CMM-3300>
> Intercultural>
> Communication

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Class meets: T & Th from 12:30 to 1:45 pm in PAH 24
Office Hours: M & W from 11 to 1 p.m. and via *Skype* on Th from 10-12, or by appointment.
Course Credit: 3.0 hours
Pre-requisites: ENGL-190, CMM 100 & CMM 200.

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course description

In this course, we will study two approaches to Intercultural Communication: In the first one, communicative behaviors are determined by cultural variables. And, in the second one, communicative behaviors *are* culture and, culture shapes communicative behaviors. The first approach focuses on how cultural differences are represented in communication across cultures. The second approach seeks to understand how cultures are constructed through communication.

Although this is an Intercultural Communication course, we will also focus on cultural communication. We will not only focus on the communicative behaviors among individuals who do not share a common culture (i.e. intercultural communication), but we will also study the communicative behaviors of those who share them (i.e. cultural communication).

In Intercultural Communication, Georg Simmel's concept of the "the stranger" is an important one. In intercultural interactions, people are "strangers" to each other. Kim and Gudykunst (1998) "conceive of strangers as individuals who present a relatively high degree of 'strangeness' and a relatively low degree of familiarity due to differing cultural life experiences" (p. 173). In a way, we have all been strangers at some point. Accordingly, the concept of "the stranger" expands the notion of culture to encompass more than national or ethnic groups. Culture in our class will refer, of course to nationality and ethnicity, but also to different groups who share ways of speaking and experiences even within the same national groups.

One of the goals of this course is for you to develop intercultural sensitivity and intercultural competence via a combination of learning about different theories of intercultural communication and learning about the specific knowledge about different cultures. Also, we will focus on how to train others to become culturally sensitive and competent. Throughout the semester, we will explore the relationships among concepts such as, culture, power, identity, language, race, third space, Asiacentrism, Eurocentrism, cultural values, time orientations, politeness, minority groups, and the impact of Facebook and Twitter on intercultural engagement.

course goals

I want students to learn:

- The importance of intercultural communication as an area of study.
- That culture and communication are complex and rich terms.
- To develop intercultural communication competence and sensitivity.
- Have an appreciation for the role of culture, communication and diversity in everyday life.
- Have a special sensitivity to understand intercultural situations in a multicultural environment like the SLU Campus in Madrid and other settings.
- To understand Spanish culture from within.
- To realize that intercultural communication knowledge and skills can be used to help others.
- OVERARCHING GOAL: I want students to be critical individuals with an acquired sensitivity to cultural and intercultural situations of any type.

student learning outcomes (slos)

Upon completing this course, students will be able to:

OUTCOMES	ASSESSMENT ARTIFACT
Understand the different intercultural communication approaches.	Exam, Quiz, Class Discussion.
Understand the different definitions of culture and communication in different contexts,	Class discussion, Exam, Quiz.
Apply the different definitions of culture and communication to different contexts.	Reflection Journal, Final Paper, Exam, Quiz.
Apply communication research methods effectively to intercultural or cultural communication situations.	Final Project.
Create knowledge claims about cultural or intercultural communication situations.	Final Project.
Create intercultural communication training activities that show in-depth understanding of cultural knowledge and skills.	Final Project, Class Discussion, Reflection Journal.
Understand how culture affects communication and vice versa.	Reflection Journal, Class Discussion, Exam, Quiz.
Understand how culture and communication represent and construct certain areas of human activity such as identity, relationships, and society.	Class Discussion, Exam, Quiz. Final Project.
Synthesize relevant academic, peer-reviewed, intercultural communication sources.	Final Project.
Apply specific cultural knowledge and skills to relevant real-life situations.	Final Project, Class Discussion, Quiz, Exam. Reflection Journal.
To apply effective organizational principles for high-impact presentations.	Group Presentation
To design a high-impact PowerPoint presentation.	Group Presentation
To speak extemporaneously in front of an audience.	Group Presentation
To argue their ideas clearly and effectively	Group Presentation, Class Discussion.
To behave with critical sensitivity and empathy (suspend their own cultural frameworks to avoid prejudice and negative judgment of different cultural systems).	Class Discussion, Role plays, Application Papers, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom),
To manage their interactions with individuals from other cultures effectively in order to maximize mutual understanding and develop positive relationships.	Class Discussion, Role Plays, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom),
To develop intercultural communication competence.	Class Discussion, Role Plays, Interactions on Campus and outside (illustrated in reflections and commentary in the classroom),
To develop a specific sensitivity to noticing communication behaviors and their relationship with a cultural code.	Reflection Journal, Class Discussion, Exam, Quiz.

