

Intercultural Communication , Spring 2017
COMM 272

Elizabeth Lozano, PhD
T-TH 1:00-2:15, SOC 010
elozano@luc.edu

Office: Lewis Towers, 905
(312) 915-7768
Office Hours : 3:00-4:00 T-TH
or by appointment

Course Overview

This course is an introduction to the study of intercultural communication. It examines the basic dynamics that characterize the life of a culture and the implications of these dynamics for the way we communicate within and across cultures. Students will be asked to consider the role that tradition, ritual, and worldview, as well as cultural practice and performance play in the way we perceive the world; and the importance of understanding ourselves and others in a multicultural and plural society. Because of their relevance for this historical moment, we will emphasize the study of “First Nations” as well as Latino/Latin American and Caribbean cultures.

***American Indian Movement:
Negotiating session at Wounded Knee, South
Dakota***



Learning outcomes

Students who successfully complete this course should be able to:

- Better understand the fundamental performative and communicative dimensions that constitute a culture.
- Understand the relationship between culture, power and globalization
- Become familiar with the ways in which culture provides the context for communication practices.
- Have a heightened awareness of the multiplicity of cultures we may be in contact with and our own cultural assumptions and frameworks.
- Have a deeper understanding of cultural identities and differences, and of the function of communication in transforming identities, and bridging or reinforcing differences
- Practice both exploratory (experiential and creative) and integrative (analytical and synthetic) forms of writing and thinking.

Course Text

Sorrels, Kathryn. (2016). *Intercultural Communication: Globalization and social justice*. 2nd Edition. Los Angeles: Sage.

*Permanent Forum
on Indigenous Issues,
United Nations.*



Course Requirements

1. Cultural analysis paper (55%).

This paper requires you (individually or with a partner) to study a specific aspect of a culture, co-culture, or cultural group. **Our focus this semester is on issues of power and social justice. It is suggested that you consider studying First nations, as well as Latin American, Caribbean and Latin@ cultures.** It is not an obligation to do a paper on these cultures, however. You may consider another area of interest to you. To do the paper you will need to use: (a) the class readings; (b) at least eight academic sources other than the class textbooks; (c) observations, conversations, and interviews with members of the chosen group or culture studied; and (d) analysis of film and other media representations. Please note that explicitly using and applying concepts studied in class is a requisite of the assignment. A paper proposal will be submitted in advance (1-2 pages with bibliography).

A. Paper Proposal (10%).

B. Paper (45%). You will study a concrete cultural dimension of a culture that is Other to your own, with a suggested emphasis on Latino, Latin American and First Nation cultures. You may study, for example: Collectivity/individuality in Puerto Rican neighborhoods in Chicago; *La Virgen de Guadalupe* and “feminine/female” roles in Catholic traditions; Time perception and management among Colombians in the motherland and in the U.S.; Sex and sexuality in Latin American films; Importance of “family” for Dominicans in the U.S.; Cultural

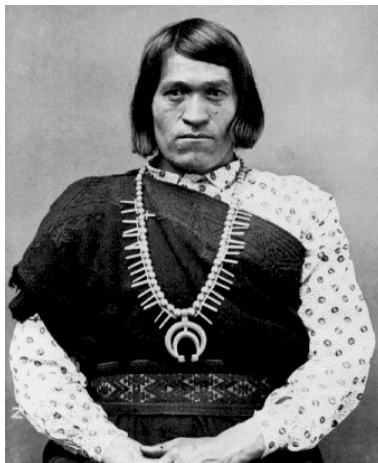
importance of carnival in Brazil; “Feminine” and “masculine” dimensions in the U.S. culture and the Latino co-culture(s); Cuban culture and music; The Amerindian understanding of Earth in Bolivia, Guatemala or the U.S. If you are of Latino/a origin please focus on a Latin American culture other than your own.

Regardless of whether you choose a Latino, Latin American or First Nation focus, the fundamental characteristic of the paper is that you choose core concepts from the textbook and apply those concepts to a chosen culture or cultural group. For example, globalization and hip-hop culture among Polish youth; the Catholic worldview in Cameroon; collectivism among Bosnian first generation immigrants; conceptualization of “nation” among Israeli-Palestinian friends, etc. Paper topic possibilities are endless. Once you begin to reflect on the weekly readings and class discussions, you will start seeing potential topics of personal interest. Length: 8-10 pp.

C. Final Presentation (on your paper). (0 to 2 points added to paper’s final grade). This is a brief presentation in which you discuss your paper findings. It is a fun opportunity to share your research with your classmates. However, you have the option not to present if you choose to, without penalty.

Start browsing the textbook right away for inspiration on some cultures, co-cultures and cultural dimensions worth investigating!

