

COMM 272, Intercultural Communication

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MWF 12:35PM - 1:25PM

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Corboy Law Center - Room 301

Office hours: 1:30-2:30 on class meeting days

Course Overview and Objective

This course introduces students to intercultural communication theory and research. Students explore how differences in ethnic, religious, economic, and geographical experiences produce social biases and engender conflict. Students are expected to explore their own cultural histories to understand how they create meaning and adopt attitudes.

From Sorrells (2022)—"The focus of our course is on understanding how culture and communication intersect in the context of globalization. Communication across cultural groups is complex and challenging and often leads to misunderstanding and conflict in our global world. Intercultural communication is also informing and creative and can lead to personal, local and global change, growth and innovation. While both difficult and rewarding, intercultural communication is central to all our lives in the global context."

Course Texts

Sorrells, K. (2022). *Intercultural communication: Globalization and Social Justice* (3rd ed.). Thousand Oaks, CA: SAGE.

Hau Hsu. (2022). *Stay True: A Memoir*. Penguin Random House.

Additional materials on Sakai.

Learning Outcomes

Students will be able to

1. explore cultural self-awareness, other-culture awareness and the dynamics that arise in interactions between people from different cultures.
2. understand how communication processes differ among cultures and to acquire knowledge and skills that increase intercultural competence.
3. understand that socially constructed systems of exploitation and exclusion--racism, sexism, and classism, for example--are historically based.
4. recognize how privilege, disadvantage and discrimination are perpetuated and communicated.

5. develop alternative communicative strategies, attitudes, and actions to challenge and dismantle these systems of exclusion and oppression.
6. make critical connections between local and global issues as well as the past and the present by examining the historical, political, and economic dimensions of intercultural communication in the context of globalization.

Course Requirements

I. Class Participation and Attendance (10 points)

This portion of your grade will come from your participation in all classroom activities over the term. It is important to be in class to learn from and contribute to the learning of others and to make meaningful contributions that demonstrate your engagement with the material.

II. Integration of *Stay True* in Discussions (10 points)

III. Linguistic Landscape (20 points): Due February 24

Choose a neighborhood in which to safely walk around and take pictures of public language use. These will include signs and other written and iconic messages of all kinds. Your goal will be to complete an analysis of the intercultural dimensions of this neighborhood.

Use the following questions to guide your analysis:

- Do you think residents of your neighborhood identify with the place they live? Why or why not?
- What evidence do you see of de-territorialized and re-territorialized cultures?
- Research the history of when and why different cultural/racial groups have lived in and moved from your area.
- How is your particular “here” (your neighborhood) linked to places “there” (other nations, cultural groups around the world)?
- What historical and current events/crises/trends explain why people from different cultures are present in your neighborhood?
- What evidence do you see of segregated cultural spaces? Explain
- What evidence do you see of contested cultural spaces? Explain
- What evidence do you see of hybrid cultural spaces? Explain

IV. Cultural Spaces (Due February 17) or Media Jamming (due March 24) Analysis (20 points)

Observe and analyze a cultural space.

Learning objectives:

1. To understand how cultural spaces can serve as places of belonging and identification, as spaces of opposition and resistance, as well as spaces where ideologies of domination and exclusion are disseminated around the globe.
2. To understand how cultural spaces serve as a location of enunciation.

Activity description: Locate a cultural space in which you can physically spend 1-2 hours over 2 separate visits. Observe the content of the space and the individuals within the space. Take extensive notes of all you see. If you need to get permission from those who created the space to gather data there, make sure to do so. Answer the following questions in an organized presentation.

Title: _____ as a Location of Enunciation.

- Where is the space?
- What is the history of the space? When did it originate? How long has it existed? Has it changed over time?
- What is in the space?
- Who is in the space?
- What are the goals and primary messages of the cultural space?
- What do individuals do in the space?
- What do individuals say in the space?
- How do the content and individuals create and/or reclaim a cultural space?
- Is this space as segregated, hybrid, and/or contested? Explain.
- Pay attention to the normative orders or rules of the space. How do these orders or rule operate in the space (as a parent might explain them to a child)? Can the rules of the space be challenged and, if so, how? How might others in the space ('owners', creators, visitors) react to this challenge? You are not to challenge any of the rules. This is a thinking question.
- How is the cultural space constructed to be a location of enunciation?