collection of assignments of assessment purposes

Saint Louis University - Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose, anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University - Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

course dynamics

Overall, the structure of the course will include, lecturing, discussions, and activities & role plays (when relevant). The effectiveness of how the class unfolds highly depends on your attitude, work and, discipline. I expect that you have a positive attitude in class; I expect you read the assigned articles and book chapters before coming to class; and I expect that you regularly come to class ready to think, discus, apply, exemplify, theorize, critique, and evaluate the materials you have read. This course requires that you are an active learner inside and outside the class. In the end, being active in class will result in achieving the skills outlined above and in an enjoyable experience. Let me know how I can help you meet these requirements in order to learn succeed in CMM-3300.

required materials

Required Textbook: Kurylo, A. (Ed.). (2013). Inter/cultural communication: Representation and construction of culture. Thousand Oaks, CA: SAGE Publications, Inc. (Available at our bookstore)

Supplementary Readings will be available in a GoogleDocs folder that I will share with you after the first day of class.

recommended materials
(available at the library)

Bauman, R., & Sherzer, J. (Eds.). (1974). Explorations in the ethnography of speaking. London: Cambridge University Press.

Carbaugh, D. (2005). Cultures in conversations. Mahwah: Lawrence Erlbaum.

Baxter, L., & Babbie, E. (2004). The basics of communication research. CA: Wadsworth/ Thomson Learning

Dahl, Ø. (1999). Meanings in Madagascar: Cases of intercultural communication London: Bergin & Garvey.

Denzin, N. K. & Lincoln Y. S. (Eds.) (2005). Handbook of qualitative research. Thousand Oaks, CA: Sage.

Fitch, K., & Sanders, R. (2005). Handbook of language and social interaction. Mahwah: Lawrence Erlbaum Associates.

Gudykunst, W. (2000). Asian American communication and ethnicity Thousand Oaks: Sage Publications.

Gudykunst, W., & Ting-Toomey, S. (Eds.). (1996). Communication in personal relationships across cultures. Thousand Oaks, CA: Sage Publications.

Gudykunst, W. (Ed.). (2005). Theorizing about intercultural communication. Thousand Oaks, CA: Sage Publications Inc.

Gumperz, J., & Hymes, D. (Eds.). (1986). Directions in sociolinguistics: The ethnography of communication Oxford, NY: Basil Blackwell.

Jandt, F. E. (Ed.). (2004). Intercultural communication: A global reader. Thousand Oaks, CA: Sabe Publications.

Kiesling, S., & Paulston, C. (2005). Intercultural discourse and communication: The essential readings Malden: Blackwell Publishing Ltd.

Lindlof, T. R. (2002). Qualitative communication research methods. Thousand Oaks, CA: Sage

Madison, S. (2005). Critical ethnography: Methods ethics and performance Thousand Oaks: Sage Publications.

