

CJ314.002 – INTERCULTURAL COMMUNICATION
University of New Mexico
MW, 11 a.m. – 12:15 p.m.
C&J Room 121

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Office hours: By appointment on Wednesdays, 12:15 p.m.-2:15 p.m. C&J Office 206

COURSE DESCRIPTION:



An exploration of some of the historical and political conditions that make intercultural communication possible, the barriers that exist to effective intercultural communication, and possible solutions to the problem of intercultural misunderstanding. The course examines examples of differences in communication styles not only between cultures but also within cultures. As a result, issues of race, nation, class, gender, religion, immigration, and sexual orientation will be of significant concern. The course stresses the notion that knowledge of human beings is always knowledge produced from a particular location and for a particular purpose. As a result it encourages students to think carefully about the discipline of Intercultural Communication—its conditions of possibility, its assumptions, and its blind spots—as well as the need to be mindful of the limitations and interests of our positioning as investigating subjects.

LEARNING OBJECTIVES:

Our mission in the course is to gain an understanding of and sensitivity to a variety of cultural perspectives and to learn ways of understanding and appreciating cultural similarities and ways to productively engage challenges that may arise from cultural differences. Student learning objectives are:

- 1) To understand yourself as a cultural being and enhance self and other awareness about culture and communication.
- 2) To be able to explain the basic terms, concepts, and theories of intercultural communication.
- 3) To apply these terms, concepts, and theories to your interactions with others and critically analyze and evaluate the influence of *your* culture(s) on the ways you communicate.
- 4) To demonstrate understanding of and sensitivity to a variety of cultural perspectives and be able to identify ways of understanding and appreciating cultural similarities and differences.
- 5) To identify barriers and systems of privilege that arise locally and globally from histories of colonization, exploitation, and discrimination, and to learn ways

to creatively address these inequities.

REQUIRED TEXTS: Finish all assigned readings *before* you come to class. Be prepared to discuss, question, and build on the readings.

Book (M&N):

Martin, J.N., & Nakayama, T.K. (2013). *Intercultural Communication in Contexts*. Boston: McGraw Hill. 6th edition.

- Free online version of 5th edition: <http://www.rasaneh.org/Images/News/AttachFile/15-8-1390/FILE634561743619907963.pdf>

Course Reader (CR):

Course Reader readings are located on our UNM Learn site – see the Readings tab on the left side menu.

COURSE AND TEACHING STYLE:



I see the classroom as a unique space where people can collectively raise awareness about taken for granted elements of culture, society, and nature, and gain tools to move beyond boundaries, as well as to imagine and practice alternatives. The learning focus in this course is on student-driven exploration. While we utilize a wide variety of learning approaches, this course is essentially interactive

and experiential. This sort of learning requires active individual and group participation. Each of you will get out of this class what you put into it. And your experience will be a collective one. To foster learning:

- Prepare yourselves by reading and involving yourselves in the readings.
- Engage in the class and actively participate in discussion, exercises, and outings.

COURSE GRADE REQUIREMENTS: Participation, Reading Quizzes, CCE Projects, Final Exam

1. Participation: Throughout the term, we will engage in a variety of in-class activities, exercises, etc. Some of these require you to prepare before or outside of class, but some will simply take place in class. You are expected to be an active and constructive participant. Missed participation opportunities cannot be made up. If you are present but not constructively participating, this counts as a zero.

2. Reading Quizzes: Quizzes are not surprises in this class. Your syllabus schedule shows you when to expect each quiz. Each quiz covers your readings assigned for that topic. Quiz questions include multiple choice, true or false, and fill-in-the-blank. Quizzes may not be made up.

3. Culture & Communication Engagement projects: Two short papers based on guided experiential learning you do out of class. The CCE projects are 1. No Tech Culture Experiment and 2. Observing Ecoculture. Detailed instructions for each project are on UNM Learn. **All assignments are due posted on UNM Learn before the start of class on designated due days** (see schedule at the end of syllabus). Late work will not be accepted.