Based on Sorrells, *Intercultural Communication: Globalization and Social Justice*, 3rd edition

**V. Intercultural Communicative Practices (Presentation=20 points; Paper=20 points)
Due April 17-28**

This multicultural project involves a team approach to investigate and present a critical topic or issue in intercultural communication. The purpose of the project is to gain understanding and experience working collaboratively in multicultural teams, to learn in more depth about the intercultural dimensions of current issues and to creatively present the results to our classmates. Teams are expected to approach the topic/theme from both a global and local perspective specifically addressing intercultural dimensions of the issues. The topics below are ideas to get started. Each team will select one issue/topic from the list.

- Team 1: Intercultural communicative dimensions of immigration and migration debates and processes and of border politics in the U.S. and globally.
- Team 2: Intercultural communicative dimensions and effects of media representation of non-dominant groups.
- Team 3: Intercultural communicative dimensions of interpersonal relationships; the role of race, class, religion, national, gender, and/or linguistic differences in interpersonal relationships.
- Team 4: Intercultural communicative dimensions of economic disparity, poverty; and exploitation of world labor (within and outside the U.S.).
- Team 5: Intercultural communicative dimensions of conflict management--causes of and solutions for intercultural, interpersonal, community and international conflict, globally and locally.
- Team 6: Intercultural communicative dimensions of social justice, civil rights and human rights; and movements for social change (e.g., immigrant and migrant rights, GLBT rights, economic justice-Occupy protests)

This team project will proceed according to the following steps:

1. Form a team based on topic interest
2. Discuss, define, and narrow group topic in consultation with instructor
3. Research for the topic should include:
 - a. Empirical data gathering through interviews
 - b. Library-based research
4. Prepare 20 minute presentation
 - a. All group members need to participate
 - b. Be creative with your presentation, perhaps include a video
5. Present in class (Your presentation should offer new information; do NOT duplicate the textbook)

6. Submit an individual paper (8-10 pages including bibliography).

Course Evaluation

Participation	10
Cultural Spaces or Jamming Media Presentation	20
Linguistic Landscape Research	20
Communicative Practices Presentation	20
Communicative Practices Paper	20
Total	100

At all times and in all tasks in and out of class, your ethical comportment is mandatory. Be honest, respectful of self and others, and as confident as you can be when defending your perspectives. Always cite your references and acknowledge those who have influenced your viewpoints. Be aware of your needs and those of others in the classroom, and act appropriately. Failure to act in an ethical manner (e.g., respecting, disagreement) will affect your participation grade.

Grading Scale

A = 100-93	A- = 92-90	B+ = 89-86	B = 85-82	B- = 81-80
C+ = 79-76	C = 75-72	C- = 71-70	D+ = 69-66	D = 65-60

COURSE DATES AND READINGS AND ASSIGNMENTS

Note: This schedule may be modified according to the specific needs of the class. Updates to assignments, readings, and activities will be provided during the semester.

January 18-20

Introduction and Foundations of
Intercultural Communication in the Global Context

The Universal Declaration of Human Rights—1948. 30 articles.

<https://www.thinglink.com/scene/885518633164341250>

January 23-27

The Communication Process <https://open.lib.umn.edu/communication/chapter/1-2-the-communication-process/>

Communication Practices <https://open.lib.umn.edu/communication/chapter/1-3-communication-principles/>

January 27-February 3

Intercultural Communication and Globalization

Ch. 1

Ch. 2

February 6-10

Globalizing Body Politics: Embodied Verbal and Nonverbal Communication

Ch. 3

February 13-17

(Dis)Placing Culture and Cultural Space: Locations of Nonverbal and Verbal
Communication

Ch. 4

February 20-24 and February 27-March 3

Privileging Relationships: Intercultural Communication in Interpersonal Contexts

Ch. 5

March 6-10 SPRING BREAK

March 13-17

Crossing Borders: Migration and Intercultural Adaptation

Ch. 6

March 20-24

Jamming Media and Popular Culture; Analyzing Message About Diverse Cultures

Ch. 7

March 27-31

The Culture of Capitalism and the Business of Intercultural Communication

Ch. 8

- Papers and course assignments will be graded on students' ability to understand and application of course material.
- University standards regarding academic integrity, examinations and grading will be observed in this course. **Plagiarism in academic work or dishonest examination behavior will result in an "F" grade** for the assignment or for the course, and might carry further sanctions (see the Loyola Undergraduate Studies Catalogue and the back of this syllabus). Avoid any behavior that could be interpreted as plagiarism or academic dishonesty (e.g., failing to credit a source, or using somebody else's ideas without clarifying that they are not yours).
- Do not hesitate to ask for clarifications at any time during lectures. Questions and comments are not interruptions but fundamental components of learning!
- Electronic devices can be used in the classroom as long as you are using them to enhance your participation and comprehension in class. Do not check email or chat. Doing so will have a very negative impact on your participation grade.