Monaghan, L., & Goodman, J. (2007). A cultural approach to interpersonal communication: the essential readings. Malden: Blackwell Publishing Ltd.

course assignments

ASSIGNMENTS	POINTS	APPROX. VALUE	MY SCORE
Exam 1 (Midterm)	100	20%	
Exam 2 (Final)	100	20%	
Final Project (Research Paper)	100	20%	
Group Presentation	50	10%	
Reflection Journals (3 @ 20 points)	60	12%	( )-( )-( )
Quizzes (2 @ 20 points)	40	8%	( )-( )
Participation	50	10%	
TOTAL	500	100%	

brief description of assignments

Format for the Quizzes: Quizzes will be short and their focus will be to assess that you do the readings and understand them, that you are able to establish connections among them, and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. Quizzes will require that you write short answers to a range of 4 to 6 questions approximately. (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

Format for the Midterm and Final Exams: Their focus will be to assess that you understand concepts and theories, that you are able to establish connections among them, that you are able to integrate and evaluate knowledge; and that you are able to provide and analyze real-life situations that illustrate different concepts and theories. Midterm and Final exams will require that you answer "matching" and "yes-no" questions (20%); and short-essay questions (80%) (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

Reflection Journals: Reflection Journals are short papers that allow you to think about and analyze your intercultural experience in Spain using tools from this class. Journals can take several forms:
1. You explain an intercultural experience of yours using a theoretical tool from class.
2. You identify an intercultural incident (sometimes they are negative) that you have experienced and analyze it using a theoretical tool from class.
3. You have noticed a particular communication pattern or style in Spain and you proceed to analyzed it using a theoretical tool from class.
4. You are interested in a particular theoretical tool from class and proceed to convert it into a practical tool that can help others to make sense of different cultural realities.

More information will be provided in class. (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

Format Instructions:
> The first 2 or 3 lines of the document should include the assignment number (e.g. Reflection Journal #1), a title for the assignment, and your name. Your written assignment needs to be grammatically sound and proofread. All assignments need to be typed.
> Margins: 1 inch (top, bottom, left and right)
> Font: Times New Roman, 12-point font
> Line spacing: The whole document needs to be double spaced.
> Length: 3 pages.

Final Project: A Research paper of a specific inter/cultural communication topic of your interest. This assignment requires some basic research methods knowledge (I will provide additional support for those who need it). More information will be provided in class.

Group Presentation: There are five presentations throughout the semester. You will do only one of those presentations with two or three more students (a total of 3 or 4 students in a group). The presentation will entail leading class for the whole period on the reading assigned for that day. Usually, the readings assigned to be presented are elaborations of or illustrations of a theory or

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framework covered the previous day of class. You are required to cover the content of the assigned reading through a variety of activities such as a slide show, group discussion, class activities, role plays, use of videos for illustration of concepts and subsequent analysis, and short lectures among others. You have complete freedom to organize the presentation in the way that will have the highest impact. I will provide further instructions in class.

In-class Participation: Participation entails critical thinking, critical listening and sharing your thoughts and opinions with your classmates. You should come to class prepared and willing to discuss the readings or ideas for that day. Active and useful participation requires effort from your part. I expect that your contributions to the discussion be grounded in the assigned readings. Avoid going off on tangents. Only coming to class does not count as participation. I will keep track of your participation during discussions and in-class activities. In order to get credit for your presence in the classroom, you need to "participate" as described here. (See Student Learning Outcomes table above to see specific skills that I will assess in this assignment).

> **In-class Participation Grade:** This classroom will be a safe place for expressing your opinions and discussing them in a reasonable fashion with your classmates. You are free to speak your mind in class. As such, you may hear opinions and viewpoints that are contrary to yours and since you are all adults, I will expect you to be respectful when we are engaged in class discussion. Nonetheless, if you feel uncomfortable because of a class discussion, you may speak with me at any time.
> **How will you earn your in-class participation grade?**
> - An "A" in participation means that you almost always participate in class (as described above).
> - A "B" in participation means that you frequently participate in class (as described above).
> - A "C" in participation means that you sometimes participate in class (as described above).
> - A "D" in participation means that you seldom participation in class (as described above).
> - An "F" in participation means that you rarely participate in class (as described above) and/or that you disrespect your peers.
>
> **CAVEAT:** Missing classes and lateness will lower your participation grade.

