



**COMM 324**  
**Intercultural Communication**  
**Fall 2020 M/W 2-3:20pm [online]**

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|---------------|-------------------------------|---|
| Instructor:   | Jillian Pierson, Ph.D.        | I encourage you to connect with me outside of our regularly scheduled class meetings!   |
| Office Hours: | Wed 10-12<br>Thurs 12:45-1:45 | These are my official Zoom “office hours” but if they aren’t convenient for you, I’d be glad to meet you at other times. Check Blackboard for an office hours sign-up link, and email me if you’d like to set up alternate times. |
| Phone:        | xxx-xxx-xxxx                  | I give you my cell phone number in case you want to send a quick text or would like to meet by phone. But for content or assignment-related issues, email is the best way to connect with me.                                     |
| Email:        | jilliank@usc.edu              |   |

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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; 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 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.]

*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 "Bb." The readings posted to Blackboard may be updated from the ones on this schedule.

|    | Date    | Topic   | Assignment Due                                  | Read <b>after</b> class  |
|----|---------|---|---|--|
| 1  | Aug 17  | Course welcome & introduction [assignments are due <i>before</i> class] |   |  |
|    | Aug 19  | A model of intercultural communication interaction                      | Culture description<br>AND<br>student info form | McDaniel, Samovar & Porter 5-16<br>Saint-Jacques 16-26<br>Korzenny 42-46 |
| 2  | Aug 24  | Approaches to the study of intercultural communication                  |   | Bb: Martin & Nakayama chapter  |
|    | Aug 26  | World view  |   | Bb: Ishi, Klopff & Cooke Jain 121-126; Begley 126-132                    |
| 3  | Aug 31  | Dimensions of culture   |   | Yum 110-120<br>Skow & Stephan 288-302<br>Kim 405-417                     |
|    | Sept 2  | Cultural patterns   |   | Andersen; Ting-Toomey<br>Bb: Robinson                                    |
| 4  | Sept 7  | -----Labor Day, no class meeting-----                                   |   |  |
|    | Sept 9  | Cultural patterns (cont)  | Research paradigm                               | Bb: Triandis; McSweeney; Hofstede  |
| 5  | Sept 14 | Intercultural conflict  |   | Ting-Toomey  |
|    | Sept 16 | Intergroup relations  |   | Ribeau, Baldwin & Hecht 182-189  |
| 6  | Sept 21 | From cognition to interaction   |   | Bb: Morber<br>Bb: Project Implicit                                       |
|    | Sept 23 | Cultural identity   | Exploration Paper                               | Chen 61-69<br>Collier 53-60<br>Pratt, Pratt, & Dixon 70-75               |
| 7  | Sept 28 | Whiteness and privilege   |   | Bb: AAA Statement on Race; Crenshaw TED talk<br>Martin 76-84             |
|    | Sept 30 | <b>Exam</b>   | <b>Exam</b>                                     |  |
| 8  | Oct 5   | Nonverbal communication   |   | Andersen 229-242<br>McDaniel 242-251                                     |
|    | Oct 7   | Cultural identity and language  |   | Gay 302-319<br>Ellis & Maoz 217-223                                      |
| 9  | Oct 12  | Verbal aspects of intercultural comm                                    |   | Cargile 251-259  |
|    | Oct 14  | Language, meaning, and identity   |   | Fong 209-216   |
| 10 | Oct 19  | Cultural transitions  |   | Kim 385-397  |
|    | Oct 21  | Cultural change and development   |   | Bb: Croucher   |

|    |        |  |              |                                      |
|----|--------|--|--------------|--------------------------------------|
| 11 | Oct 26 | Cultural appropriation                                       |              | Bb: Mannie; Cooper;<br>D'Agostino    |
|    | Oct 28 | & other cultural dilemmas                                    |              | Bb: tbd                              |
| 12 | Nov 2  | Culture project presentations                                | Presentation |                                      |
|    | Nov 4  | Culture project presentations                                | & responses  |                                      |
| 13 | Nov 9  | Culture and the workplace                                    |              | Nishiyama 266-272;<br>Hinner 273-288 |
|    | Nov 11 | Culture and medicine   |              | Rao 329-339<br>Geist-Martin 320-329  |
|    | Nov 20 | <b>Final exam</b> time set by university<br>Friday, 2 – 4 pm | <b>Exam</b>  |                                      |

### Course Policies

**Respectful conversation:** We may touch on topics that some students feel sensitive about during class. If you find yourself having an emotional response, please reach out to me. Know that I want everyone to feel comfortable engaging in productive, open conversation, including at the times we don't agree with one another. If I get something wrong, I'd like to hear from you in a respectful way; I have an open mind and like most people, I am still learning and evolving.

