the class is an essential component of this class. Arguments should be made in a spirit of inquiry rather than as a personal attack.

### Attendance Policy

This is an upper division course, so I assume that by now you recognize the value of regular class attendance. This course relies heavily on in-class discussion. Excessive absences will negatively impact your participation grade in this course. If you are not present, you are not able to participate and it is impossible to make up the discussion. You get three absences free—no questions asked. However, after these absences, each absence will decrease your final grade by 5 points (half a letter grade), so use them wisely. In addition, there may be in-class activities, such as the opportunity to lead the discussion, that are impossible to make up. If you are absent, please do not email me asking, “What did I miss?” You missed 75 minutes of discussion and perhaps an assignment. Make friends with your classmates and get the notes from them and/or come to my office hours.

### Academic Honesty

From the Student Academic Conduct Policies: “Any dishonesty related to academic work or records constitutes academic misconduct including, but not limited to, activities such as giving or receiving unauthorized aid in tests and examinations, improperly obtaining a copy of an examination, plagiarism, misrepresentation of information, or altering transcripts or university records. . . . Penalties may range from the loss of credit for a particular assignment to dismissal from the University” (*The Lowdown*, p. 249). In short, don’t do it. I don’t like to bust students for plagiarism or other forms of academic dishonesty but I will. It isn’t fair to others and it isn’t fair to you.

Here is the policy set forth by the Department of Communication:

Standards of academic conduct are set forth in the Student Academic Conduct Policy. By registering at the university, you have acknowledged your awareness of the Academic Conduct Policy, and you are obliged to become familiar with your rights and responsibilities as defined by the code. Please see *The Lowdown* for the complete **Student Academic Conduct Policy**.

Each instance of academic dishonesty will be reported to the chair of the department. The student involved will receive written notification describing the alleged violation and the recommended penalty, along with a copy of the policy. The written notification will inform the student that if it is determined that previous incident(s) of Academic Misconduct have occurred, an additional or higher level charge may be brought.

The student involved has ten (10) Class days from receipt of the written notification to submit a written response to the instructor and request a conference with the department chair and the instructor.

### Assignments

**Paper Proposal:** Each student will write an original work of autoethnography related to intercultural communication. As there are multiple ways to define culture, the experience(s) you

choose to relate are up to you. In this proposal, you will describe the event(s) you plan to examine and a brief description of why this case is important to study. Be as clear as possible, but concise as well. You should be able to use this material in the final paper, so it is to your advantage to think it through. The proposal should run approximately 2-4 double-spaced pages. **The paper proposal is due on September 6.**

**Peer Reviews:** One valuable aspect of scholarly publishing is the framework of peer review. Most scholarly journals and conferences are peer reviewed. For each of these assignments you will provide a detailed critique for one of your classmates. The reviewer will write up a two page document describing the strengths and weaknesses of the essay and, if possible, referring the author to useful literature in the field. The point of this review process is to help the writer create a stronger essay, so be honest in your assessment. The more specific you can make the critique the more useful it will be for the author. On the day of the writing workshop you will need to bring two copies of the critique—one for the author and one for me. You will then have a chance to discuss the critique with the author in class.

**Final Paper:** The final paper is an opportunity to critically reflect on intercultural communication in your own life. I expect that you will not only incorporate the literature we discuss in class but also go beyond it and find material that relates to your own case. Remember that autoethnography should, at its best, be more than simply a journal entry or a blog post. Rather, it should place your experience in conversation with other research. The paper should be between 10-15 pages long (double-spaced, 12 point Times font, standard margins). That said, my assessment will have less to do with quantity and more to do with quality. The lower bound suggests that it would be difficult to do justice to any phenomenon worth studying in less than 10 double-spaced pages. **Papers are due December 6.** I will accept them earlier, but not later. We will discuss these papers in detail in class, specific to your life goals.

**Presentation:** Each of you will have the opportunity to present your research to the class. This will be done much like a conference presentation in which you provide a condensed version of the insights gathered through your research. The presentations will be 10-15 minutes long and should be well rehearsed. We will determine presentation order in class.

**Participation:** Participation is more than simply showing up. I expect that students will come to class prepared to discuss the readings and actively do so. If I get the sense that people are not coming to class prepared, I will simply use quizzes on the readings to assess participation points.

**Final Exam:** There will be no final exam in this course; the final paper will serve that purpose.

**Late work** will receive half credit at the most and will only be accepted by the next scheduled class. No work will be accepted one week past the original due date. If you know that you will be absent when something is due, have a classmate bring it to class or bring it to my office before the class period on which it is due. I will not accept papers by email.