electronic submission of assignments

I will email you a **"FILE REQUEST"** from **Dropbox** that you'll be able to use throughout the semester. When you are ready to upload an assignment, follow the instructions through the link. You don't need to open a Dropbox account if you don't have one.
1. Requirements for electronic submissions:
2. You need to upload a **WORD** version and a **PDF** version of your assignment.
3. **FILE NAME FORMAT:** Label your file following this template:
   a. TEMPLATE: Course # - first name initial + last name - name and number of the assignment
   b. SAMPLE FILE NAME: *CMM3300-dchornet-RJ#1.docx* (you need to use YOUR first name initial and last name ☺).
   c. If your file name is not properly identified, I will not open it and I will delete it.
4. Assignments are due by **midnight** of the day assigned, but they can be submitted earlier as well.
5. **Note:** You're fully responsible for uploading a word document that **opens correctly**. It is unlikely, but files can get corrupted in the process of sending and receiving. Uploading the word document along with a copy of it in pdf format will maximize your chances of me being able to open your assignment.

attendance & participation

ATTENDANCE: Attendance is mandatory for this course to run properly. I will expect your physical and mental presence for each class period. I expect you to pay attention to class materials. **Late arrivals** are highly discouraged since they are disruptive for the class. **Arriving 20 minutes** late or later will count as an absence. The schedule below contains a description of what will happen each day. Ask me and/or your classmates to make sure you do not miss anything that is not assigned in the schedule.

ABSENCES & PENALTIES: You are allowed only 2 unexcused absences. More than 2 unexcused absences will significantly lower your grade (minus 5 points per unexcused absence after the second). **Missing 6 or more classes will be grounds to earn a failing grade.**

WHAT IS AN EXCUSED ABSENCE? Only university events and trips will be officially excused. However, it is your responsibility to make sure such events or trips do not interfere negatively with your performance in your classes. Since doctor's notes are not official excuses, I will use my discretion to excuse medical or other unofficial situations.

ABSENCES & ASSIGNMENT SUBMISSIONS: If you're sick and can't come to class the day an assignment is due, DO SUBMIT IT VIA EMAIL OR ANY OTHER MEANS STIPULATED BY ME. You are more credible if you miss class and send me the assignment due, even if it is unfinished, than if you don't send the assignment. You have all the dates for assignments scheduled in the syllabus. Plan your work ahead of time and be organized.

LATE WORK: You will lose 10% of your score—per day—in any graded assignment submitted late without an official excuse. Submitting an assignment on time means to turn it in class or electronically on the due day. If you know that you are not going to turn in an assignment on time, let me know before it is due, in order to work out a solution.

miscellaneous policies

CLASSROOM BEHAVIOR: Any behaviors that disrupt the flow of class in any way will not be tolerated. **Laptops**, **tablets**, and **cellphones** ARE authorized in the classroom as long as they are used to work on any aspect related to this particular course. Students using these devices for other non-academic purposes will be invited to leave the classroom, their absence will count as unexcused, and they will not be allowed to use them in the classroom.

POLICY ON STUDENT - INSTRUCTOR COMMUNICATION: If you need to contact me outside the classroom, use the email address listed in this syllabus. Since some parts of the semester are busier than others, in some situations I will be able to respond to your emails fairly quickly. However, during busier times you will have to allow 24 to 48 hours for my response.

grade description

⊠ **A**—An "A" performance is a superior performance. To earn an "A" on an assignment, you must extend increased effort to seeing and thinking beyond the surface level of the assignment as well as show particular skill in composing your work. To earn an "A" in the course, you must excel consistently throughout the semester. This means producing polished, well-crafted work that shows extreme effort, using the revision process to shape your message for a particular audience, taking an active leadership role in class, being organized, ambitious and articulate.