Always keep an e-copy of all assignments submitted (this is important for this and any other class). You want to be able to provide proof of submission in case a paper is misplaced. Additionally, we may ask some of you to bring to class copies of your paper to be shared with classmates.



Native American “two spirit” person. 19th century. Two spirit: Non-binary, transgender or intersex.

- 2. Take home quizzes (30%).** The quizzes will be based on the class readings and content. There will be a total of three quizzes. You are asked to do two. If you choose to do a third quiz, the two lowest of the three grades will be dropped.
- 3. Participation (15%).** This will be evaluated based on your overall course performance on the

following aspects of participation: Contribution to group discussions and cooperation with classmates; quality of response to assigned readings, and completion of short assignments. Breakdown for evaluating participation:

- a. Short assignments. These include chapter activities from the textbook.
- b. Attendance. Participating in class requires you to be in class. Absence from class means zero participation for that session.
- c. Oral participation. This includes volunteering to answer instructor’s questions; proposing questions of your own; making observations; offering critiques, challenging class content, and bringing to class artifacts or materials that can help with class content. This aspect of participation includes as well providing the teacher with creative ideas and course feedback that can be useful in guaranteeing the effectiveness of the class experience.
- d. Written and electronic participation. This type of participation follows similar principles to oral participation, but it is done by means of written comments and suggestions, as well as posts in Sakai (blogs or wiki). If you consider yourself introverted or quiet, this is an important form of participation for you to utilize.
- e. Cooperation with classmates. Helping as secretary, time-keeper, and spokesperson in small groups; being adequately prepared to discuss readings; helping others with their projects; listening carefully to others’ ideas; fully engaging those with whom you disagree (or agree), and doing so with respect and honesty.
- f. Ethical comportment. Be honest, respectful of self and others, and as assertive as you can when defending your perspectives. Always cite your references, and acknowledge those who have influenced you. Be aware of your needs and those of others in the classroom, and act in consequence. Failure to act in an ethical manner (e.g., respecting disagreement) will affect the participation grade.
- g. Academic progress. Learning is a process and this class acknowledges this premise. You may start a little shaky and improve your performance in the course of class, or be steadily good throughout. This element of “progress” will be taken in consideration when assigning the final participation grade and will recognize your effort to improve academically. It follows that **not turning** in an assignment is a really bad idea!!!

Grading Scale

A = 100-93	A- = 92-90	B+ = 89-86	B = 85-82	B- = 81-80
C+ = 79-76	C = 75-72	C- = 71-70	D+ = 69-66	D = 65-60

COURSE OUTLINE AND READING ASSIGNMENTS

This schedule may be modified according to the specific needs and pace of the course. Handouts will be provided during the semester to specify any necessary updates on the schedule, as well as assignments and guidelines.

W. 1 (1/17-19) Opening the conversation: Intercultural Communication (Ch.1)

W. 2 (1/24-26) Ch.1 . Consider attending:

January 25 2017 MLK day Keynote Speaker, Dr. Marc Lamont Hill, Author & Hip Hop Generation Intellectual

Keynote Luncheon: 11:45 a.m.-1 p.m.
Corboy Law Center, 15th Floor, Kasbeer Hall. Water Tower.

Keynote Speech: 5-7 p.m. Sullivan Center, Galvin Auditorium. Lake Shore Campus



W.3 (1/31-2/2) The Context of Globalization (Ch. 2).
Film: Soundtrack for a Revolution.

W.4 (2/7-2/9) Embodied verbal and nonverbal communication (Ch.3)

2/9 QUIZ #1 DUE

W.5 (2/14-16) Ch.3 **Film: Brazil: Racial Paradise?**

W. 6 (2/21-23) Space, place and culture. (Ch. 4)

2/23 PAPER PROPOSAL DUE

W.7 (2/28-3/2) Intercultural Communication in Interpersonal Contexts. (Ch.5)

W.8 (3/7-13) **Spring Break**

W.9 (3/14-16) Migration and cultural adaptation. (Ch. 6)

3/16 NO CLASS.

W.10 (3/21-23) Ch. 6

3/23 QUIZ 2 DUE

W.11 (3/28-30) The business of culture. Ch. 8

W. 12 (4/4-6) Intercultural conflict and social justice. Ch. 9

W.13 (4/11-13) Ch. 9

4/13 PAPER DUE

W. 14 (4/18-20) Challenges and possibilities for global citizenship (Ch. 10)
Presentations start

The Woodabe tribe of
Niger and Nigeria



A General Guide to Papers' Grading

You can know that you are doing:

A/A- work when: Paper shows excellence in both content and form. It is well organized, Well argued, and well written. Thesis statement and arguments are consistent, insightful, creative, intelligent, and serious. Paper does contribute in a cogent and original manner to our understanding of the chosen topic.

