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Required Text:

Course Objectives
- To increase students’ awareness of their own cultural identities and how that influences their communication styles
- To equip students with skills that will assist them in communicating with people from other cultures
- To equip students with the ability to apply appropriate intercultural theories when communicating with people from other cultures
- To explore how intercultural communication theories and skills can be applied in the students’ future professions
- To fulfill Whitworth University’s and the Communication Studies Department’s objectives to prepare students to live in a multicultural world

This course assists in meeting the Global Perspectives General Education requirement and the Communication Studies Department goals for students:

Apply communication skills in cross-cultural settings.
Students will understand their own cultural identity and how that influences their communication. Students will be able to recognize cultural and other differences and adapt appropriately when communicating in interpersonal, organizational and various computer-mediated transactions. Students will also develop skills in listening to and communicating the stories of others fairly and accurately.

Departmental Goals:
1. Demonstrate the interpersonal skills required to excel in job, family and other contexts.
   Students will be able accurately to analyze interpersonal communication situations, and to make appropriate communication decisions based on those assessments. Students will demonstrate appropriate skills in human perception, verbal and nonverbal communication, listening, self-presentation, conflict management, and relationship development.
2. **Demonstrate the ability to work both independently and cooperatively, and to be effective and comfortable in both settings.**
   Students will develop work habits to complete tasks when working alone. Students will also work effectively in pairs and groups to complete tasks, whether assigned by others or discovered by the group. Students will display audience sensitivity and respect toward fellow group members. They will use effective interpersonal skills to facilitate the completion of group tasks, and to promote group cohesion.

3. **Demonstrate the critical thinking skills required to excel in the intellectual, professional and personal dimensions of life.**
   Students will be able to apply higher level thinking skills to human communication situations. Higher level thinking skills include: application of communication principles in the classroom, and beyond; analysis of the parts, organization, arrangement, relationships and principles of communication; synthesis of parts of communication to produce unique communication messages; and evaluation of communication by making appropriate quantitative and/or qualitative judgments of communication.

**Global Perspectives General Education Objectives:** Courses in Global Perspectives introduce students to international diversity, including linguistic, political, economic, religious, racial, ethnic, gender, and other differences. They emphasize the role of diversity in determining perspective and communication patterns as well as applying this understanding to just community living in an increasingly diverse world. Upon completion, students should be able to:

1. Acknowledge human diversity and function justly and effectively in their personal, social, and professional environments within our culturally diverse world,

2. Know that people in other cultures may hold different understandings of reality,

3. Compare respectfully a Christian worldview perspective to that of others, and

4. Reflect upon what it means to be “the other.”

**As a result of this course, the students will be able to demonstrate growth in two or more of the following areas:**

A. Gain inter-cultural and cross-cultural competency as demonstrated by measured progress in assessment instruments, or augmented functional fluency in non-native language, or a sustained (a minimum of two weeks) living experience a culture different than one’s own.

B. Be able to articulate in speech, writing, dramatic, musical or visual materials perspectives that are different from one’s own cultural background with a measure of empathy, self-awareness, and perspective on ideas and values different than one’s own culture.

C. Be able to formulate open ended and flexible questions or statements regarding one’s own cultural background and the values that inform it. Additionally, articulate an awareness of the values and norms that inform other cultures by the reading of texts, interactive dialogues, self-reflection in the form of journals, essays and reflection papers and/or experiential learning with attendant written or oral reflection.
University Educational Goals:

**Critical Thinking**
The university enables students to use the tools of analytical and creative thinking to collect, process, and apply knowledge, and to imagine possibilities.

**Effective Communication**
The university teaches students to listen deliberately, speak persuasively and write clearly, and to engage responsively in artistic expression.