⊠ **B**—A grade "B" shows that you have done a little more than what is required for the assignment. For example, it may mean that you have done some extra research or an effective analysis on an assignment, or that you have produced a piece of discourse that is somewhat innovative and interesting. To earn a "B" in the course, you must exceed the minimum requirements of producing solid work as well as show evidence of revision, be an active participant in the classroom, complete all activities carefully, and show preparation, improvement, and effort in every area.

⊠ **C**—A grade of "C" is an average grade. A "C" indicates that you have met the minimum requirements of the assignment. A "C" indicates that you need to improve and that there is potential in your work. To earn a "C" in this course means that you have made a minimum effort in your assignments and in class participation.

⊠ **D**—A grade of "D" means that your assignment has significant problems. For example, not completing part of an assignment or the assignment was not done on time. Also, a "D" will be given if you do not show sufficient effort, time, or concern for any particular assignment. Earning a grade of D or lower in this course means that you have not shown consistent effort toward improvement and have not met the minimum standards for the course.

⊠ **F**—A grade of "F" will be given in a case where your work is seriously lacking. Getting an "F" is an indicator that shows lack of interest and effort. Intentional plagiarism will undoubtedly lead to a grade of F (actually a 0) and may also result in more serious consequences such as failing the course.

LETTER GRADES & PERCENTAGES									
100-94%	93-90%	89-87%	86-84%	83-80%	79-77%	76-74%	73-70%	69-60%	59% >
A	A-	B+	B	B-	C+	C	C-	D	F

title ix statement

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sinews Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address:http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf.

academic integrity guidelines

Students are required to abide by the Academic Integrity guidelines summarized below.

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office website at: http://www.slu.edu/Documents/provost/academic_affairs/University-wide%20Academic%20Integrity%20Policy%20FINAL%20%206-26-15.pdf. Additionally, SLU-Madrid has posted its academic integrity policy online: http://www.slu.edu/madrid/academics. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

student accommodation statement

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to http://www.slu.edu/madrid/learning-resources.

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

tentative schedule

I/CC: Inter/cultural Communication: Representation and Constitution of Culture
G-Docs: Reading Packet in Google Docs

Wk	Day	Class Description	Reading for the Day	Assignments
W 1	**T Sep 5**	Introduction to the course. What is this course about? Getting to know each other.		
	Th Sep 7	■ **Inter/cultural communication building blocks.**	**I/CC:** CH 1: *Culture and Communication*	■ Discussion of Ch. 1: What is culture? What is communication? How do these two terms relate to each other? Bring your thoughts to class.
W 2	**T Sep 12**	■ **A Social Scientific Approach (SSA):** Culture and Intercultural Communication.	**I/CC:** CH 13: *A Social Scientific Approach to Culture*	■ Discussion of Ch. 13: Are culture and communication objective, measureable things? How? How does culture relate to communication?
	Th Sep 14	■ **Geert Hofstede's Cultural Values: A Classic Social Scientific Framework.**	**G-Docs:** Hofstede (2012) *Dimensionalizing Cultures: The Hofstede Model in Context.*	■ Discussion of Hofstede's article: As you read this chapter, explore Hofstede's website https://geert-hofstede.com/cultural-dimensions.html where you'll be able to compare different countries across his cultural dimensions.
W 3	**Sun Sep 17**		**Last day to drop a class without a grade W and/or add a class.** **Last day to choose Audie (AU) or Pass/No Pass Options.**	
	T Sep 19	■ **A Social Science Approach (SSA) illustrated:** How culture impacts communication on a plane.	**G-Docs:** Liao, M.-Y. (2015). *Safety Culture in commercial aviation: Differences in perspective between Chinese and Western pilots*	**group presentation #1** ■ You need to connect your presentation with Ch. 1, 13, and Hofstede´s 2012 article.
	Th Sep 21	■ **An Interpretivist Approach (IA):** Culture and Intercultural Communication.	**I/CC:** CH. 14: *An Interpretivist Approach to Culture.*	■ Discussion of Ch. 14: Are culture and communication objective, measureable things? How? How does culture relate to communication?
W 4	**T Sep 26**	■ **An Interpretivist Approach (IA):** A Theory of Communication and Culture.	**I/CC:** CH. 4: *A Communication Theory of Culture.*	■ Discussion of Ch. 4: **in-class quiz #1 today**
	Th Sep 28	■ **An Interpretive Approach (IA) to the analysis of inter/cultural communication:** Speech Codes Theory.	**G-Docs:** Philipsen, Coutu & Covarrubias (2005) *Speech Code Theory: Restatement, Revisions, and response to criticisms.* **I/CC:** CH. 5: *Culture in Conversation* (pp. 96-103). These pages from our textbook complement Philipsen et al.'s Proposition 5 from Speech Codes Theory	■ Discussion of Philipsen, Coutu, & Covarrubias: Identify speech codes in your own speech communities and understand how different communication practices are indeed cultural activities.

