

Instructor:	Jillian Pierson, Ph.D.	I'm available many times other than what is listed here as my official hours. We can usually talk before or after class, we can set a meeting for a different time or we can meet by phone.
Office	ASC 333	You can text me to see if I'm in my office before heading over—even the official hours sometimes are disrupted by meetings or talks I'm attending, so it's a good idea to check first.
Hours:	Wed 10-12 Thurs 2-3	Sometimes talking is much more useful than emailing. As long as you're respectful, I welcome your phone calls.
Phone:	(323)610-6820	Please text me only with a very quick "are you in your office" type of question—otherwise, email for content or assignment-related issues.
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Course Goals

This class will introduce you to the field of intercultural communication, which draws from an array of academic disciplines. The overall goal is to prepare you to be the best global citizen you can be. Using readings, lectures, in-class exercises, discussions, film clips and your own assignments, we will:

- Enhance our understanding of the myriad of ways that cultures differ
- Develop a meaningful vocabulary for discussing these differences
- Learn about processes that affect intercultural interactions
- Investigate a variety of contexts in which intercultural communication takes place
- Take an introductory look at the current strands of research in the field
- Apply course concepts to analyze real-world intercultural interactions

Although this is a class in *concepts and theories* of intercultural communication, your *skills* will likely have grown by the end of the semester as your awareness of the fundamental issues grows.

Required Texts

Samovar, L. A., Porter, R. E., McDaniel, E. R., & Roy, C. S. (2015). *Intercultural communication: A reader* (14th Ed.). Boston, MA: Cengage. [You must use the 14th edition.]

Fadiman, A. (1997). *The spirit catches you and you fall down*. New York: Farrar, Straus & Giroux. [any edition is fine]

Additional required readings are posted on Blackboard. Please check Blackboard frequently to find links to readings and other information.

Please note that even when class lectures and discussions do not cover material from the text, you will be required to read and thoroughly understand the readings for the exams and assignments.

Tentative Course Schedule, Subject to Change:

Most of the articles noted in the calendar are from the Samovar, Porter, McDaniel & Roy textbook which is an edited anthology. Readings not from the anthology are posted on Blackboard, as noted with the “Bb,” with the exception of the Fadiman book.

	Date	Topic	Assignment Due	Read before class
1	Aug 20	Course Welcome & Introductions		
	Aug 22	Why study intercultural communication?	Culture description	McDaniel, Samovar & Porter 5-16 Saint-Jacques 16-26
2	Aug 27	Approaches to the study of intercultural communication		Korzenny 42-46 Bb: Using APA format
	Aug 29	Successful research and writing		Bb: Martin & Nakayama chapter
3	Sept 3	-----Labor Day, no class meeting-----		
	Sept 5	Experiential Intercultural Training		Bb: Rasmussen & Sieck
4	Sept 10	World View	Research paradigm	Bb: Ishi, Klopf & Cooke Jain 121-126; Begley 126-132
	Sept 12	Dimensions of Culture		Yum 110-120 Skow & Stephan 288-302 Kim 405-417
5	Sept 17	Cultural Patterns		Andersen; Ting-Toomey Bb: Robinson
	Sept 19	Cultural Patterns		Bb: Triandis; McSweeney; Hofstede
6	Sept 24	Intergroup Relations		Ribeau, Baldwin & Hecht 182-189
	Sept 26	From Cognition to Interaction	Paper 1	Bb: Morber Bb: Project Implicit
7	Oct 1	Cultural Identity		Chen 61-69 Collier 53-60 Pratt, Pratt, & Dixon 70-75
	Oct 3	Whiteness and Privilege		Bb: AAA Statement on Race Martin 76-84
8	Oct 8	Cultural Identity and Language		Bb: Crenshaw TED talk
	Oct 10	Exam	Exam 1	
9	Oct 15	Verbal Aspects of Intercultural Comm		Gay 302-319

	Oct 17	Language, Meaning, and Identity TED talk: Keith Chen	Ellis & Maoz 217-223 Cargile 251-259 Fong 209-216
10	Oct 22 Oct 24	Nonverbal Communication (cont)	Andersen 229-242 McDaniel 242-251
11	Oct 29 Oct 31	Cultural Change and Development (cont) Paper 2	Begin Fadiman book
12	Nov 5 Nov 7	Cultural Appropriation Cultural transitions	Bb: Mannie; Cooper Yun Kim 385-397
13	Nov 12 Nov 14	and adaptation Exam Exam 2	Bb: Croucher
14	Nov 19 Nov 21	Culture and the workplace ----- <i>Enjoy the Thanksgiving holiday</i> -----	Nishiyama 266-272; Hinner 273-288
15	Nov 26 Nov 28	Culture and Medicine Cultural Dilemmas	Rao 329-339 Geist-Martin 320-329 Complete Fadiman
	Dec 7	Final "take home" exam is due on Blackboard no later than 11:59 PM	

Course Policies

No laptops or electronics.