Course Policies:

**Attendance and Tardiness**
In order to see results in a collaborative learning environment, you must participate in that environment. Because Jan term is an intensive 3 week semester one cannot afford to miss class. In effect, a three hour class session (one day) is equivalent to one full week of class material. Consequently, attendance is imperative for student participation and success. For each unexcused absence from class you will lose 10 points per day from your final course grade. Please clear absences with me in advance and in writing for participating in a university sponsored activity or for a medical appointment. Please note that if you have a legitimate absence, documentation may be requested for verification as well as any applicable make-up assignment/activities.

**Due Dates**
Makeup tests, activities, or assignments will NOT be rescheduled unless you have a legitimate excuse for missing the assignment. If an emergency does occur and you must be absent on the day of an assignment, you are REQUIRED to call or email your instructor before the class is scheduled to meet. Please note that assignments are due at the beginning of class and late submissions will NOT be accepted.

**Writing Assignments**
You will be given the opportunity to demonstrate your level of understanding and application of the concepts and theories presented from the course in the form of writing assignments. Through observation, reflection, and self evaluation students will be expected to thoughtfully articulate their interactions and reflections as a measure of involvement with and mastery over the key concepts.

All writing assignments will follow the formatting guidelines below. Failure to adhere to these standards will result in a reduction of points from your writing assignments.

**Paper Requirements:**
- Typed
- Double spaced
- 1” Margins
- 12 point font maximum
- Stapled in the upper left hand corner
- Name and date in the upper right hand corner (single spaced)
- Total number of pages assigned
- Hard Copy due at the beginning of the class period for the assigned due date

**Classroom Environment/Participation**
A communication course requires a supportive environment where students are actively learning and engaging in various kinds of communication related activities and interactions. When listening to other students speak, be attentive and encouraging. A large majority of the learning will take place within the classroom through active participation in the form of class discussion and interaction.
Please be mindful of your peers and reciprocate the same level of respect you would have others extend to you. Poor listening habits or distracting behaviors will result in a reduction in your grade.

**Technology Policy**
Using a smart phone during class is **STRICTLY** prohibited. While laptops are permitted **ONLY** for the purpose of class related work, I reserve the right to dismiss students from class for partaking in any non-class related activities (i.e. texting, emailing, social networking, web-surfing, homework in class, registering for classes, etc.). This is a professional learning environment and students are expected to be professionally oriented in class. Additionally, poor listening habits, distracting behaviors, and/or misuse of technology **WILL** result in a reduction of your final grade.

**Group Meetings**
Group projects for this course will require students to meet outside of our regular scheduled class times. It is expected that students will make the necessary arrangements and attend all group meetings in and out of class for assigned group projects.

**Statement on Academic Dishonesty, and Possible Penalty for Violations:**
“Please note that I take extremely seriously the university’s policy on the need for academic honesty in all your work. *I refer you to the Whitworth Catalog, and the current Student Handbook, where guidelines on plagiarism and other forms of academic dishonesty are spelled out. Any form of dishonesty in an assignment will lead to a zero on the assignment, and I reserve the right to give a grade of F for the course as well.*” In addition, instances of plagiarism are reported to the associate provost of instruction.

**Special Needs and Accommodations**
Whitworth University is committed to providing its students access to education. If you have a documented special need that impacts your ability to learn and perform to your potential in the classroom, you will need to contact the Educational Support Office in Student Life to identify accommodations that are appropriate.

**Contact Information**
Katie McCray, Coordinator for Educational Support Services
Phone: 509.777.3380
Email: kmccrary@whitworth.edu

**Non-discrimination**
Whitworth University is committed to delivering a mission-driven educational program that cultivates in students the capacity to engage effectively across myriad dimensions of diversity. Whitworth University is committed to the fair and equal treatment of all students in its educational programs and activities. The University does not discriminate against students based on race, color, national origin, sex, gender identity, sexual orientation, religion, age or disability and complies with all applicable federal or state non-discrimination laws in its instructional programs.