W 5	**T Oct 3**	■ **An Interpretive Approach (IA) illustrated (Cultural Communication and Speech Codes):** Finish Silence and Quietude: An Interpretivist Approach (IA).	**G-Docs:** Carbaugh & Berry (2006) *Coding Personhood through cultural terms and practices: Silence and Quietude as Finnish "natural ways of being"*	**group presentation #2** ■ You need to connect your presentation with Ch. 14, 4 and Philipsen et al's article.
	Th Oct 5	■ **Social Science Approach (SSA) combined with an Interpretive Approach (IA):** Asiacentric Communication. The impact of worldview on Communication.	**G-Docs:** Miike (2012) *"Harmony without uniformity:" An Asiacentric worldview and its communicative implications.*	■Discussion of Miike's article: Think about what it means to be a competent communicator in your culture. Bring your thoughts to class.
W 6	**T Oct 10**	■ **Social Science Approach (SSA) combined with an Interpretive Approach (IA):** Asiacentric Communication. The impact of worldview on Communication. Continued.	**G-Docs:** Miike (2012) *"Harmony without uniformity:" An Asiacentric worldview and its communicative implications.*	■Discussion of Miike's article: Think about what it means to be a competent communicator in your culture. Bring your thoughts to class. **reflection journal #1 due today**
	Th Oct 12	Fiesta Nacional de España – Holiday		
W 7	**T Oct 17**	■ **Asiacentric Communication illustrated (An Interpretive Approach):** Thai cultural values and Intercultural Communication.	**G-Docs:** Knutson (2004) *Thai cultural values: Smiles and Sawasdee as implications for intercultural communication effectiveness.*	■ Discussion of Knutson's article: Apply as many Asiacentric Communication Propositions from Miike's article to Knutson's article about Thailand. Bring your applications to class.
	Th Oct 19	**midterm exam**	**midterm exam**	**midterm exam**
W 8	**T Oct 24**	■ **How to write a literature review.** ■ **How to use APA style.** ■ **How to use basic interpretivist research methods.**	■ **G-Docs:** TBA	■ Come to class ready to think about your final research papers.
	Th Oct 26	■ **Intercultural Communication Competence**: What is competence; what variables affect competence; models of intercultural communication competence.	**I/CC:** CH. 3: *Intercultural Communication Competence.* (pp. 47-54 & 61-68)	■Discussion of Ch. 3: Come to class with a definition of intercultural communication competence. How would you know that somebody is interculturally competent? If you're not Spanish? what is your degree of intercultural competence here in Spain?
W 9	**M Oct 30**	Last Day to Drop a Class and Receive a Grade of W		
	T Oct 31	■ **ICC Competence and Nonverbal Communication.** Here are some of the basic concepts of nonverbal communication as they play out across some cultures.	**G-Docs:** Novinger (2001) *Obstacles in Nonverbal Processes.*	■Discussion of Novinger's article. Come to class with examples of surprising or unexpected nonverbal communicative behaviors that you have observed in Spain or in a different culture.