In order to create the best possible learning environment, I ask you to not use your laptops, tablets or phones. I completely understand the temptation, but I think we all benefit from focusing without technology. Current research shows that taking notes by hand is more effective than typing them. Read the articles posted on Blackboard on this topic for a lengthier discussion of this policy. (Sometimes students have documented reasons for using laptops for note-taking; exceptions are made only for students with such documentation.)

Please bring old-fashioned pen and paper to lectures for note-taking and activities.

Late Papers: If your paper is late, it will be marked down by one third of a letter grade for every day it is late. Also, please be aware that if you end up handing a paper in late (thus accepting the automatic deduction), it falls to the bottom of our stack of things to do and will most likely not be returned to you in a very timely manner.

Missed exams: Missing an exam is very difficult for you and for us. You would never miss unless you were really, seriously ill or had a true emergency. Contact me immediately so we can try to remedy the situation and make sure you do not end up with a zero score.

Electronic Submission of Assignments

Please upload your assignments to Blackboard only; no hard copies are needed. If you have

trouble with Blackboard, reach out to them directly for help—service is available 24/7 at 213-740-5555. Encountering a problem with Blackboard is not a reason to submit a late paper. Your papers and homework assignments will be due by 11:59 pm on the dates they are listed on the course calendar.

Attendance and Participation

1. To get the most out of this class, you must be here. While it is normal to miss a few times during the course of a semester, you can't "take" this class without attending the class regularly. We learn from a variety of lectures, discussions, and activities that are supplemented but not necessarily overlapped by the readings.

2. I do not distinguish between excused and unexcused absences. Please don't send me notes from the health center or even tell me why you're missing—I can't keep track. As long as your overall record of attendance is good, and you're not absent on the day of an exam, then I won't hold three or four absences against you. If you miss more than that, you're in a danger zone and should communicate with me.

Note for student athletes, band members, and similar: I expect that if you are in-season, you may have to miss several classes. You should go ahead and send me notices from your university sponsors. These dates will still show up as absences in the attendance record, but I will note the activities that kept you away from class.

3. Participation will be graded based on in-class work. The lowest 20% of your participation grade will be dropped, to allow for any absences throughout the semester.

4. When you miss class, please do not ask *me* what you missed. It is your responsibility to seek out that information from other students. Once you have, I welcome the opportunity to talk with you and to go over any questions.

Grading

To achieve a "C" or better on papers, you must write at a level appropriate for a university student, i.e., with correct grammar, punctuation and spelling.

I believe a "B" represents really good work. An "A" represents excellent work. A "C" merely meets all the requirements of the assignment. If you are disappointed by a grade, we would be happy to discuss our feedback with you and to help you improve for the next assignment.

Grades will be calculated as follows:

Homework	5%
In-class Work	5%
Paper 1	15%
Paper 2	15%
Exam 1	20%
Exam 2	20%
Take-Home Exam	20%

Assignments

Please read all instructions carefully and ask questions if you are unsure about the requirements. I've written out this detailed information to help you succeed on the assignments; look for additional information and samples of most of these assignments on Blackboard.

NB: The assignments you undertake should all be about cultures other than your own. You will have many opportunities to share your own cultural background and experiences with us in class discussions. For your papers, however, I want you to investigate new territory.

Culture Homework

Write two or three paragraphs describing your own culture and what it means to you. (This is the one exception to the note above about not writing about your own culture!)

Research Paradigm Assignment (Homework)

1. Find and read a recent research article in intercultural communication.
2. Turn in the citation for the article along with the article's published abstract.
3. Based on the information presented in class and in the Martin and Nakayama chapter about research paradigms, write a brief paragraph or two explaining which perspective the author(s) took and what about their work made that perspective evident.

Be sure to choose a *research* article in which the authors conducted some kind of study. Do not choose a meta-analysis (a study of other studies), a book review, an essay, or an article that only discusses theory.

We will discuss in class how to look for articles in our USC Library system. Good sources include the *International Journal of Intercultural Relations*, *Human Communication Research*, *Journal of Intercultural Communication Research* and journals in related disciplines such as the *Journal of Personality and Social Psychology* and the *Journal of Cross-Cultural Psychology*. Avoid journals that are very specific to a narrow field, such as nursing, geriatrics, education or linguistics.

In-Class Work

We will have a variety of participation activities including brief small group assignments and quizzes. In class-work may be assigned at any point during the class and will not be scheduled in advance but randomly distributed throughout the semester. If you miss by arriving late or leaving early, or by being absent altogether, *you will not have an opportunity to make up the work*. Your lowest 20% of these grades will be dropped from the participation grade calculation because we recognize that some absences and lateness are inevitable.

Cultural Exploration Papers (Two papers: 5-7 pages each)

These assignments combine cultural explorations with knowledge gained from the textbook and your own research. Each of these parts should enhance the other. The exploration should give you cultural knowledge that will help you understand the text and the text gives you a theoretical

perspective that will increase your understanding of what you see in your exploration. I will talk about the details of the assignment in class.

