

AL 8330 Intercultural Communication, Spring 2014, CRN 17339
Department of Applied Linguistics and ESL
Georgia State University

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Office Hours: Tuesdays 11-2, Thursdays 9 to 12, and by appointment

Course Meetings: Thursdays, 1:00pm to 3:30pm, Sparks Hall 320

Course Description: This course introduces basic concepts and principals in intercultural communication and examines the intersections of culture, communication, and language learning. We will be exploring the many ways in which culture interacts with and influences second language acquisition. The course is designed to encourage students to synthesize theoretical concepts in intercultural communication and apply them to language pedagogy in critical and creative ways.

Course Objectives:

1. Understand the meanings of “culture” and its significance for perception and human interaction;
2. Realize the historical and contemporary scope of the field of intercultural communication and its applications to applied linguistics;
3. Grasp the complexity and fluidity of cultural and linguistic identities;
4. Reflect upon one’s own cultural identifications as avowed by oneself and attributed by others;
5. Develop skills for and engage in cultural discovery;
6. Understand the consequences of cultural contact (conflict, adaptation, intercultural communication competency);
7. Discover one’s own ethnocentric attitudes and intercultural competencies;
8. Appreciate the necessity of cultural knowledge for language learning;
9. Recognize the cultural dynamics of language classrooms;
10. Consider cultural differences in teaching and learning;
11. Learn and practice methods for teaching culture and intercultural skills in language classrooms.

Course Overview:

- I. The Field of Intercultural Communication (ICC) Studies
 - A. Foundations of the Field (Week 2)
 - B. The Culture and Language Connection (Week 3)
 - C. Research Methods (Week 4)
- II. Culture, Language, and Identification
 - A. The Performance of Complex Identities (Week 5)
 - B. Power, Borders, and Globalization (Week 6)
 - C. Communication Styles and Conflict Styles (Week 7)
 - D. Nonverbal Communication and Silence (Week 8)
- III. Culture and the Classroom
 - A. Classroom Behaviors and Cultural Learning Styles (Week 9)
 - B. ICC Curriculum (Week 10)
- IV. Cultural Contact
 - A. Competencies (Week 11)
 - B. Societies in Conflict (Week 12)
 - C. Adaptation (Week 13)
 - D. Cultural Discovery – Paper Reports (Week 14)

Texts:

Readings available in Desire2Learn (see Course Schedule and Reading List below)
 One of the first four CENCIA 5 from 5 Novels (see table at the bottom of this page)

Assessments:

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| 1. In-class and Online Participation | 20 pts |
| 2. Discussion Leading (in class or online) | 10 pts |
| 3. 5 from 5 Novel/Lecture Critique | 15 pts |
| 4. 2 Short Reflection Papers – 2 x 15 pts each | 30 pts |
| 5. Final Research Paper | 25 pts |

1. ***In-class and Online Participation:*** Students are expected to come to class, having read the assigned readings for that evening, prepared to participate in whole class and small group discussions and activities. In addition, throughout the semester there are a variety of online activities related to the course readings and topics that students are expected to participate in. These include whole class and small group discussions online (either teacher-led or student-led), short-answer questions to be answered and submitted individually, and web-based activities. For discussions, students are expected not only to make contributions by responding to the initial question(s), but also to read and respond to comments posted by their classmates. Due dates are included in the reading schedule below, and more specific instructions will be available online for each assignment.

2. ***Discussion Leading:*** One time during the semester, each student needs to take the lead in guiding the discussion of a reading. *An * in the schedule below marks readings available for Discussion Leading.* Some discussions are in class, and others are online. Students need to indicate their preferences for discussion leading by the second week of the course. A rubric for grading discussion leading will be available online.