	Th Nov 2	■ **ICC Competence and Nonverbal Communication in Madagascar:** Enacting time in Malagasy Culture.	**G-Docs:** Dahl (1995) *When the Future comes from Behind: Malagasy and Other Time Concepts and some Consequences Communication.*	■ You need to connect your presentation with Novinger's (2001) chapter. **group presentation #3**
			**Registration for Spring 2018 Semester begins**	
W 10	T Nov 7	■ **ICC Competence as Cross-cultural Adaptation:** An Integrative Theory of Cross-cultural Adaptation.	**G-Docs:** Kim (2012) *Beyond Cultural Categories: Communication, Adaptation, and Transformation.*	■Discussion of Kim's chapter: Come to class with some ideas about the process of cross-cultural adaptation that you are undergoing here in Spain or that you have undergone somewhere else.
	Th Nov 9		La Almudena – Holiday	
W 11	T Nov 14	■ **ICC Competence as Cross-cultural Adaptation:** Cross-cultural adaptation during the re-entry process.	**G-Docs:** Pitts (2016) *Sojourner reentry a grounded elaboration of the integrative theory of communication and cross-cultural adaptation*	**group presentation #4** ■ You need to connect your presentation with Kim's chapter.
	Th Nov 16	■ **Identity and Intercultural Communication:** Self-identity.	*I/CC: CH. 6: Self-Identity and Culture.* Read only pages 117-127 & 133-139.	■Discussion Ch. 6: What is identity? What defines your sense of self? Gender? Culture? Nationality? Religion? Family? All of them? How? **reflection journal #2 due today**
W 12	T Nov 21	■ **Identity and Intercultural Communication:** Identity development in intercultural friendships: Identity Management Theory Applied.	*G-Docs: Imahori, T. T., & Cupach, W. R. (2005). Identity management theory: Facework in intercultural relationships.*	■Discussion of Imahori & Cupach's article: Have you ever avoided saying something to someone out of fear to offend them? But have you also felt that not saying anything could also be offensive?
	Th Nov 23	■ **Identity and Intercultural Communication:** Identity development in intercultural friendships: Identity Management Theory Applied. Continued	*G-Docs: Imahori, T. T., & Cupach, W. R. (2005). Identity management theory: Facework in intercultural relationships.*	■ Discussion of Imahori & Cupach's article: **in-class quiz #2 today**
W 13	T Nov 28	■ **Identity and Intercultural Communication**: Hybridity, Race, and Third Space.	**G-Docs:** Bolatagici (2004) *Claiming the (N)either/ (N)or of 'Third Space: (re)presenting hybrid identity and the embodiment of mixed races.*	■Discussion of Bolatagici's article: What is your race? When was the first time that you thought about race or ethnicity? Can you think of an ethnic or racial label that captures who you perceive yourself to be? Bring your thoughts to class.

		Topic	Readings	Assignment/Discussion
	Th Nov 30	■ **When Power intersects Intercultural Communication:** Minority and Majority groups.	**I/CC:** CH. 9: *Co-Cultural Group Membership.*	■Discussion of Ch. 9: Come to class with examples of situations in which you felt at a disadvantage compared to others. How did you react in such situation? **reflection journal #3 due today**
W 14	**T Dec 5**	■ **When Power intersects Intercultural Communication:** Communication, Disabilities, Intercultural Communication and Co-Cultural Group Theory.	**G-Docs:** Braithwaite & Braithwaite (2012) *'Which is my good leg?": Cultural communication of persons with disabilities.*	**group presentation #5** ■ You need to connect your presentation to Ch. 6, 9, to Imahori and Cupach's, and to Bolatagici's.
	Th Dec 7	■ **When Power intersects Intercultural Communication**: An Introduction.	**I/CC:** CH. 8: *Privilege and Culture*	■Discussion of Ch. 8: **final project due today**
W 15	**T Dec 12**	■ **When Power intersects Intercultural Communication**: Language and Difference.	**G-Docs:** Thurlow (2010) *Speaking of Difference Language, Inequality and Interculturality*	■Discussion of Thurlow's article: Do you believe in the power of language? Do you believe that we sometimes speak from privileged and oppressive positions?
	F Dec 9	■ **New Media and Intercultural Communication**: Tools to foster intercultural engagement.	**I/CC:** CH. 12 *Technology and Culture* (pp.263-266) **G-Docs:** Pfister & Soliz (2011) *(Re)conceptualizing Intercultural Communication in a Networked Society.*	■Discussion of Pfister and Soliz's article: How do you think the Internet has changed intercultural communication? Positively? Negatively? Why? Bring your thoughts to class.
W 16	**T Dec 13**	■ **New Media and Intercultural Communication:**	**G-Docs:** Chen (2016) *Intercultural communication in online social networking discourse.*	■Discussion of Chen's article: Have Facebook or Twitter helped you connect with people from other cultures? Have they helped you adapt to another culture? How? Bring your thoughts to class.
W 17	**T Dec 20**	**final exam from 12 to 3 pm**		