I also hope you'll be mindful that we all come to the classroom from a variety of backgrounds and life experiences. We can't truly understand another person's perspective, but we can listen with acceptance and empathy.

### Attendance and Participation

1. To get the most out of this class, you must show up for our meetings. While it is normal to miss a few times during the course of a semester, you cannot "take" this class without attending regularly.
2. Some students may have to miss class because of a significant time difference, or illness, or for other reasons. If you have to miss several classes, I would appreciate your letting me know what is going on, so that I don't worry about you.
3. If you miss class, please view the Zoom recording and complete any alternative "participation" activity provided.

### Engagement and Note-taking

The best online class meetings will occur when everyone is focused and engaged. This can be challenging in the Zoom environment, but I ask you to make a decision to be focused on our class during our meetings. I recommend you turn off your notifications and put aside your cell phone while we are together.

I also recommend that you take notes by hand. Most students work on laptops which means you have a relatively small screen. Have a notebook and pen by your side so you can write notes while listening and participating during class. Current research shows that taking notes by hand is more effective than typing them.

**Communication**

Please be sure to read your USC emails and Blackboard announcements daily on weekdays.

I reply to my emails within 24 hours (although on the weekends I may take longer). If you don't hear back from me promptly, feel free to send me a follow-up after a day has gone by.

**Timely submission of work:** If your assignment 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, 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.

Sometimes a student has a true emergency. Please contact me as soon as possible if something prevents you from submitting your work on time.

Accidentally uploading the wrong assignment or using a format not accepted by Blackboard is not an excuse for a late submission.

**Back up your work:** Computer failures are sadly not uncommon. Please cover yourself by regularly saving your work to cloud storage and to an external storage device.

**Electronic submission of assignments**

Please upload your assignments to Blackboard only. If you have trouble with Blackboard, reach out to Blackboard support directly for help—service is available 24/7 at 213-740-5555.

Blackboard submissions that have uploaded successfully automatically generate an email to the student who submitted them. If you don't get the email, you haven't submitted your assignment.

If Blackboard has a problem, you may email your assignment as proof that you completed it by the deadline. However, we can only grade in the Blackboard environment so you will still need to upload there as soon as the system is functioning.

**Zoom policies**

Ideally, all students will attend class with their camera on, wearing classroom appropriate clothing. I of course understand and accept that sometimes it's not possible to keep a camera on due to bandwidth or other issues.

Please keep your microphone off during class, except when you're asked to unmute for discussion or questions.

You are welcome to use virtual backgrounds but please select only classroom-appropriate images.

**Zoom recordings**

Zoom recordings are for our internal class purposes only. Lecture content is considered intellectual property, and the privacy of students is guaranteed by the Family Educational Rights and Privacy Act (FERPA). It is your responsibility to keep our Zoom recordings private; you may not save, distribute or share the recordings or transcripts with anyone.

**Grading**

I believe an “A” represents excellent, thoughtful, and enthusiastic work. A “B” represents really good 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.

The grading scale for this class will be that an A is equivalent to 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:

|                     |     |
|---------------------|-----|
| In-class & homework | 10% |
| Research paradigm   | 10% |
| Paper               | 20% |
| Presentation        | 20% |
| Exam 1              | 20% |
| Exam 2              | 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 assignments, however, I want you to investigate new territory.

**In-class & homework (10%)****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!)

**Student Information Form**

Please complete because I like to have the 4-1-1.

**Presentation Discussion**

Towards the end of the semester, you will be asked to engage in discussion with your peers about their presentations.

**Miscellaneous**

There will be other brief assignments that come up throughout the semester, either for in-class work or homework. (When I ask for in-class participation assignments, I will work to create a suitable alternative for students who are unable to participate synchronously because of their time zone or other, select reasons.)

**Research Paradigm Assignment (10%)**

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. 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 Paper (20%)**

This assignment combines a cultural exploration 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.

