

SYLLABUS
Fall Semester 2016

IELI 2470 Cross-Cultural Perspectives (4 credits for IELI students) [Note: The extra day of class will be used for language instruction.]

IELI 2475 Cross-Cultural Explorations (3 credits for non-IELI students) [Note: The culture of the United States will be the basis for comparison.]

Tuesday & Thursday
1:30-2:45 Main 117

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Wednesday (IELI 2470)
11:30-12:20 Main 006

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Office Hours: T W Th 12:30-1:15 and by appointment

Text: *An Introduction to Intercultural Communication Identities in Global Community/Seventh Edition* by Fred E. Jandt

Publisher: Sage Publications

ISBN: 978-1-4129-8200-9

<http://amazon.com>

Supplementary text (on reserve in library): *American ways: An introduction of American culture/Third edition* by M. K. Datesman, J. Crandall, and E. N. Kearny. Longman

Important Dates:

| | | |
|------------------------------|------|-----------------------|
| Labor Day | M | September 5 |
| Friday Class Schedule | Th | October 20 |
| Fall Break | F | October 21 |
| Thanksgiving Break | WThF | Nov. 23-25 |
| Last Day of Classes | F | December 9 |
| Final Exam (optional) | W | December 14 1:30-3:20 |

Course Description: This course brings together students from a variety of ethnic backgrounds for the purpose of cultural exploration. Students examine the influence of culture on beliefs, behaviors, and values.

Course Goals:

1. Students learn about various definitions of culture and how cultures influence behavior, beliefs, and values.

2. Students increase their awareness of cross-cultural similarities and differences in areas such as communication, life-styles, business practices and institutional settings.
3. Students gain an understanding of the stages and symptoms of cultural shock.
4. Students gain an understanding of fundamental value systems that inform and determine all cultural practices.
5. Students explore the value systems of the culture of the United States and the cultures of the international students enrolled in the class.

Learner Outcomes:

1. Students can provide a written definition of culture.
2. Students can analyze the multiple influences that have contributed to their own cultural makeup.
3. Students can identify the different stages and symptoms of culture shock and coping strategies for this condition.
4. Students will be able to compare and contrast cultural differences in areas such as educational systems, gender roles, business practices, or the areas of the students' interests.
5. When observing cultural interactions in film or in the students' everyday experiences, they will be able to identify the underlying values of the participants.
6. Students will be able to understand ethnocentrism and to recognize stereotypical characterizations.
7. Students will be able to identify and explain theories relating to the study of cross-cultural understanding and communication.

In addition to the course goals and learner objectives above, we are going to review the following: geography, test-taking skills (especially multiple choice), and working on a team.

IDEA system course evaluations are based on the following objectives:

- 1) Gaining factual knowledge (terminology, classifications, methods, trends);
- 2) Learning fundamental principles, generalizations, or theories;
- 3) Acquiring skills in working with others as a member of a team; and
- 4) Developing skill in expressing oneself orally or in writing

Canvas online learning management software: Be sure to access the class through Canvas. If you have any questions, feel free to email, call, or stop by my office.

My expectations: Success in the university is all about hard work and perseverance. I believe that you will learn as much from this class as the effort you put into it. Try to work hard and do your best. If you don't understand a concept, read the text again, ask a classmate for clarification, and use an English-English dictionary. If you need help, e.g., more explanations of grammar or vocabulary found in the textbook, please ask! You will be expected to show that you understand the content by talking about it in class and doing well on the assessments. I hope that, with our diverse cultural backgrounds, we can all learn from each other. We all have different perspectives, and we need to respect each other's views.

Cautionary note: This class deals with culture, so we will discuss sensitive topics that may be offensive to individuals in the group. Because of your cultural backgrounds, most--if not all--of

you will feel uncomfortable during at least one of the class discussions. Think of your discomfort as a cultural lesson about yourself and your own background. Use it as a starting point for some self-reflection. "It is through the mirror of others that we learn to know ourselves, and it is through facing our own discomfort and anxiety that we learn to stretch and grow" (Ting-Toomey, 1999, p. 8).

Course Content

Weeks 1 & 2 (Aug. 29-Sept. 8): Course Introduction and Chapter 1: Defining Culture & Identities

Definitions of culture: 19th century vs. today's definition
Race and identity
Subcultures, Co-cultures, and subgroups
Introduction to methodology: Approaches to the study of cross-cultural communication, ethnography, and cultural studies
Globalization and contact zones

Assessment 1: Test (Chapter 1): Multiple choice and true-false (30 points)

Week 3 (Sept. 13-15): Chapter 2: Understanding Face-to-Face & Mediated Communication

Intercultural communication competence
Ethics in intercultural communication
Confucian and Western perspectives on communication
The media of intercultural communication, e.g., human couriers, letter writing . . .
Prejudice and racism
How to answer an essay question

Assessment 2: Test (Chapter 2) (30 points)

Weeks 4 and 5 (Sept. 20-29): Chapter 7: Dimensions of Culture

Case study: Japan
Hofstede's theory of value dimensions: Masculinity vs. femininity, power distance, uncertainty avoidance, individualism vs. collectivism
Discussion topic: Do cultures ever change? What are the arguments against Hofstede's theory?