4. Final Exam: The exam will cover material from class discussions, exercises, activities, and course readings.

GRADING:

Your participation, quizzes, CCE projects, and final exam will be given the following weights in calculation of final grades:

Participation: 200 points (20% of final grade)

**Reading Quizzes (12 quizzes counted at 25 points each):
300 points (30% of final grade)**

**CCE Projects (2 assignments @ 100 points each):
200 points (20% of final grade)**

Final Exam: 300 points (30% of final grade)

TOTAL: 1,000 points (100%)

End of semester letter grade is on a strict percentage basis based on your points earned:

900-1,000 Excellent	97-100% = A+
	93-96.9% = A
	90-92.9% = A-
800-899 Good	87-89.9% = B+

	83-86.9% = B
	80-82.9% = B-
700-799 Competent	77-79.9% = C+
	73-76.9% = C
	70-72.9% = C-
600-699 Below Average	67-69.9% = D+
	63-66.9% = D
	60-62.9% = D-
0-599, Failing	less than 60% = F

A = Work meets all requirements of the assignment and shows a superior understanding of the material. Excellent work is creative in presentation, and in the application and evaluation of concepts. A assignments are precise, well thought-out, well organized, and have no stylistic errors.

B = Work meets all requirements of the assignment and shows a valid understanding of the material. Good work exceeds assignment content expectations and has no to few stylistic errors. B assignments are clear in presentation and in the application and evaluation of concepts. B assignments are accurate and thought-out.

C = Work simply meets the requirements of the assignment. Average work meets the minimum assignment content expectations and has some stylistic errors. C assignments show an understanding of the material, and in general how to apply and evaluate it. Demonstrates basic competency in organization, spelling, grammar, and structure is simply meeting the average expectations of a college student.

D = Work does not meet the minimum assignment expectations for content and has several stylistic errors. Below average work misses portions of requirements and shows the student has failed to grasp or utilize concepts. D assignments do not show competency in basic fundamentals expected of college students.

F = Work does not reflect the content expectations and is plagued by numerous stylistic errors. Poor work indicates a student has no grasp of the material or does not care.

POLICIES & TIPS FOR SUCCEEDING IN CLASS:

- 1. Come to class prepared and sit up front** – *Read the assigned readings BEFORE you come to class.* This helps ensure you can participate and get the most out of lecture and discussion. *You'll feel more involved in class and retain more when you sit near the front,* so don't be shy.
- 2. Remember you have many resources to help you learn and do well:** I am here to discuss class content and ideas with you in class (and during

office hours by appointment if you choose to enrich your learning experience in this way). In addition, to help you improve the grammatical and stylistic quality of your written assignments, your source for *free* writing tutoring support is UNM's Center for Academic Support (CAPS, www.unm.edu/caps), which is based in Zimmerman Library. You can work with a tutor in CAPS to help improve the quality of your writing for this class and, in the process, your overall writing ability. CAPS also provides a free online virtual tutoring lab: <http://caps.unm.edu/online/vtl>, as well as Smarthinking, <http://caps.unm.edu/online/smarthinking>, a 24-7 online tutoring and academic support service that allows you to submit your writing and receive the tutor's comments usually within 24 hours. I highly recommend taking advantage of these resources for your written assignments.

3. **Ethics: *Students found plagiarizing will receive a failing grade for the class, and the case will be reported to the University.*** The course emphasizes ethical practices and perspectives. Above all, both students and the teaching team should strive to communicate and act, both in class interactions and in assigned coursework, in a manner directed by personal integrity, honesty, and respect for self and others. Included in this focus is the need for academic honesty by students as stated by the UNM Pathfinder. Students need to do original work and properly cite sources. Directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Further, course content will encourage the ethical practices and analysis of communication. If you commit plagiarism or engage in academic dishonesty of any kind, you will receive an "F" for the course and be reported to the Dean of Students where further disciplinary action may be taken (Please see UNM's *Pathfinder Handbook* for more details on the university's Academic Dishonesty policy).
4. **Late work & absences:** Late work will not be accepted. Turn in your work in a timely manner by deadline. In addition, you will *not* have a chance to rewrite your work after it has been turned in. However, you are encouraged to meet with the professor in advance to discuss and ask questions about your assignments in progress. If you know you have an institutionally excused absence coming up, you must turn in your assignments in advance or by deadline. Any excused absence must be documented, and you must get this documentation to the professor if you want to receive credit for your work. Late work, again, will not be accepted.
5. **Missed final exam:** Make-ups for a missed exam will be allowed only in situations where the student has contacted the professor considerably in advance of the exam with a documented university-approved excused absence, which are limited to 1) illness documented by a physician, 2) death in the family with requisite documentation, 3) religious observance, and 4) University-sanctioned activity.

