

**C&J 314.006 (CRN 37090) – INTERCULTURAL COMMUNICATION**  
**Department of Communication & Journalism**  
**UNIVERSITY OF NEW MEXICO**  
**3 Credit Hours**  
**Tuesdays & Thursdays, 2 p.m. – 3:15 p.m.**  
**C&J Room 156**

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**Instructor:** Professor Tema Oliveira Milstein ([www.unm.edu/~tema/](http://www.unm.edu/~tema/))

**Office:** C&J 226

**Office Hours:** Tuesdays & Thursdays, 11 a.m. – noon

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**COURSE DESCRIPTION:**

In our increasingly diverse world, cultural and intercultural literacy is an urgent necessity, not an option. To help fulfill this exigency, the goal of this class is to



heighten sensitivity to, and understanding of, one's own cultural grounding as well as that of people who are different from you, and to apply alternative communication strategies that result in deliberate and fruitful intercultural outcomes.

**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 the challenges that 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.

## **TEXTS:**

### **Two Required Books**

Martin, J.N., & Nakayama, T.K. (2013). *Intercultural Communication in Contexts*. Boston: McGraw Hill. 6<sup>th</sup> edition. **(3 COPIES ON RESERVE AT ZIMMERMAN DESK)**

### **Required EReserves Course Reader:**

Course Reader on Ereserves (PASSWORD: lobo314)

## **TEACHING APPROACH:**

I see the classroom as a unique space where people can collectively raise awareness about taken for granted elements of culture and society, and gain tools to move beyond boundaries, as well as to imagine and practice alternatives. I teach highly interactive and interdisciplinary courses that engage students in both critical and creative exploration. My goal is to help students wrangle with course concepts in socially relevant ways and to apply their learning to understanding, questioning, and transforming their lives at personal and societal scales. To achieve these goals, I use a variety of classroom methods, including lecture, discussion, simulations, experiential activities, and group work.

## **EXPECTATIONS, ASSIGNMENTS, AND EXAMS:**

*1. Participation:* Throughout the semester, we will engage in a variety of in-class activities, exercises, etc. Some of these require you to prepare before class, but most will not be announced ahead of time. You are expected to be an actively constructive participator. No missed participation opportunities can be made up. If you are present but not participating, this will count 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 reading for that week, is graded by other students, and serves as your review for readings assigned for that week. Quiz questions include multiple choice, true or false, and fill-in-the-blank. Quizzes may not be made up. I allow your worst quiz to be dropped so that one week worth of family emergencies, conflicts, and illness can come up without affecting your quiz grade.

*3. Culture & Communication Engagement projects:* Nine assignments are available for you to choose from – you pick 3. The assignments range in scope and format from a more traditional research report to creative projects. For descriptions of each assignment, see the course Web CT “assignments” tab. **All**

**assignments are due posted on Web CT by 7 p.m. on the designated due day** (see schedule at the end of syllabus). Late work will not be accepted.

4. *Exams*: There will be a final exam, which will cover material from class discussions, exercises, activities, and course readings.

**GRADING:**

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

**Participation:** **200 points (20% of final grade)**

**Reading Quizzes (Top 10 quizzes counted at 20 points each):**  
**200 points (20% of final grade)**

**CCE Projects (3 assignments @ 100 points each):**  
**300 points (30% of final grade)**

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

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**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 to give you the chance to enrich your learning experience). 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](http://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. For example, be aware of plagiarism—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 a UNM 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. Attendance** (which means being present AND prepared) is mandatory. You should expect to plan other events in your life at times other than class time. Because participation points make up a large portion of your grade, which you may not make up outside of class, you’ll want to come to class prepared each day. If you are absent, it is up to you to contact another student to catch up on information you missed that day.
- 7. 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.

- 8. Email responsibility:** Check your UNM email account regularly, as I will 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.
- 9. Cite and reference all sources you refer to in your written work, and do so using APA style.** For guidance on how to use APA style, go to these helpful sites: <http://www.stylewizard.com/apa/apawiz.html> and [www.ccc.commnet.edu/apa/](http://www.ccc.commnet.edu/apa/) (on this second site, use the sections titled “Students’ questions about references” and “Students’ questions about parenthetical citations.”)
- 10. Technology:** Be respectful of each other’s learning by turning off cell phones and not using the internet while in class. No texting during class time.
- 11. Diversity:** This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.
- 12. 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.