**Fair and Equal Treatment**
Whitworth University professors strive to treat all students fairly and equally, applying the same rigorous standards and expectations to each of our students and working to invite students from all backgrounds into the challenges and rewards of our academic disciplines. Students who have concerns about how they have been treated should contact Dr. Randy Michaelis, McEachran Hall 218, ext. 4402, rmichaelis@whitworth.edu.
Title IX:
Whitworth University faculty members are committed to the well-being of each student. It is common for students to discuss non-course related issues with faculty and, when possible, faculty will keep such conversations strictly confidential. However, because federal law views faculty members as mandated reporters of any incidents of sexual misconduct, if a student informs a faculty member of an issue of sexual harassment, sexual assault, or discrimination, the faculty member is required by federal law to bring it to the attention of the Title IX Coordinator, Rhosetta Rhodes. The Title IX Coordinator will make the student aware of all options and resources available to them under Whitworth University policies and under the law.

There are Whitworth University employees whom federal law does not view as mandatory reporters, to whom a student could speak without the conversation being reported to the Title IX Coordinator. These include counselors in Counseling Services and any of the university chaplains on the staff of Campus Ministries.

Contact Information
Rhosetta Rhodes, Title IX Coordinator, Vice President for Student Life and Dean of Students
Phone: 509.777.4536
Email: titleixcoordinator@whitworth.edu

Counseling Center: 509-777-3529; Schumacher Hall.

Campus Ministries: 509-777-4345; Seeley G. Mudd Chapel

Statement Regarding Safety
Whitworth University cares about your welfare in the event of an emergency. During the first week of this course, please familiarize yourself with safety information posted in this classroom.

Quantity of Time for Class Preparation
The time spent in class preparation may be just as important as the time in class itself, and each course is a valuable part of your education. Therefore, expect to average between 6 and 9 hours each week in class preparation time for each three-credit course. The syllabus outlines due dates for assignments and tests. Please schedule your preparation time anticipating that items for this class may come due at the same time as items for other classes, both in and out of your major. The quantity of time spent preparing for each class generally correlates to the final grade earned.
Grading Procedure:

Your grade for this course will be based on your performance on the following assignments:

- Daily Presentations (5 points each) 10 points
- Film Reflection Papers (30 points each) 60 points
- Excursion Paper 30 points
- Reading Application Papers (35 points each) 105 points
- Cultural Presentations 50 points
- In Class Activities / Participation 50 points
- Final Paper 40 points
- Two Exams (50 points each) 100 points

Total 445 points

Tentative Class Schedule

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<th>Date</th>
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<th>Readings/Assignment Due Dates</th>
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<td>Elements of Culture; <strong>Film Paper Due</strong></td>
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<td><strong>F I L M / Reading Applications Due</strong></td>
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In Class Activities

Students will have ample opportunity in class to express and apply the concepts/ideas from the course readings through case studies, assessments, group projects, and media related activities. A range of these activities will be selected for evaluation and grading and are worth five points per activity. Grading will be based on level of student participation (active listening, thoughtful communication, and constructive interaction), clarity of relating and expressing the activity objectives to classmates and instructor, and submission of written work when requested.

Four Minute Presentations

Students will be given an opportunity to express and relate ideas from the readings in a way that is both practical and insightful. Each day four students will be assigned to present one of the applications listed below. Two students will present at the beginning of class and two at the after the scheduled break. Whichever you choose, make sure to connect your object of analysis in a way that is relevant to our study of intercultural communication.

There are 2 types of 4-minute presentations:

1) A Look Up that explains a historical reference, person, or statistic found in the week’s reading
2) A Current Event where an application of the week’s reading is related to a current event.

For example, a recent article in the New York Times (make sure to cite the author, publication, and date) addresses the problem with police officers and racial profiling in inner city neighborhoods. The emphasis of the article exemplifies a form of 'stereotyping’ that has considerable social impact.