- 6. Professional work quality:** Work turned in should be polished. Unless otherwise noted, all written assignments turned in for a grade must be typed, double-spaced, 12-point font, stapled, and must conform to standard rules of English grammar, spelling, and punctuation. Assignments that seriously depart from these rules (due to sloppiness and not deliberate and careful creative effort) or the required format described in the assignment will be returned un-graded and counted as a zero/F. APA style is required for all of your citations and reference list. **For guides on how to use APA style, see <http://www.stylewizard.com/apa/apawiz.html> and <http://owl.english.purdue.edu/owl/resource/560/16/>.**
- 7. Email etiquette & responsibility:** A good rule to follow when addressing all people via email in a professional context is to use a greeting and that person's name or title to open your email message. Since you are not texting a buddy, it is respectful to begin one's email with "Hi, Tema" or "Dear Dr. Milstein," before going into your message itself. If you feel more comfortable addressing people by title, note that professors are not addressed as Ms. or Mr., but as Professor so-and-so or Dr. so-and-so. Here is a helpful short blog about how to write a professional (and specifically academic professional) email to your professors: <https://medium.com/@lportwoodstacer/how-to-email-your-professor-without-being-annoying-af-cf64ae0e4087#.1b6bai82x>. Check your UNM email account regularly, as I use this account to keep in touch with you about course requirements or updates. If you use another email address, please set up your UNM account to forward your UNM account email to that address.
- 8. In-class technology:** Be respectful of each other's learning by turning off cell phones and not using the internet, texting, or listening to music while in class or meetings with your professor. I will ask you to leave if you are engaging in such activities as they disrupt learning.
- 9. Grade appeals:** I have a 24-7 policy, which means you must wait 24 hours after receiving a grade and appeal within 7 days. I will not discuss grades on the day a grade for an assignment is returned. If you receive a grade you feel is unfair, please provide me a **written response** either via email or on paper, no later than 7 days after the grade has been assigned (note: not the day you receive your grade), explaining how you feel the grade you received did not reflect your fulfillment of the assignment. I will then assess your written response and reassess your graded assignment.
- 10. Diversity:** This course encourages different perspectives related to such factors including socio-economic class, gender, race, nationality, ethnicity, sexual orientation, religion, ability, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

- 11. ADA accessibility:** Qualified students with disabilities needing appropriate academic adjustments should contact Accessibility Services (277-3506) and inform the professor as soon as possible to ensure your needs are met in a timely manner.
- 12.** In an effort to meet obligations under Title IX, UNM faculty, Teaching Assistants, and Graduate Assistants are considered “responsible employees” by the Department of Education (see pg 15 - <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>). This designation requires that any report of gender discrimination which includes sexual harassment, sexual misconduct and sexual violence made to a faculty member, TA, or GA must be reported to the Title IX Coordinator at the Office of Equal Opportunity (oeo.unm.edu). For more information on the campus policy regarding sexual misconduct, see: <https://policy.unm.edu/university-policies/2000/2740.html>

****TENTATIVE WEEKLY SCHEDULE:
M&N = Your textbook; CR = Course Reserves**

Date	Topics/Assignments Due	Readings Due
WEEK 1: MONDAY Jan. 16	UNM CLOSED: Martin Luther King Jr. Day	
WEDNESDAY Jan. 18	Introduction to the Course	
WEEK 2: MONDAY Jan. 23	Discuss & debrief: Participant observation weekend assignment due on UNM Learn before start of class	
WEDNESDAY Jan. 25	Background and Approaches to the Study of Intercultural Communication <i>Reading Quiz #1</i>	M&N, Ch. 2 CR: Moon (1996) “Thinking about culture”

WEEK 3: MONDAY Jan. 30	Background and Approaches to the Study of Intercultural Communication <i>continued</i>	
WEDNESDAY Feb. 1	Communication, Culture & Power <i>Reading Quiz #2</i> ** Feb. 3 is last day to drop courses without "W" grade and with 100% tuition refund on LoboWeb	M&N, Ch. 3 CR: Goldberg (1997) "Hate or power" CR: McIntosh (1988) "White privilege: Unpacking the invisible knapsack"
WEEK 4: MONDAY Feb. 6	Communication, Culture & Power <i>continued</i>	
WEDNESDAY Feb. 8	History & Culture <i>Reading Quiz #3</i>	M&N, Ch. 4 CR: Corey (2002) "Crossing an Irish border"
WEEK 5: MONDAY Feb. 13	History & Culture <i>continued</i>	
WEDNESDAY Feb. 15	Identity & Culture Reading Quiz #4	M&N, Ch. 5 CR: Clare (2001) "Stolen bodies"
WEEK 6: MONDAY	Identity & Culture <i>continued</i>	