supplementary readings references

(Alphabetically ordered)

1. Braithwaite, D. O., & Braithwaite, C. (2012). 'Which is my good leg: Cultural communication of persons with disabilities. In L. A. Samovar & R. E. Porter (Eds.), *Intercultural communication: A reader* (pp. 165–176). Belmont, CA: Wadsworth/Thompson Learning.
2. Carbaugh, D., & Berry, M. (2006). Coding personhood through cultural terms and practices silence and quietude as a Finnish "natural way of being." Journal of Language and Social Psychology, 25(3), 1-18.
3. Chen, H.-I. (2017). Intercultural communication in online social networking discourse. *Language and Intercultural Communication*, *17*(2), 166–189. http://doi.org/10.1080/14708477.2016.1211137
4. Bolatagici, T. (2004). Claiming the (N) either/(N) or of "Third Space": (re)presenting hybrid identity and the embodiment of mixed race. Journal of Intercultural Studies, 25(1), 75–85.
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6. Hofstede, G. (2012). Dimensionalizing cultures: The Hofstede model in context. In L. A. Samovar, R. E. Porter, & R. McDaniel (Eds.), *Intercultural communication: A reader* (13 ed., pp. 19–33). Boston: Wadsworth Cengage Learning.
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8. Knutson, T. J. (2004). Thai cultural values: Smiles and sawasdee as implications for intercultural communication effectiveness. Journal of Intercultural Communication Research, 33(3), 147–157.
9. Liao, M.-Y. (2015). Safety Culture in commercial aviation: Differences in perspective between Chinese and Western pilots. *Safety Science*, *79*(C), 193–205. http://doi.org/10.1016/j.ssci.2015.05.011
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12. Smith Pfister, D., & Soliz, J. (2011). (Re)conceptualizing Intercultural Communication in a Networked Society. *Journal of International and Intercultural Communication*, *4*(4), 246–251. http://doi.org/10.1080/17513057.2011.598043
13. Pinto, D. (2008). Passing greetings and interactional style: A cross-cultural study of American English and Peninsular Spanish. *Multilingua: Journal of Cross-Cultural and Interlanguage Communication*, *27*(4), 371–388. http://doi.org/10.1515/JPLR.2008.017
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15. Imahori, T. T., & Cupach, W. R. (2005). Identity management theory: Facework in intercultural relationships. In W. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 195-209). Thousand Oaks, CA: Sage Publications, Inc
16. Miike, Y. (2012). "Harmony without uniformity": An Asiacentric worldview and its communicative implications. In L. A. Samovar, R. E. Porter, & R. McDaniel (Eds.), Intercultural communication: A reader (13 ed., pp. 65–80). Boston: Wadsworth Cengage Learning.
17. Thurlow, C. (2010). Speaking of difference: Language, inequality, and interculturality. In T. K. Nakayama & R. T. Halualani (Eds.), *The handbook of critical intercultural communication* (pp. 227–247). Oxford, UK.