

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 9:45-11:45 Thurs 12:45-1:45	Please text me only with a very quick "are you in your office" type of question—otherwise, email for content or assignment-related issues.
Phone:	(323)610-6820	
Email:	jilliank@usc.edu	

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; and take an introductory look at the current strands of research in the field.

Learning Objectives

Specifically, by the end of the course students will be able to:

- Explain and apply terms used in intercultural communication scholarship
- Describe social psychological processes and contextual factors that affect intercultural communication
- Interpret real-world interactions through the framework of course concepts
- Recognize the different perspectives researchers bring to the study of intercultural communication

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 after class
1	Jan 8	Course welcome & introductions		
	Jan 10	A model of intercultural communication interactions	Culture description	McDaniel, Samovar & Porter 5-16 Saint-Jacques 16-26
2	Jan 15	Approaches to the study of intercultural communication		Korzenny 42-46 Bb: Using APA format
	Jan 17	Successful research and writing		Bb: Martin & Nakayama chapter
3	Jan 22	Experiential intercultural training		Bb: paradigm article examples
	Jan 24	Experiential intercultural training		Bb: Rough Translation podcast (Season 2, episode 5)
4	Jan 29	World View	Research paradigm	Bb: Ishi, Klopff & Cooke Jain 121-126; Begley 126-132
	Jan 31	Dimensions of Culture		Yum 110-120 Skow & Stephan 288-302 Kim 405-417
5	Feb 5	Cultural Patterns		Andersen; Ting-Toomey Bb: Robinson
	Feb 7	Cultural Patterns		Bb: Triandis; McSweeney; Hofstede
6	Feb 12	Intergroup Relations		Ribeau, Baldwin & Hecht 182-189 Bb: Morber
	Feb 14	From Cognition to Interaction		Bb: Project Implicit
7	Feb 19	Cultural Identity	Paper 1	Chen 61-69 Collier 53-60 Pratt, Pratt, & Dixon 70-75
	Feb 21	Whiteness and Privilege		Bb: AAA Statement on Race Martin 76-84
8	Feb 26	Exam	Exam 1	
	Feb 28	Cultural Identity and Language		Bb: Crenshaw TED talk

9	Mar 5	Verbal Aspects of Intercultural Comm	Gay 302-319
	Mar 7	Language, Meaning, and Identity	Ellis & Maoz 217-223
		TED talk: Keith Chen	Cargile 251-259
			Fong 209-216
<i>March 10-17 Enjoy Spring Break</i>			
10	Mar 19	Nonverbal Communication	Andersen 229-242
	Mar 21	(cont)	McDaniel 242-251
11	Mar 26	Cultural Change and Development	Begin Fadiman book
	Mar 28	(cont) Paper 2	
12	Apr 2	Cultural transitions	Kim 385-397
	Apr 4	and adaptation	Bb: Croucher
13	Apr 9	Culture and the workplace	Nishiyama 266-272; Hinner 273-288
	Apr 11	Exam Exam 2	
14	Apr 16	Culture and Medicine	Rao 329-339 Geist-Martin 320-329
	Apr 18	Cultural Appropriation	Bb: Mannie; Cooper
15	Apr 23	and other cultural dilemmas	Bb: D'Agostino
	Apr 25	Cultural Dilemmas	Complete Fadiman
	May 2	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. Uploading the incorrect paper from your computer is also not an acceptable excuse for a late submission of the correct work.

Your papers and homework assignments will be due by 1:30 pm on the dates they are listed on the course calendar, a half hour before our class meets.

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. 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. 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 an "A" represents excellent, thoughtful, and enthusiastic work. A "B" represents really good work. An "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.

The grading scale for this class will be that an A is 94 or above; A- is 90-93; B+ is 87-89; B is 84-86; B- is 80-83; C+ is 77-79; C is 74-76; C- is 70-73; D+ is 67-69; D is 64-66; D- is 60-63; and F is 59 and below.

Grades will be calculated as follows:

Homework	10%
Paper 1	15%
Paper 2	15%
Exam 1	20%
Exam 2	20%
Take-Home Exam	20%

You must complete all assignments to pass the class.

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 (no older than 2014, published in one of the sources listed on Blackboard).
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. Accepted sources include the *International Journal of Intercultural Relations*, *Human Communication Research*, and *Journal of Intercultural Communication Research* and others which are listed in the assignment on Blackboard.

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 that 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 that 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 that 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 papers.

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/sssa

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