Feb. 20		
WEDNESDAY Feb. 22	Language & Culture <i>Reading Quiz #5</i>	M&N, Ch. 6 CR: Anzaldúa (1999) "How to tame a wild tongue"
WEEK 7: MONDAY Feb. 27	Nonverbal Codes & Cultural Spaces <i>Reading Quiz #6</i>	M&N, Ch. 7 CR: Philipsen (2002) "Places for speaking"
WEDNESDAY March 1	CCE No Tech Culture Experiment: <i>Individual work out of class</i>	
WEEK 8: MONDAY March 6	CCE Discuss/Debrief Due on UNM Learn before start of class: CCE No Tech Culture Experiment	
WEDNESDAY March 8	Experiencing Cultural Transitions <i>Reading Quiz #7</i>	M&N, Ch. 8 CR: Hegde (2002) "Translated enactments"
WEEK 9: MONDAY March 13	UNM CLOSED: Spring Break	
WEDNESDAY March 15	UNM CLOSED: Spring Break	

<p>WEEK 10: MONDAY March 20</p>	<p>Culture & Conflict</p> <p><i>Reading Quiz #8</i></p>	<p>M&N, Ch. 11</p> <p>CR: Gonzalez (2002) "Painting the white face red"</p>
<p>WEDNESDAY March 22</p>	<p>Culture & Nature/ Ecoculture</p> <p><i>Reading Quiz #9</i></p>	<p>CR: Carbaugh (1996) "Naturalizing Communication and Culture"</p> <p>CR: Milstein (2012). "Banging on the divide"</p>
<p>WEEK 11: MONDAY March 27</p>	<p>CCE Observing Ecoculture: <i>Individual work out of class</i></p>	
<p>WEDNESDAY March 29</p>	<p>CCE Discuss/Debrief</p> <p>Due on UNM Learn before start of class: CCE Observing Ecoculture</p>	
<p>WEEK 12: MONDAY April 3</p>	<p>Questioning Popculture</p> <p><i>Reading Quiz #10</i></p>	<p>M&N, Ch. 9</p> <p>CR: Hegde (2001) "Global makeovers and maneuvers"</p>
<p>WEDNESDAY April 5</p>	<p>Questioning Popculture continued</p>	

<p>WEEK 13: MONDAY April 10</p>	<p>Culture Jamming, Resistance, and Cooption <i>Reading Quiz #11</i></p>	<p>CR: Sandlin & Milam (2008) “Mixing pop (culture) and politics”</p>
<p>WEDNESDAY April 12</p>	<p>Culture Jamming, Resistance, and Cooption <i>continued</i></p>	
<p>WEEK 14: MONDAY April 17</p>	<p>Culture Jam Praxis</p>	
<p>WEDNESDAY April 19</p>	<p>Culture Jam Praxis</p>	
<p>WEEK 15: MONDAY April 24</p>	<p>Culture Jam Praxis</p>	
<p>WEDNESDAY April 26</p>	<p>Where do we go from here? <i>Reading Quiz #12</i></p>	<p>M&N, Ch. 12 CR: Shome & Hegde (2002) “Challenge of globalization” CR: Anzaldúa (2002) “Now let us shift”</p>
<p>WEEK 16: MONDAY May 1</p>	<p>Final Exam Review Session</p>	
<p>WEDNESDAY May 3</p>	<p>FINAL EXAM</p>	

**This syllabus is subject to instructor's changes, which will be announced in class.

Thank you for being a co-creator of our class!

“What sets worlds in motion is the interplay of differences, their attractions and repulsions. Life is plurality, death is uniformity. By suppressing differences and peculiarities, by eliminating different civilizations and cultures, progress weakens life and favors death.”

– Octavio Paz (Mexican poet, writer and diplomat)

“Preservation of one's own culture does not require contempt or disrespect for other cultures.”

– Cesar Chavez (American Founder of the National Farm Workers Association)

“Peace cultures thrive on and are nourished by visions of how things might be, in a world where sharing and caring are part of the accepted lifeways for everyone.”

– Elise Boulding (Norwegian peace researcher)