### **Grading Scale**

There are a total of 100 points available in this course:

Writing Workshop Critiques: 20 (2X10)

Paper Proposal: 10

Presentation: 15

Final Paper: 30 points

Participation: 25 points

A=90-100; B=80-89.99; C=70-79.99; D=60-69.99; F=below 60

### **Statement Regarding Students with Disabilities**

In accordance with the Americans with Disabilities Act, students with bona fide disabilities will be afforded reasonable accommodation. The Office of Special Student Services will certify a disability and advise faculty members of reasonable accommodations.

If you have a specific disability that qualifies you for academic accommodations, please notify the instructor/professor and provide certification from Special Student Services. (OSSS is located at 5828 Old Shell Rd. and can be reached at 460-7212).

Keep in mind that OSSS prohibits me from making any retroactive accommodations, so if you will need special accommodations please talk to me as soon as possible. Moreover, I can make no accommodations unless you are registered with OSSS.

### **Statement on Diversity**

The Department of Communication is committed to preparing students to work in a diverse society. As such, our classes will include lectures and activities which promote an awareness of and sensitivity towards differences of race, ethnicity, national origin, culture, sexual orientation, religion, age and disabilities. Such an environment will contribute to the growth and development of each member of the class, as it will encourage students to embrace diversity as a positive aspect of learning and scholarship.

### **A Note on my Teaching Philosophy**

I believe that every student in my class has the ability to succeed in this course. My goal is to create a comfortable environment in which you can explore and improve your ability to think critically and skillfully present your ideas to an audience. I do not “give” grades; students earn grades—no one is entitled to get an “A” in a class unless they earn it. I cannot grade on effort—I must grade what you actually do. My job is to push students to do their best and to then exceed that standard. I recognize that this is futile unless I also provide the support and assistance that each student needs to excel. Therefore, I provide office hours and expect students to use them and am generally available through email. I assume that attaining a university degree is your first priority. If this is not the case, it is less likely that you will excel. Some of you are here because you want to get a better job. I believe that education should do much more than job training, but if you see it as job training, at least take it seriously. Recognize that you will probably be required to work 40 hours a week (or more) from 8am until 5pm. If you are chronically late, they fire you. If you do not do your work, they fire you. If you drop the ball, you probably will not get

a raise, they may fire you, and in some cases legal action may be taken against you. Bottom line—you do your part to excel and I will be there to help you reach that goal.

## **Course Schedule**

### **Week 1**

- 8/21 Introduction to the course
- 8/23 Otten, Matthias, and Judith Geppert. "Mapping the Landscape of Qualitative Research on Intercultural Communication. A Hitchhiker's Guide to the Methodological Galaxy." *Forum: Qualitative Social Research* 10, no. 1 (2009): 1-28.

### **Week 2 Some Words of Caution**

- 8/28 Spivak, Gayatri Chakravorty. "Can the Subaltern Speak?" In *Colonial Discourse and Post-Colonial Theory: A Reader*, edited by Patrick Williams and Laura Chrisman, 66-111. New York: Columbia University Press, 1994.
- 8/30 Asante, Molefi Kete. "Maat and Human Communication: Supporting Identity, Culture, and History without Global Domination." *Intercultural Communication Studies* 20, no. 1 (2011): 49-56.

### **Week 3 Methodological Considerations**

- 9/4 Ellis, Carolyn, and Arthur Bochner. "Autoethnography, Personal Narrative, Reflexivity: Researcher as Subject." In *Handbook of Qualitative Research*, edited by Norman K. Denzin and Yvonna S. Lincoln, 733-68. Thousand Oaks, CA: Sage, 2000.
- 9/6 Fernández, Germán Darío. "To Understand Understanding: How Intercultural Communication Is Possible in Daily Life." *Human Studies* 33, no. 4 (2010): 371-93.

### **Paper Proposal Due**

### **Week 4 Autoethnography**

- 9/11 Boyle, Maree, and Ken Parry. "Telling the Whole Story: The Case for Organizational Autoethnography." *Culture & Organization* 13, no. 3 (2007): 185-90.
- Chatham-Carpenter, April. "'Do Thyself No Harm': Protecting Ourselves as Autoethnographers." *Journal of Research Practice* 6, no. 1 (2010): 1-13.