**\*\*TENTATIVE WEEKLY SCHEDULE:**

**M&N = Your textbook; ER = EReserves**

<b>Date</b>	<b>Topics/Assignments Due</b>	<b>Readings Due</b>
Week 1 8/20	Introduction to the Course	
Week 2 8/27	Background of and Approaches to the Study of Intercultural Communication	M&N, Ch. 2 ER, Moon (1996) “Thinking about

	Reading Quiz #1	culture”
Week 3 9/3	Communication, Culture & Power <b>Due 9/7: CC Engagement #1—Power Argument</b>  Reading Quiz #2  <b>** Sept. 7 is last day to drop a course without a grade</b>	M&N, Ch. 3 ER, Goldberg (1997) “Hate or power” ER, McIntosh (1988) “Knapsack of white privilege”
Week 4 9/10	History & Culture <b>Due 9/14: CC Engagement #2—Family History</b>  Reading Quiz #3	M&N, Ch. 4 ER, Corey (2002) “Crossing an Irish border” ER, Nakayama (1997) “Dis/orienting identities”
Week 5 9/17	Identity & Culture <b>Due 9/21: CC Engagement #3—Who am I?</b>  Reading Quiz #4	M&N, Ch. 5 ER, Clare (2001) “Stolen bodies”
Week 6 9/24	Language & Culture <b>Due 9/28: CC Engagement #4—Speech Community</b>  Reading Quiz #5	M&N, Ch. 6 ER, Anzaldúa (1999) “How to tame a wild tongue”
Week 7 10/1	Nonverbal Codes & Cultural Space <b>Due 10/5: CC Engagement #5—Space</b>  Reading Quiz #6	M&N, Ch. 7 ER, Philipsen (2002) “Places for speaking” ER, Dickinson (2002) “Starbucks”
Week 8 10/8	Experiencing Cultural Transitions  Reading Quiz #7  NO CLASS ON THURSDAY: FALL	M&N, Ch. 8 ER, Hegde (2002) “Translated enactments”

	BREAK	
Week 9 10/15	Questioning Popular Culture <b>Due 10/19: CC Engagement #6—Popular Culture</b>  Reading Quiz #8	M&N, Ch. 9 ER, Hegde (2001) “Global makeovers and maneuvers”
Week 10 10/22	Culture & Conflict <b>Due 10/26: CC Engagement #7—Relationships, Intimacy, and the Law</b>  Reading Quiz #9	M&N, Ch. 11 ER, Gonzalez (2002) “Painting the white face red”
Week 11 10/29	Culture & Nature/The Environment  Reading Quiz #10	ER, Carbaugh (1996) “Naturalizing Communication and Culture” ER, Valladolid & Apfel-Marglin (2001) “Andean Cosmvision and the Nurturing of Biodiversity”
Week 12 11/5	Culture jamming, resistance, and cooption  Reading Quiz #11  <b>Due 11/9: CC Engagement #8—Culture &amp; Nature</b>	Read Book: Lasn, K. (2000) <i>Culture Jam</i> . New York: HarperCollins.
Week 13 11/12	NO CLASS THIS WEEK – Professor at National Communication Association convention  <b>Due 11/16: CC Engagement #9—Culture Jam</b>	
Week 14 11/19	Culture jamming continued	Lasn <i>Culture Jam</i> continued



	NO CLASS ON THURSDAY: THANKSGIVING	
Week 15 11/26	Where do we go from here?  Reading Quiz #12	M&N, Ch. 12 ER, Shome & Hegde (2002) “Challenge of globalization” ER, Anzaldúa (2002) “Now let us shift”
Week 16 12/3	Final Exam Review Session  <b>FINAL EXAM</b>	

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

Lasn, K. 2000. *Culture Jam*. New York: HarperCollins.