IELI 2470  Cross-Cultural Perspectives (4 credits for IELI students)

IELI 2475  Cross-Cultural Explorations (3 credits for non-IELI students)

Tuesday & Thursday  Instructor: Ann Roemer, PhD
10:30-11:45  Main 119  Office: Main 075
Telephone: 435-797-2051 (w)
Friday (IELI 2470)  E-mail: ann.roemer@usu.edu
11:30-12:20  Main 201  Office Hours:  T Th  12:00-1:15 and by appointment

Text: *An Introduction to Intercultural Communication Identities in Global Community/Seventh Edition*
Author: Fred E. Jandt  abebooks.com
Publisher: Sage Publications

Important Dates

<table>
<thead>
<tr>
<th>Event</th>
<th>Days</th>
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<tbody>
<tr>
<td>Martin Luther King Holiday</td>
<td>M</td>
<td>January 21</td>
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<tr>
<td>Presidents' Day Holiday</td>
<td>M</td>
<td>February 18</td>
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<tr>
<td>Spring Break</td>
<td>M-F</td>
<td>March 11-15</td>
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<tr>
<td>Last Day of Classes</td>
<td>T</td>
<td>April 23</td>
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<tr>
<td>Final Exam</td>
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<td>April 30, 9:30-11:20</td>
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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.

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) Learning to apply course material (to improve thinking, problem solving, and decisions)
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 me.

My expectations: I believe that you will learn as much from this class as the effort you put into it. I expect you to work hard and do your best. Success in the university is all about hard work and perseverance. 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 are welcome to come to my office hours with any questions or concerns. 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 1-3 (Jan. 8, 15, & 22): Chapter 1: Defining Culture & Identities
Definitions of culture: 19th century vs. today's definition
Race and identity
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)

Weeks 4 and 5 (Jan. 29 & Feb. 5): Chapter 4: Barriers to Intercultural Communication
Anxiety, assuming similarity/difference, ethnocentrism, stereotypes & prejudice
Case studies: the Roma, Japan, Korea, China & the United States

Assessment 2: Test (Chapter 4) (30 points)

Weeks 6-9 (Feb. 12, 19, & 26): 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 3: Test (Chapter 5): Multiple choice and short answer (30 points)

Weeks 10 and 11 (March 5 & 19): Chapter 9: Comparative Cultural Patterns: Arab Culture
The Arab States
The Islamic Faith: Muhammad, the Prophet; the Koran; religious practices
Saudi Arabia: geography; oil; Saud family & conservative Wahhabism; media; Matarain
Dubai
Dominant cultural patterns
Communication barriers

Assessment 4: Test (Chapter 9): Multiple choice and short answer (30 points)

Weeks 12-14 (March 26, April 2, & April 9) Chapter 11: Contact Between Cultures
Colonialism: Hawai'i and Australia
Cultural imperialism & cultural icons
Cultural hegemony
U.S. cultural icons: Coca-Cola, Pepsi, Disney, McDonald's et al.
Diffusion model
Roles in the diffusion process
Convergence model
Adapting the message

Assessment 5: Test (Chapter 11): Multiple choice and short answer (30 points)

Week 15 (April 16): Chapter 12, Immigration & Acculturation
Culture shock: Stages of culture shock, reverse culture shock, & symptoms
Final Exam (optional): Tuesday, April 30, 9:30-11:20

Two options for improving your grade in this class:

1) Cultural Identity Paper: The purpose of this assignment is for you to reflect on your cultural identity as it relates to concepts from this course. For this paper, you are expected to choose a minimum of three concepts, e.g., white privilege, ethnocentrism, stereotypes, prejudice, or Hofstede's theory. Each student will write a 5-page (double spaced) paper. An outline is required first, and then you will be expected to write two-three drafts. If you do better on the paper than on your lowest test score, I will replace the lower grade with the higher one.

The introduction will include the concepts that will be discussed in the body. (10 points)

In the body of the paper, you will discuss the three (or more) concepts from the class and how your life experiences exemplify those concepts. You must provide specific examples and explain how they fit with the concepts from the class. (80 points)

The conclusion should sum up the paper and highlight your views on understanding your own cultural practices and how through self-reflection you might become a better intercultural communicator. (10 points)

Total = 100 points, which will be converted to 30 points if the score is higher than your lowest test grade.

2) Final Exam: The final exam is comprehensive, i.e., it covers all of the chapters we have read this semester, and optional. If you take the exam, I will substitute your grade (on the condition that it is higher) for your lowest test grade during the semester. So if you are not happy with one of your grades on the chapter tests, I recommend that you take the final exam. If your score on the final exam, however, is lower than your lowest test grade, your final grade calculation will not change.

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.

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

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. International students on an F-1 or J-1 visa need to maintain their legal immigration status. IELI will report students to the office of Global Engagement if they regularly miss class. If an IELI student misses seven consecutive classes for any one course without contacting the instructor and providing valid proof of absence (e.g., a medical excuse from a doctor), their immigration status will be terminated and they will be sent home.
Total classes. If a student misses seven total class hours for any one class or 22 total class hours in any one semester, their immigration status will be terminated and they will be sent home.

**USU's Attendance Policy**
A student may not miss more than 20% of any class, even if the absence is excused. This means that you cannot miss more than nine classes of any one course, even if some of the absences are excused. If your total number of absences for any class exceeds nine, your immigration status will be terminated and you will be sent home.

**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](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 used 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](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.

University Grading Scale

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<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-92%</td>
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<tr>
<td>B+</td>
<td>87-89%</td>
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<tr>
<td>B</td>
<td>83-86%</td>
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<td>C+</td>
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<td>C-</td>
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<td>59% and below</td>
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