Another example might be: J.H. McElroy, cited on page 55 of the textbook (paragraph one) authored the book American Beliefs: What Keeps a Big Country and Diverse People United. He is credited for his research on the early immigrants of the United States and asserts that many American cultural values can be traced to the influence of these first immigrants. Ideals such as freedom, individuality, and responsibility are cultural characteristics that have endured and differentiate America from other cultures.

For students presenting, you will be expected to submit with your presentation a one-page, double-spaced write up for the application you chose. Submit your work immediately after presenting, late submission will NOT be accepted.

Reading Applications

You will have the opportunity to apply intercultural theories to real-world problems. Three times during the term you will identify one media article that examines a culture or cultural clash. After finding a viable article, you will be expected to clearly identify and explain one theoretical construct from your readings, such as collectivism, polychronic time, proxemics, afrocentrism, or hidden history.
Your objective is to explain how that construct can help you interpret and understand the culture or clash. *(Turn in a printed copy of the article and full APA bibliographic citation with your reading application, not just a web site address. See Penguin Stylebook for proper APA citation styles.)*

We will discuss many additional ideas in class, but you must focus your application specifically on concepts considered in the readings. Your 2 ½ -3 page application essays *(35 points each)* will be evaluated on:

- Appropriateness of article selected and identification of a cultural concern or issue from that article *(10 points)*;
- Explanation of a single clearly identified theory from your readings *(10 points)*;
- Explanation of the connection between the cultural issue and intercultural theory *(15 points)*.

Please know that identifying articles will take time. Therefore, it is important that you first carefully complete all of your readings and identify possible theories that might be used for application. Then, read articles on selected cultures considering the possibility for application of those ideas. Your learning will come as much in reading and researching as it will in writing your analysis. *Paraphrase from the articles and text. Do not use direct quotes.* Please talk with the professor if you have trouble identifying articles.

**Film Reflection**

We will watch two films over the term and students will be given the opportunity to engage in both discussion and reflection. After reviewing each film, students will write a 3 page, typed and double-spaced reflection paper in response to the film. Your reflection paper should addresses at least five of the following questions and include the application of at least one prospective theory from the readings. Be prepared to present and discuss ideas from your reflections to the class.

1. What are the cultural conflicts?
2. Are the conflicts and the cultures presented fairly and accurately?
3. What does the story have to say about power?
4. What are the value differences that create the culture clash?
5. How does the film explain or give information about cultural identity?
6. Do the characters change or develop a stronger or different cultural identity?
7. How does history affect the standpoint of the characters?
8. How does language and communication style affect the characters or story?
9. Analyze non-verbal cues and cultural space.
10. What social interests or cultural positions are reflected? What cultural views are being advocated?

**Exams – 50 points each**

You will be given two exams throughout the duration of the term that are designed to assess your level of knowledge and mastery over the various materials that are presented and emphasized in class.

**Intercultural Challenge Presentations**

You and your team will provide your co-workers (also known as your classmates) with a 20-25 minute cultural introduction to help them prepare to enter a new country. As a team, select which group of co-workers you want to target your message towards:

- Wal-Mart managers opening a new store in your country
- Young Life leaders setting up a new high school program in your country
• Whitworth staff and faculty implementing a cross-cultural campus for Whitworth students in your country

Feel free to select a country other than the U.S. that you are familiar with or have visited, or a country of your own origin.

In your presentation, you want to help your co-workers be prepared by clearly and specifically addressing AT LEAST FIVE of these Intercultural Challenge issues (meaning your grade will be based on it). Assume your classmates already know about Wal-Mart, Young Life, and Whitworth. In other words, focus your presentation on these questions:

a. What conditions in the country indicate that your organization will be welcome?

b. How have similar organizations been received in this country?

c. What steps should your organization take to avoid being branded cultural imperialists?

d. Who make up the cultural minorities (ethnic, religion, or other) in this country? How will the cultural majority in this country respond when your co-workers interact with this group?

e. What are the gender expectations in this country? What should your co-workers know about interacting with the opposite sex? How should cultural differences in gender roles be resolved?

f. What do your co-workers need to know about the general preferences people from this country have about how work or living space should be arranged? How might that impact the way your organization is used to getting things done?

g. What do your co-workers need to know about the general preferences people from this country have about time? How might that impact the way your organization is used to getting things done?

h. What do your co-workers need to know about the general preferences people from this country have about information gathering? How might that impact the way your organization is used to getting things done?