Assessment 3: Test (Chapter 7): Multiple choice and essay (30 points)

Week 6 (Oct. 4-6): Chapter 8: Dominant U.S. Cultural Patterns: Using Value Orientation Theory

A history of cultural patterns in the U.S.
Value orientation theory: Human-nature orientation, human activity, temporal focus, human nature, and relationships of the individual with others

Assessment 4: Test (Chapter 8): Multiple choice and essay (30 points)

Week 7 (Oct. 11-13): Review and catch-up

Review of concepts and theories previously discussed

Week 8 (Oct. 18-20): Chapter 3: Culture's Influence on Perception

High-context/Low-context cultures Perceiving process
The concept of face Sensing and the effect of culture

Assessment 5: Test (Chapter 3): Multiple choice and short answer (30 points)

Weeks 9 & 10 (Oct. 25-Nov. 3): Chapter 4: Barriers to Intercultural Communication

Anxiety, assuming similarity/difference, ethnocentrism, stereotypes & prejudice
Case studies: the Roma, Japan, Korea, China & the United States

Assessment 6: Test (Chapter 4): Multiple choice and short answer (30 points)

Weeks 11 & 12 (Nov. 8-17): Chapter 5: Nonverbal Communication

Nonverbal behaviors as cues
Nonverbal communication as intentional communication
Knowing culture through nonverbal messages
Nonverbal misinterpretations as a barrier
Nonverbal message codes
Case studies: The *wai* in Thailand and Korean-American neighborhood businesses

Assessment 7: Test (Chapter 5): Multiple choice and short answer (30 points)

Weeks 13 & 14 (Nov. 22-Dec. 1): Chapter 10, Culture & Gender

Assessment 8: Test (Chapter 10): Multiple choice and short answer (30 points)

Week 15 (Dec. 6-8): Chapter 12, Immigration & Acculturation

Assessment 9: Test (Chapter 12): Multiple choice and short answer (30 points)

Grades: 75% of your final grade: Tests (240 points) (Your lowest test grade will be dropped.)
25% " " " " : In-class work on a team (80 points)

The first week of classes, you will be assigned to a team. Each team will be responsible for a section of each chapter in the textbook. In other words, your team will teach the rest of the class one part of the chapter; the other teams will teach you their parts.

I will drop your lowest grade, so there will be a total of 240 points
Grades will be calculated as a percentage of points earned on the paper and exams. The points will then be added for a final total. The grading scale is as follows:

| | | | |
|----|---------|----|---------|
| A | 222-240 | C | 174-183 |
| A- | 215-221 | C- | 168-173 |
| B+ | 208-214 | | |
| B | 198-207 | D | 143-166 |
| B- | 191-197 | F | < 143 |
| C+ | 184-190 | | |

All IELI students must get a C- to pass the class.

The points above reflect USU's grading scale:

University Grading Scale

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|------|---------|------|--------|
| • A | 93-100% | • C+ | 77-79% |
| • A- | 90-92% | • C | 73-76% |
| • B+ | 87-89% | • C- | 70-72% |

- B 83-86%
- B- 80-82%

- D 60-69%
- F 59% and below

IELI Attendance Policy

Learning a language requires that you actively attend and participate in your classes. If you do not **regularly attend** classes, you may miss important information and fail the class, not progressing to the next level in the IELI program. For students studying on a visa, if you miss more than a week of class we are obligated to contact the Office of Global Engagement to report your absence. Missing multiple classes and/or failing multiple courses can have serious consequences for some students as it can be grounds for revoking their visa and requiring the students to immediately return to their country. In addition, USU policy states that a student can repeat a class only three times.

One option for improving your grade in this class:

Paper: Evaluating films for ethnocentrism, stereotypes, prejudice, or Hofstede's theory:

As a group, we will select two-three films. Students will be assigned to view one film and analyze the characters and scenes vis-à-vis the concepts of ethnocentrism, stereotypes, prejudice, **or** Hofstede's theory. Each student will write a 3-5 page (double spaced) analysis paper. An outline is required first, and then you will be expected to write two-three drafts. (30 points) If you do better on the paper than on your lowest test score, I will replace the lower grade with the higher one.

Titles:

Wild Child
Joy Luck Club
City of Joy
The Edge of the Spear
Sand and Fog
Bend It Like Beckham
The Whale Runner
Cold Water
Do the Right Thing
A Better Life
El Norte

Lean on Me
My Family
When We Were Colored
Stand and Deliver
Dark Matter
Grand Torino
Crash
A Class Divided
Pursuit of Happyness
Lost in the Barrens
Crash

Utah State University Policies and Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities: <http://personnel.usu.edu/policies/403.htm>.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. The Honor System is designed to establish the higher level of conduct expected and required of all Utah State University students.

The Honor Pledge: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- espouses academic integrity as an underlying and essential principle of the Utah State University community;
- understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- is a welcomed and valued member of Utah State University.

Plagiarism

Plagiarism includes knowingly "representing, by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

Grievance Process (Student Code)

Students who feel they have been unfairly treated [in matters other than (i) discipline or (ii) admission, residency, employment, traffic, and parking - which are addressed by procedures separate and independent from the Student Code] may file a grievance through the channels and procedures described in the Student Code: http://studentlife.tsc.usu.edu/stuserv/pdf/student_code.pdf (Article VII. Grievances, pages 25-30).

Sexual Harassment

Sexual harassment is defined by the Affirmative Action/Equal Employment Opportunity Commission as any "unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature." If you feel you are a victim of sexual harassment, you may talk to or file a complaint with the Affirmative Action/Equal Employment Opportunity Office located in Old Main, Room 161, or call the AA/EEO Office at 797-1266.

Students with Disabilities

The Americans with Disabilities Act states: "Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center (797-2444), preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille."

Withdrawal Policy and "I" Grade Policy

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term 'extenuating' circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4) change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.