B/B+ work when: Paper goes beyond the basics and approaches the qualities of an Exemplary high grade paper. It is clearly written and deals seriously with issues and ideas. Typically, this is a good paper that falls short in some aspect(s) of the writing task, such as Elaborating conclusions, justifying choices, or fully explaining claims. The B paper is above average without being outstanding.

C/C+ work when: Paper contributes original ideas and honest reflection to the discussion At hand. It has shortcomings both in form and content, and might have been too sketchy And superficial in discussing the topic. The C paper is satisfactory and attempts to address the chosen topic.

D work when: A paper is poorly done, both in form and content. This is a paper that only accomplishes the minimum required and that disregards the instructor's advice and directions. It shows serious problems both in writing style and exposition of ideas. Typical problems include: a) being written in a language only loosely related to formal English; b) careless use of words and expressions; c) lacking a clear and effective form of organizing ideas; d) contradicting its own ideas or claims;

e) using incomplete and disconnected sentences and/or paragraphs.

F work when: Paper was not submitted in the due date and/or falls below the minimum requirements of college-level work. It disregards directions given, is incoherent, and shows negligence and carelessness.

Civil Rights Movement



Policies and Basic Courtesy

- No discrimination on the basis of gender, age, race, ethnicity, religion, sexual orientation, or physical and learning disabilities will be tolerated in the classroom.
- Students and instructor are expected to fully respect the views, backgrounds, and experiences of all class members. This respect is not expressed by silence or indifference, but by engaged dialogue.
- Attendance in this class **is not optional**, and will count towards your final participation grade. Missing more than **three weeks** (without a documented, written excuse) will automatically drop the final participation grade to a C maximum. Missing **four weeks** or more of classes will automatically drop the participation grade to F. Exceptions will be made for documented, valid excuses (personal accidents, death in the family, severe illness, athletic commitments).
- If you are late to class or absent and miss announcements, it is your responsibility to get the information from a classmate.
- You are expected to actively engage in class discussions and to study all assigned readings, whether they are discussed in lectures or not. **No late assignments will be accepted** (without a valid, written excuse). Take the necessary measures to hand in all assignments on time.
- All written assignments submitted for credit **must be typed and proof-read meticulously**. Errors in grammar, spelling and organization will cost you points.
- Papers sent via email will not be graded. **Always submit a hard copy of all papers**. You will be asked to submit an electronic copy for your records and mine, but this does not replace the hard copy I will need to grade your work.

- Papers and course assignments will not be graded based on students' ability to *imitate* the instructor's views or the textbook's. They will be graded based on understanding and appropriation of course material. That is, on your ability to use, evaluate, and integrate concepts learned in class.
- University standards regarding academic integrity, examinations and grading will be observed in this course. **Plagiarism in academic work or dishonest examination behavior will result in an "F" grade** for the assignment or for the course, and might carry further sanctions (see the Loyola Undergraduate Studies Catalogue and the back of this syllabus). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (e.g., failing to credit a source, or using somebody else's ideas without clarifying that they are not yours).
- Do not hesitate to ask for clarifications at any time during lectures. Questions and comments are not interruptions but fundamental components of learning!
- Electronic devices can be used in the classroom for as long as you are using them to enhance your participation and comprehension in class. Please do not check email, use chat programs or browse the Web during class, unless you want to look something up that is related to the class. Doing so will have a very negative impact on your participation grade.
- If you must eat during class, please consume something that you can eat quietly—no crunching wrappers, noisy chewing, etc.
- Do not get up and leave class while it is in session except in the most urgent situation (e.g. childbirth, heart attack, alien abduction).
- If you arrive late, please come in quietly. If you have a compelling reason to leave class early, please sit by the door and notify me before class starts.
- If you have questions about assignments, etc., it is best to speak with me after class or during an office appointment. When class is about to begin, I will likely be focused on what we will be doing for that session.

School of Communication (SOC) Statement on Academic Integrity
Please Read Carefully in its Entirety

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;
- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is an act of personal and professional courtesy, as well as intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at

<http://luc.edu/english/writing.shtml#source> .

In addition, a student may not submit the same paper or other work for credit in two or more classes. A student who submits the same work for credit in two or more classes will be judged guilty of academic dishonesty, and will be subject to sanctions described below. This applies even if the student is enrolled in the classes during different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the appropriate area head and to the office of the Dean of the School of Communication.

The office of the Dean of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

(The School of Communication policy is consistent with the Academic Integrity Policy of the College of Arts & Sciences.)