3. ***Five from Five Novel Book/Lecture Critique:*** This semester GSU’s Center for Collaborative and International Arts has chosen five novels, one from each of GSU’s five “task force” countries – nations that GSU is interested in building more connections with. These include Brazil, China, South Africa, South Korea, and Turkey (Note: Turkey is not a choice for this assignment). People all around campus will be reading these novels, and throughout the semester will be gathering for lectures given by the author of each novel. We will be attending these lectures as a class (on five Fridays at 11am). In addition, each student will choose one of the first four novels, *one that describes a culture they are relatively unfamiliar with*, to read outside of class. Your paper should be 6 pages max, typed, double-spaced, with 1-inch margins, in Times New Roman 12 point font, and formatted according to APA conventions. Divide your paper into 3 parts: a 1-2 page discussion comparing and contrasting 3 of the first 4 lectures; a 1-2 page summary of the book read; and a 1-2 page critique of that book. Your critique could include arguments for or against the quality of the work, an analysis of themes present in the story, or a discussion of the “picture” it paints for you of the related national culture, among other possibilities.

Country	Book	Author	Lecture Date
China	<i>Colors of the mountain</i>	Da Chen	Friday, February 7, 11am
Brazil	<i>I would have loved him, if I had not killed him</i>	Edgard Ribeiro	Friday, February 21, 11am
S. Korea	<i>The northern wind: Forced journey to North Korea</i>	Therese Park	Friday, March 7, 11am
S. Africa	<i>Ways of dying</i>	Zakes Mda	Friday, March 28, 11am

4. **Reflection Papers:** These papers may be first person narratives (using “I”) but should still be formally written (like an academic paper, not a journal entry). You don’t need any outside sources, but *should include those we read and discuss in class*. Each paper should be 3-4 pages in length, typed, double-spaced, with 1-inch margins, in Times New Roman 12 point font, and formatted according to APA conventions. Due dates are included in the schedule below. Further instructions and examples are available online.

- a. Paper 1 – Cultural Identifications Reflection
- b. Paper 2 – Intercultural Competence Analysis

5. **Cultural Research Paper:** Your course project paper, 8-10 pages in length, should be typed, double-spaced, with 1-inch margins, and formatted APA style. *Papers should synthesize course concepts and cite some course readings as well as at least 3 additional academic sources (e.g., peer-reviewed journals, not websites)*. Most importantly, your paper should provide evidence of cultural discovery – you should demonstrate to me what you have learned about another culture! Using the Damen (1987) chapter as a guide, you will engage in cultural inquiry by finding and interviewing an informant from a culture that is unfamiliar to you. You may want to record and/or transcribe interviews. A grading rubric and a sample paper are available online. *Note: This assignment is based on one created by Dr. Gayle Nelson*. At various points in the semester, the following stages of the final paper are due. See due dates in the schedule below.

- a. Topic and Preliminary Bibliography (ungraded – for formative feedback only)
- b. Outline/Draft and Updated Bibliography (ungraded – for formative feedback only)
- c. Final Paper

Other Course Policies:

1. **Academic Honesty:** Please be aware of Georgia State University’s expectations and policies regarding academic dishonesty, including plagiarism, cheating, unauthorized collaboration, falsification, and multiple submissions. This information is available at: <http://www2.gsu.edu/~wwwfhb/sec409.html>
Also, I highly recommend that you have a classmate, someone from the writing center, etc. proofread your papers so you are sure that they are clearly written, grammatically correct, and properly formatted in APA style. *Papers will not be accepted late except with documented justification and by prior arrangement*. I am, however, willing to read paper drafts finished early and provide feedback before you have to turn final drafts in to be graded.
2. **Attendance Policy:** Missing class meetings means that you miss out on important explanations, discussions, illustrations, and activities that will help you understand, synthesize, apply, and analyze the information presented in this course. Please contact me before class if you need to be absent. *More than one unexcused absence may result in loss of a letter grade in this course*.
3. **Accommodations Statement:** Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations must first take appropriate documentation to the Office of Disability Services locate in Suite 230 of the New Student Center. If you are in need of accommodations to complete any of the requirements in this course, please provide me with a copy of your official Accommodation Plan by the end of the second week of classes.
4. **Student Evaluation of Instructor:** Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Plus, I really care about your feedback! I will be seeking your opinions throughout the course. Also, upon completing the course, please take the time to fill out the online course evaluation.