You will have two options for which type of exploration you would like to do:

**Option 1: Cultural Interview**

Interview someone with very different cultural experiences than your own. After your interview, you will apply course concepts to what you've learned about their experiences. The final product will be a 5-7 page application paper, citing relevant readings and an additional source to support your findings.

**Option 2: Cultural Exploration**

Conduct research on a specific aspect of intercultural communication you would like to learn more about. You will write a 5-7 page paper applying course concepts to the phenomenon you've chosen to study.

Further details will be discussed in class and posted on Blackboard.

**Culture Project (20%)**

The culture project is an opportunity to research one aspect of the intercultural communication field that interests you and **relate it to course concepts** in a meaningful way. You will present your findings in a brief, informative oral presentation of about 5-7 minutes, accompanied with slides. Your topic should be something **very specific**, new to you for this course, and subject to my approval.

Some of these presentations may be pre-recorded and shared using VoiceThread (or similar). More details will be forthcoming.

**Exams (40%)**

The exams assess if you have learned the material covered in the readings, lectures, and class discussions. They will require 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.

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 the questions on the second exam may reflect that knowledge base.

**Joint Educational Project (JEP) option**

In lieu of preparing a culture project presentation, you may apply to volunteer with JEP in one of their community-based 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. Volunteer opportunities this semester will likely be held online. You will also give a brief, informal presentation to our class about your experience.

JEP has a limited number of spaces available—perhaps more limited than usual during the pandemic—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](mailto: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](mailto: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 Integrity Policy:

The School of Communication maintains a commitment to the highest standards of ethical conduct and academic excellence. Any student found responsible for plagiarism, fabrication, cheating on examinations, or purchasing papers or other assignments will be reported to the Office of Student Judicial Affairs and Community Standards and may be dismissed from the School of Communication. There are no exceptions to the school's policy.

### 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](http://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, [policy.usc.edu/scientific-misconduct](http://policy.usc.edu/scientific-misconduct).

In addition, it is assumed that the work you submit for this course is work you have produced entirely by yourself, and has not been previously produced by you for submission in another course, without approval of the instructor.

### Emergency Preparedness/Course Continuity in a Crisis

In case of a declared emergency if travel to campus is not feasible, USC executive leadership will announce an electronic way for instructors to teach students in their residence halls or homes using a combination of Blackboard, teleconferencing, and other technologies. See the university's site on **Campus Safety and Emergency Preparedness**.

### Support Systems:

*Counseling and Mental Health* - (213) 740-9355 – 24/7 on call  
[studenthealth.usc.edu/counseling](http://studenthealth.usc.edu/counseling)

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

*National Suicide Prevention Lifeline* - 1 (800) 273-8255 – 24/7 on call  
[suicidepreventionlifeline.org](http://suicidepreventionlifeline.org)

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

*Relationship and Sexual Violence Prevention Services (RSVP)* - (213) 740-9355(WELL), press "0" after hours – 24/7 on call [studenthealth.usc.edu/sexual-assault](http://studenthealth.usc.edu/sexual-assault)

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

*Office of Equity and Diversity (OED)* - (213) 740-5086 | Title IX – (213) 821-8298  
[equity.usc.edu](http://equity.usc.edu), [titleix.usc.edu](http://titleix.usc.edu)

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.



*Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298*[usc-advocate.symplcity.com/care\\_report](https://usc-advocate.symplcity.com/care_report)

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity | Title IX for appropriate investigation, supportive measures, and response.

*The Office of Disability Services and Programs - (213) 740-0776*[dsp.usc.edu](https://dsp.usc.edu)

Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

*USC Campus Support and Intervention - (213) 821-4710*[campussupport.usc.edu](https://campussupport.usc.edu)

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

*Diversity at USC - (213) 740-2101*[diversity.usc.edu](https://diversity.usc.edu)

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

*USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call*[dps.usc.edu](https://dps.usc.edu), [emergency.usc.edu](https://emergency.usc.edu)

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

*USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call*[dps.usc.edu](https://dps.usc.edu)

Non-emergency assistance or information.

*Annenberg Student Success Fund*<https://annenbergsuccessfund.usc.edu/current-students/resources/additional-funding-resources>

The Annenberg Student Success Fund is a donor-funded financial aid account available to USC Annenberg undergraduate and graduate students for non-tuition expenses related to extra- and co-curricular programs and opportunities.