9/13 Weaver-Hightower, Marcus B. "Waltzing Matilda: An Autoethnography of a Father's Stillbirth." *Journal of Contemporary Ethnography* 41, no. 4 (2012): 462-91.

**Week 5 The Study of Culture**

9/18 Geertz, Clifford. "Thick Description: Toward and Interpretive Theory of Culture." In *The Interpretation of Culture*, 3-30. New York: Basic Books, 1973.

9/20 Ting-Toomey, Stella. "Applying Dimensional Values in Understanding Intercultural Communication." *Communication Monographs* 77, no. 2 (2010): 169-80.

**Week 6 Ethnocentrism**

9/25 Lwin, May O., Andrea J. S. Stanaland, and Jerome D. Williams. American Symbolism in Intercultural Communication: An Animosity/Ethnocentrism Perspective on Intergroup Relations and Consumer Attitudes." *Journal of Communication* 60, no. 3 (2010): 491-514.

9/27 **Writing Workshop I**  
**Peer Review I Due**

**Week 7 Culture in Organizations**

10/2 Jameson, Daphne A. "Reconceptualizing Cultural Identity and Its Role in Intercultural Business Communication." *Journal of Business Communication* 44, no. 3 (2007): 199-235.

10/4 Philipsen, Gerry. "Places for Speaking in Teamsterville." *Quarterly Journal of Speech* 62, no. 1 (1976): 15-25.

**Week 8 The Politics of Passing**

10/9 **Fall Break: No Class**

10/11 Matsunaga, Masaki. "Shaping, Masking, and Unmasking of a Stigmatized Identity: The Case of Japan-Residing Koreans." *Howard Journal of Communications* 18, no. 3 (2007): 221-38.

**Week 9 Culture is Not Always Nationalism**

10/16 Jackson II, Ronald L. "Cultural Contracts Theory: Toward an Understanding of Identity Negotiation." *Communication Quarterly* 50, no. 3/4 (2002): 359-67.

10/18 Jandt, Fred, and Heather Hundley. "Intercultural Dimensions of Communicating Masculinities." *Journal of Men's Studies* 15, no. 2 (2007): 216-31.

**Week 10 Identity and Culture**

10/23 Aritz, Jolanta, and Robyn C. Walker. "Cognitive Organization and Identity Maintenance in Multicultural Teams." *Journal of Business Communication* 47, no. 1 (2010): 20-41.

10/25 Whitney Kelting, M. "Candanbālā's Hair: Fasting, Beauty, and the Materialization of Jain Wives." *Religion* 39, no. 1 (2009): 1-10.

**Week 11 Business and Culture**

**10/30 Writing Workshop II  
Peer Review II Due**

11/1 Falkheimer, Jesper, and Mats Heide. "Multicultural Crisis Communication: Towards a Social Constructionist Perspective." *Journal of Contingencies & Crisis Management* 14, no. 4 (2006): 180-89.

**Week 12 Language and Culture**

11/6 Yoneoka, Judy. "The Importance of Language Negotiation in Initial Intercultural Encounters: The Case of the Service Industry Employee." *Intercultural Communication Studies* 20, no. 1 (2011): 90-103.

11/8 Liddicoat, Anthony J. "Communication as Culturally Contexted Practice: A View from Intercultural Communication." *Australian Journal of Linguistics* 29, no. 1 (2009): 115-33.

**Week 13 Intercultural Relationships**

11/13 Pei-Wen, Lee. "Stages and Transitions of Relational Identity Formation in Intercultural Friendship: Implications for Identity Management Theory." *Journal of International & Intercultural Communication* 1, no. 1 (2008): 51-69.

**11/15 Writing Workshop III (I will be at NCA Convention)**

**Week 14**

11/20 Droogsma, Rachel Anderson. "Redefining Hijab: American Muslim Women's Standpoints on Veiling." *Journal of Applied Communication Research* 35, no. 3 (2007): 294-319.

11/22 **No Class: Thanksgiving Break**

**Week 15**

11/27        **Presentations**

11/29        **Presentations**

**Week 16**

12/4        **Presentations**

12/6        **Presentations**  
**Final Papers Due**

**Regarding Changes in Course Requirements**

Since all classes do not progress at the same rate, the instructor may wish to modify the above requirements or their timing as circumstances dictate. For example, the instructor may wish to change the number and frequency of exams, or the number and sequence of assignments. However, the students must be given adequate notification. Moreover, there may be non-typical classes for which these requirements are not strictly applicable in each instance and may need modification. If such modification is needed, it must be in writing and conform to the spirit of this policy statement.