Course Schedule

This is a tentative plan that may need to be altered as we progress through the semester.

*Asterisks indicate readings available for student discussion leading and **BOLD** is for graded papers

Date	Unit	Topics	Readings	Assignments Due
Week 1 1/16/14	Introductions	1.) Personal Introductions 2.) Syllabus Overview 3.) Reasons to Study ICC		Review syllabus and explore D2L <u>after class</u>
Week 2 1/23/14	Unit I. Field of ICC	1.) What is Culture? 2.) Culture, Communication, & Perception 3.) History of ICC & AL Fields	M&N Chapter 2 Alcoff (2006) *Atkinson (1999)	Online assignment #1 due <u>midnight before class 1/22</u> Article choices for discussion leading due <u>in class</u>
Week 3 1/30/14	Unit I. Field of ICC	1.) Culture-Language Connections 2.) Metaphor Studies 3.) Cultural Values Research	Conklin (1955) *Lakoff & Johnson (1980) M&N Chapter 3 Skim for assignment: Hofstede website	Online assignment #2 due <u>midnight before class 1/29</u>
Week 4 2/6/14	Unit I. Field of ICC	1.) Methods of Cultural Inquiry 2.) Skills for Cultural Research 3.) Ethics in Research	Damen (1987) *Venkatesh (2008)	Online assignment #3 due <u>midnight before class 2/5</u> China 5 from 5 Lecture <u>Friday 2/7 at 11am</u>
Week 5 2/13/14	Unit II. Identification	1.) Identity vs. Identification 2.) Performing Identities 3.) Identity in ICC Research	M&N Chapter 5 *Philipsen (1975) *Rudwick (2008)	Final research paper topics and preliminary sources due by email <u>midnight before class 2/12</u>
Week 6 2/20/14	Unit II. Identification	1.) Hegemony & Marginalization 2.) Legacies of Colonialism 3.) Multiculturalism	*Anzaldúa (1987) *Fanon (1967) *Leonard (2004)	Online discussion of Leonard article <u>open the week before and after class</u> Brazil 5 from 5 Lecture <u>Friday 2/21 at 11am</u>
Week 7 2/27/14	Unit II. Identification	1.) Communication Styles 2.) Perceptions of Conflict 3.) Conflict Styles	M&N Chapter 6 M&N Chapter 11 Skim for assignment: Hammer (2005)	Online assignment #4 due <u>midnight before class 2/26</u>
Week 8 3/6/14	Unit II. Identification	1.) Nonverbal Communication 2.) Silences across Cultures	M&N Chapter 7 *Acheson (2008)	South Korea 5 from 5 Lecture <u>Friday 3/7 at 11am</u>
Week 9 3/13/14	Unit III. Classrooms	1.) Teacher/Student Behaviors 2.) Cultural Learning Styles	*Crabtree & Sapp (2004) *Nelson (1995)	Reflection paper #1 due by midnight Saturday 3/15
Spring Break				
Week 10 3/27/14	Unit III. Classrooms	1.) Experiential Intercultural Activities in the Classroom, the Community, or Abroad 2.) Cultural Contexts of Teaching 3.) Othering	*Gu (2010) *Atay (2005)	Participate in D2L discussions <u>from 3/15 to 3/30</u> Post ICC activities in D2L <u>by midnight 3/27</u> Respond to others' activities <u>the week after class</u> South Africa 5 from 5 Lecture <u>Friday 3/28 at 11am</u>
Week 11 4/3/14	Unit IV. Contact	1.) Communication Accommodation 2.) Intercultural Competency/ies	*Ting-Toomey (1999)	5 from 5 critiques due by midnight after class 4/3
Week 12 4/10/14	Unit IV. Contact	1.) Collective Consciousness 2.) Contact Hypothesis 3.) Conflict Resolution	M&N Chapter 4 *Broome (2002)	Online assignment #5 due <u>midnight before class 4/9</u> Email culture paper outlines/drafts this week for feedback
Week 13 4/17/14	Unit IV. Contact	1.) Acculturation Outcomes 2.) Culture Shock	M&N Chapter 8 *Berry (2005)	Reflection paper #2 due midnight after class 4/17
Week 14 4/24/14	Unit IV. Contact	1.) Course Synthesis 2.) Cultural Discovery		Culture paper informal oral reports <u>in class</u>
Final 5/1/14	No Class			Culture papers due by midnight 5/1