You will have a number of options for which type of exploration you would like to do. You'll be selecting two of these, choosing a different type for each paper:

- I. Cultural Interview: Interview someone from another culture who is living in the U.S. What surprises did they encounter when they came here? What differences have they noticed? How have they adjusted? Focus on differences in human interaction and communication. In addition to citing the textbook, cite at least one outside source which gave you additional information about your interviewee's original culture. The additional information should directly support and contribute to the cultural exploration, not provide background or geographical information. Please do not interview a member of your immediate family. Choose someone who arrived here within the last few years.
- II. Expatriate Interview: Interview someone from the U.S. who has lived for at least a year in another country sometime in the last five years. What surprises did they encounter in the new country? What differences did they notice? How did they adjust? Focus on differences in human interaction and communication. In addition to citing the textbook, cite at least one outside source which gave you additional information about the culture your interviewee visited. The additional information should directly support and contribute to the cultural exploration, not provide background or geographical information. Please do not interview a member of your immediate family.
- III. Cultural Phenomena: Look through magazines and newspapers to find stories which highlight **cultural** (rather than political, religious or economic) phenomena. Choose three stories that are somehow related (e.g., they're all from the same culture *or* they all discuss very similar issues *or* they're all related to one course concept/theme). Discuss the cultural issues presented and how they relate to course concepts, citing the textbook. Include a reference page that lists the articles you read.
- IV. Intercultural Theory and Research: Choose three research articles from research journals on one *specific, narrow* topic of intercultural communication discussed in the text that you would like to explore in greater depth. Write a miniature literature review by summarizing and evaluating the findings from the studies, and cite the concept from our textbook. Include a reference page giving the citations of the articles, along with the article from the textbook.
- V. World Culture Clash: This is the most difficult option. Analyze one of the world's ethnic conflicts from an intercultural communication perspective. What cultural differences might help create or exacerbate the conflict? What concepts from the text might increase understanding of the situation? Cite at least three sources of your information about the clash in addition to citing our textbook. The conflict you select should be a situation that continues today and you should not spend more than a paragraph or two giving historical background. (Please do *not* choose the Israeli-Palestinian conflict or the conflict in Northern Ireland.)

- VI. Your Own Idea: Consult me first; then conduct your own exploration. Please be sure to discuss your idea with me at least one week in advance. You will have to incorporate at least three written resources in addition to the textbook, depending on your experience.

See Blackboard postings for more information and for examples of cultural exploration reports.

Exams

The exams assess if you have learned the material covered in the readings, lectures, and class discussions. They will also ask you to apply what you have learned and demonstrate your ability to analyze intercultural situations. Prepare for a series of rigorous multiple choice questions on the exams. If you know yourself to be someone who finds these kinds of tests particularly challenging, check my posts on Blackboard and seek help early in the semester.

Please note that you are responsible for both the material presented in the readings and in class. The two do not always overlap. If you missed a class, it would be a good idea to get notes from at least two other students to make sure you have complete information.

The final will not be “cumulative” in that you will not have to go back to the earlier chapters and study them in depth. However, your knowledge will build, and your responses to the “take-home” final exam questions should reflect that knowledge base.

Joint Educational Project (JEP) option

In lieu of writing the second cultural exploration paper, you may apply to volunteer with JEP in one of their community organizations such as Central American Resource Center (CARECEN) or Asian Americans Advancing Justice (AAAJ). If you participate, you will be overseen by and provide reports of your activities to JEP staff. At the end of the semester your grade (for this 20% portion of the class) will be given to me by JEP in consultation with the service organization where you volunteered.

JEP has a limited number of spaces available and the application deadline is very early in the semester. Please contact them directly if you're interested. <https://dornsife.usc.edu/joint-educational-project/>

Campus Resources

Please take advantage of some of the resources your tuition supports. Early in the semester, visit The Writing Center for one-on-one assistance or small-group workshops. (Email writing@usc.edu or call 213-740-3691). If you have difficulty with tests, reach out to the Center for Academic Support (call 213-740-0776 or email them at study@usc.edu).

Looking Ahead

Every semester one of the great benefits of teaching this class is that I get to learn from the wealth of experiences and backgrounds students bring to the course. I'll be your guide through the materials, but you will make many contributions. I look forward to your participation and to learning more together about culture and communication.

Statement on Academic Conduct and Support Systems

Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

Support Systems:

Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. engemannshc.usc.edu/counseling

National Suicide Prevention Lifeline – 1 (800) 273-8255

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. www.suicidepreventionlifeline.org

Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. engemannshc.usc.edu/rsvp

Sexual Assault Resource Center

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: sarc.usc.edu

Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086

Works with faculty, staff, visitors, applicants, and students around issues of protected class. equity.usc.edu

Bias Assessment Response and Support

Incidents of bias, hate crimes and microaggressions need to be reported allowing for appropriate investigation and response. studentaffairs.usc.edu/bias-assessment-response-support

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. dsp.usc.edu

Student Support and Advocacy – (213) 821-4710

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. studentaffairs.usc.edu/ssa

Diversity at USC

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. diversity.usc.edu

USC Emergency Information

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. emergency.usc.edu

USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime. Provides overall safety to USC community. dps.usc.edu