

Instructor: Jillian Pierson, Ph.D.

Office Tu, Wed, Th

Hours: 11 - 12

Phone: xxx-xxx-xxxx

Email: jilliank@usc.edu

I encourage you to connect with me outside of our regularly scheduled class meetings! I'm available many times other than what is listed here as my official hours.

If my office hours aren't convenient for you, I'd be glad to meet you at other times, either in-person or by Zoom or on the phone. Email me with several suggested options that work in your schedule if you'd like to set up an alternate meeting time. You might 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.

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.

Course Description

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 Outcomes

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 cultural 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.

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. Of course you may occasionally have to miss class for illness or other reasons. When you are absent, I do not need to hear an excuse nor will there be an alternative credit opportunity. I do not take attendance after the first few weeks of class. However, 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.

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 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 pen and paper to lectures for note-taking and activities.

The first two exams will require use of a laptop, so they will be an exception to the "no laptop" rule.

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.

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%
Interview paper	15%
Exploration paper	20%
Exam 1	15%
Exam 2	15%
Exam 3	15%

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.

Miscellaneous

There will be other brief assignments that come up throughout the semester, either for in-class work or homework.

Research Paradigm Assignment (10%)

1. Find and read a recent research article in intercultural communication from 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 Interview Paper (15%)

This assignment combines a cultural interview with knowledge gained from the textbook and your own research. Each of these parts should enhance the other. The interview 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 interview. You have two options here.

1. 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.

OR

2. 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.

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 may choose to do a second interview (as described above) as long as the second interview focuses on a completely different culture than the first one. Or you may choose one of the following options:

- I. 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.
- II. 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.
- III. 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.)

- IV. 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.

Exams (45%)

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 first two exams will be given during class, using your laptop and Blackboard.

The final exam will be a “take home,” different from the two midterms. It will ask you to apply course concepts to *The Spirit Catches You and You Fall Down*, writing about the book as sort of a case study. The final will be distributed on the last day of class; you are welcome to submit it earlier than the due date.

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).

Honoring Native Lands

Our USC campus is located on the traditional land of the Tongva People. It is a complicated reality that we exist in a space which for many years belonged to the Tongva as well as the Chumash, Tataviam, Serrano, Cahuilla, Juaneno, and Luiseno People. I would like to acknowledge the unjust, violent history that unfolded over many years before the establishment of this university, and to show appreciation and humility toward indigenous communities and the sacrifices they were—and continue to be—forced to make.

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

a. Academic Conduct

Plagiarism

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](#).” Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, policy.usc.edu/scientific-misconduct.

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.

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.

b. Support Systems

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

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

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 and Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

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, 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. The university prohibits discrimination or harassment based on the following *protected characteristics*: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symplicity.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

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 Support and Advocacy - (213) 821-4710

uscsa.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

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, 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

Non-emergency assistance or information.

Annenberg Student Success Fund

<https://annenberg.usc.edu/current-students/resources/annenberg-scholarships-and-awards>

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.

Add/Drop Dates for Fall 2021

Friday, September 10: Last day to register and add classes for Session 001

Friday, September 10: Last day to change enrollment option to Pass/No Pass or Audit for Session 001

Friday, September 10: Last day to purchase or waive tuition refund insurance for fall

Tuesday, September 14: Last day to add or drop a Monday-only class without a mark of "W" and receive a refund or change to Pass/No Pass or Audit for Session 001

Friday, October 8: Last day to drop a course without a mark of "W" on the transcript for Session 001. Mark of "W" will still appear on student record and STARS report and tuition charges still apply. [Please drop any course by the end of week three (or the 20 percent mark of the session) to avoid tuition charges.]

Friday, October 8: Last day to change pass/no pass to letter grade for Session 001. [All major and minor courses must be taken for a letter grade.]

Friday, November 12: Last day to drop a class with a mark of "W" for Session 001

Saturday, November 13: Last day to change between letter grade or Pass/No pass in a letter graded course for Session 001.

Tentative Course Schedule, Subject to Change:

	Date	Topic	Assignment due	Readings
1	Aug 23	Course welcome & introduction		
	Aug 25	A model of intercultural comm	Culture Description	McDaniel, Samovar & Porter 5-16
2	Aug 30	Approaches to the study of intercultural communication	Student Info Form	Saint-Jacques 16-26 Korzenny 42-46
	Sept 1	World view		Bb: Martin & Nakayama chapter
3	Sept 6	[Labor Day, University Holiday – no class meeting]		
	Sept 8	Dimensions of culture		Bb: Ishi, Klopff & Cooke Jain 121-126; Begley 126-132 Yum 110-120
4	Sept 13	Cultural patterns		Skow & Stephan 288-302 Kim 405-417
	Sept 15	(cont.)	Research paradigm	Andersen (229-241 only) Bb: Robinson
5	Sept 20	Intercultural conflict		Bb: Triandis; McSweeney; Hofstede
	Sept 22	Cultural identity		Ting-Toomey 355-367
6	Sept 27	(cont.)		Chen 61-69 Collier 53-60 Pratt, Pratt, & Dixon 70-75
	Sept 29	Intergroup relations	Cultural interview due by 2:00 pm	Hecht et al. (2002)
7	Oct 4	Intergroup relations (cont.)		Ribeau, Baldwin & Hecht 182-189 Bb: Morber Bb: Project Implicit
	Oct 6	(cont.)		Bb: AAA Statement on Race; Crenshaw TED talk Martin 76-84
8	Oct 11	Exam 1	Exam 1	
	Oct 13	Nonverbal communication		Andersen 236-238
9	Oct 18	Nonverbal comm (cont.)		McDaniel 242-251
	Oct 21	Cultural identity and language		Begin Fadiman
10	Oct 25	Verbal aspects of intercultural comm		Gay 302-319 Ellis & Maoz 217-223
	Oct 27	Language and meaning		Cargile 251-259 Fong 209-216

11	Nov 1	Cultural transitions	Cultural exploration due by 2 pm	Kim 385-397
	Nov 3	and adaptation		Onwumechili et al. 92-104
12	Nov 8	Cultural change and development		Bb: Croucher
	Nov 10	Culture and the workplace		Nishiyama 266-272; Hinner 273-288
13	Nov 15	Culture and medicine		Rao 329-339 Geist-Martin 320-329
	Nov 17	Exam 2	Exam 2	
14	Nov 22	Microaggressions		Bb: tba; Fadiman
	Nov 24		Enjoy Thanksgiving break	
15	Nov 29	Cultural appropriation and other dilemmas		Bb: tba; complete Fadiman
	Dec 1	Looking ahead		Bb: Bradford; Avins
Final “take home” exam due by Friday, Dec 10 at 4 p.m.				

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. Where the calendar lists Fadiman, that is referring to *The Spirit Catches You and You Fall Down*.