Reading List

- Martin, J., & Nakayama, T. (2010). *Intercultural Communication in Contexts*, 5th edition. Boston: McGraw Hill.
- Alcoff, L. M. (2006). *Visible identities: Race, gender, and the self*. Oxford: Oxford University Press, pp. 94-97.
- Atkinson, D. (1999). TESOL and culture. *TESOL Quarterly*, 33(4), 625-654.
- Conklin, H. C. (1955). Hanulóo color categories. *Southwestern Journal of Anthropology*, 11, 339-344.
- Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*, (pp. 3-9). Chicago, IL: University of Chicago Press.
- <http://geert-hofstede.com/national-culture.html>
- Damen, L. (1987). A pragmatic approach to intercultural inquiry. In *Culture learning: The fifth dimension in the language classroom* (pp. 53-72). Reading, MA: Addison-Wesley.
- Venkatesh, S. (2008). "How does it feel to be black and poor?" and "First days on Federal Street." In *Gang leader for a day: A rogue sociologist takes to the streets* (pp.1-65). New York: Penguin Books.
- Philipsen, G. (1975). Speaking like a man in Teamsterville: Cultural patterns of role enactment in an urban neighborhood. *Quarterly Journal of Speech*, 61, 13-22.
- Rudwick, S. (2008). "Coconuts" and "oreos:" English speaking Zulu people in a South African township. *World Englishes*, 27, 101-116.
- Anzaldúa, G. (1987). "How to tame a wild tongue." In *Borderlands/La frontera: The new mestiza* (pp. 75-86). San Francisco: Aunt Lute Books.
- Fanon, F. (1967). *Black skin, white masks* [trans. Charles Lam Markmann]. New York: Grove Press, pp. 17-21.
- Leonard, M. F. (2004). Struggling for identity. In A. Gonzalez, M. Houston, and V. Chen (Eds.) *Our voices: Essays in culture, ethnicity, and communication*, 4th edition. (pp. 228-239). Los Angeles: Roxbury.
- Hammer, M. (2005). The intercultural conflict style inventory. *International Journal of Intercultural Relations*, 29 (6), 675-695.
- Hammer, M. (2005). The intercultural conflict style inventory. *International Journal of Intercultural Relations*, 29 (6), 675-695.
- Acheson, K. (2008). Silence in dispute. In C. Beck (Ed.), *Communication Yearbook, Volume 31* (pp. 1-58). Mahwah, NJ: Lawrence Erlbaum Associates.
- Crabtree, R. D., & Sapp, D. A. (2004). Your culture, my classroom, whose pedagogy? Negotiating teaching and learning in Brazil. *Journal of Studies in International Education*, 8, 105-132.
- Nelson, G. (1995). Cultural differences in learning styles. In J. Reid (Ed.) *Learning styles in the ESL/EFL classroom* (pp. 3-18). Boston: Heinle & Heinle.
- Gu, Q. (2010). Variations in beliefs and practices: Teaching English in cross-cultural contexts. *Language and Intercultural Communication*, 10(1), 32-53.
- Atay, D. (2005). Reflections on the Cultural Dimension of Language Teaching. *Language and Intercultural Communication*, 5, 222-236.
- Ting-Toomey, S. (1999). "Transcultural communication competence." In *Communicating across cultures* (pp. 261-276). NY: The Guilford Press.
- Broome, B. "Views from the other side: Perspectives from the Cyprus conflict." In J. Martin, T. K. Nakayama, & L. A. Flores (Eds.) (2002). *Readings in intercultural communication*, 2nd ed. (pp. 101-112). Boston: McGraw Hill.
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29 (6) 697-712.