To prepare, you need to research in ALL the following ways:

▶ INTERVIEW – Identify and interview at least one person, other than yourself or a family member, from your selected culture BEFORE your presentation, preferably face-to-face but an email interview is acceptable. (The interview subject must be a native of that culture rather than someone who visited or who worked there.)

▶ LOCAL NEWSPAPER – Read at least one newspaper from your country to learn more about current events and issues. You may use translated or English versions if no one in your group speaks the culture’s language. The web can be very helpful in finding newspapers.

▶ BOOKS, ARTICLES, AND WEB SITES: Find at least two published articles or books and one internet site discussing the culture beyond those in the textbooks. Please do not use travel guides, such as Fodor’s or the Lonely Planet. You may find help from the Washington Post at http://www.washingtonpost.com/wp-dyn/world/search/index.html, the Centre for Intercultural
On the day of your presentation, you will be graded on the following...

- **Appreciation Value** (15 points) - This should be fun. Bring visual aids, show short video clips, dress in traditional garb, teach a dance, play music, decorate the room, sing, explain some language or idioms, etc. (Do use PowerPoint.) **You want to explain the cultural significance of all appreciation aspects.** Your classmates will expect you to bring culturally related food on your assigned day that will be eaten during break, but this will not be included in your grade.

- **Educational Value** (20 points) - Fully address your *Intercultural Success* issues within the time allowed. Give your co-workers information that they really need. But you won’t have long – you must stick to the allotted time frame. Practice and prepare.

- **Research Value** (15 points) - At the **beginning of class** on the day of your presentation, turn in:
  - A list of which *Intercultural Challenge* issues your group will discuss
  - A bibliography of sources, including the name and phone number of persons interviewed the name and location of the culture's newspaper, and citations for the articles, books and internet sites. You must use full APA citations.
  - A one-page summary (not transcript) of the interview and your findings from research.

Failure to turn in fully completed research pages on time means that highest grade your team can receive on this assignment is a C. Don’t let that happen to you! You will have worked too hard.

**Writing Expectations**
This outline will help you understand how I will review all writing for this course. All work you turn in should be original. Any information or ideas gathered from other sources should be attributed. Please consult the university handbook or talk with me if you have any questions about plagiarism.

- **A+/A**
  - Answers the question asked by applying appropriate theories
  - Includes specific cultural examples on each point
  - Recognizes conflicting viewpoints
  - Avoids generalizations and stereotypes
  - Uses correct facts and attribution
  - Uses proper grammar and spelling

- **B+/B**
  - Answers the question but primarily relies on summaries
  - Includes specific cultural examples on most points
  - Recognizes conflicting viewpoints
  - Avoids generalizations and stereotypes
  - Uses correct facts and attribution
  - Uses proper grammar and spelling

- **B-/C+**
  - Answers the question but primarily relies on summaries
  - Includes few specific cultural examples
  - May not recognize conflicting viewpoints
  - Relies on some generalizations and stereotypes
  - Some problems with facts and attribution
Some problems with grammar and spelling

C/C-
- Does not answer the question directly
- May not recognize conflicting viewpoints
- Relies on some generalizations and stereotypes
- Some problems with facts and attribution
- Some problems with grammar and spelling

D/F
- Does not answer the question
- Does not recognize conflicting viewpoints
- Relies on generalizations and stereotypes
- Uses incorrect correct facts and attribution
- Uses improper grammar and spelling