School of Communication Statement on Academic Integrity

A basic mission of a university is to search for and to communicate truth as it is honestly perceived. A genuine learning community cannot exist unless this demanding standard is a fundamental tenet of the intellectual life of the community. Students of Loyola University Chicago are expected to know, to respect, and to practice this standard of personal honesty.

Academic dishonesty can take several forms, including, but not limited to cheating, plagiarism, copying another student's work, and submitting false documents. These examples of academic dishonesty apply to both individual and group assignments. Academic cheating is a serious act that violates academic integrity. Cheating includes, but is not limited to, such acts as:

- Obtaining, distributing, or communicating examination materials prior to the scheduled examination without the consent of the teacher;
- Providing information to another student during an examination;
- Obtaining information from another student or any other person during an examination;
- Using any material or equipment during an examination without consent of the instructor, or in a manner which is not authorized by the instructor;
- Attempting to change answers after the examination has been submitted;
- Taking an examination by proxy. Taking or attempting to take an exam for someone else is a violation by both the student enrolled in the course and the proxy.
- Unauthorized collaboration, or the use in whole or part of another student's work, on homework, lab reports, programming assignments, and any other course work which is completed outside of the classroom;

- Falsifying medical or other documents to petition for excused absences or extensions of deadlines; or
- Any other action that, by omission or commission, compromises the integrity of the academic evaluation process.

Plagiarism is a serious violation of the standards of academic honesty. Plagiarism is the appropriation of ideas, language, work, or intellectual property of another, either by intent or by negligence, without sufficient public acknowledgement and appropriate citation that the material is not one's own. It is true that every thought probably has been influenced to some degree by the thoughts and actions of others. Such influences can be thought of as affecting the ways we see things and express all thoughts. Plagiarism, however, involves the taking and use of specific words and ideas of others without proper acknowledgement of the sources, and includes, but is not limited to, the following:

- Submitting as one's own material copied from a published source, such as Internet, print, CD-ROM, audio, video, etc.;
- Submitting as one's own another person's unpublished work or examination material;
- Allowing another or paying another to write or research a paper for one's own benefit; or
- Purchasing, acquiring, and using for course credit a pre-written paper.
- Submitting the same work for credit in two or more classes, even if the classes are taken in different semesters. If a student plans to submit work with similar or overlapping content for credit in two or more classes, the student should consult with all instructors prior to submission of the work to make certain that such submission will not violate this standard.

The above list is in no way intended to be exhaustive. Students should be guided by the principle that it is of utmost importance to give proper recognition to all sources. To do so is both an act of personal, professional courtesy and of intellectual honesty. Any failure to do so, whether by intent or by neglect, whether by omission or commission, is an act of plagiarism. A more detailed description of this issue can be found at https://www.luc.edu/academics/catalog/undergrad/reg_academicintegrity.shtml.

Plagiarism or any other act of academic dishonesty will result minimally in the instructor's assigning the grade of "F" for the assignment or examination. The instructor may impose a more severe sanction, including a grade of "F" in the course. All instances of academic dishonesty must be reported by the instructor to the Associate and Assistant Deans of the School of Communication. Instructors must provide the appropriate information and documentation when they suspect an instance of academic misconduct has occurred. The instructor must also notify the student of their findings and sanction.

The Associate and Assistant Deans of the School of Communication may constitute a hearing board to consider the imposition of sanctions in addition to those imposed by the instructor, including a recommendation of expulsion, depending on the seriousness of the misconduct. In the case of multiple instances of academic dishonesty, the Dean's office

may convene a separate hearing board to review these instances. The student has the right to appeal the decision of the hearing board to the Dean of SOC. If the student is not a member of the SOC, the dean of the college in which the student is enrolled shall be part of the process. Students have the right to appeal the decision of any hearing board and the deans of the two schools will review the appeal together. Their decision is final in all cases except expulsion. The sanction of expulsion for academic dishonesty may be imposed only by the Provost upon recommendation of the dean or deans.

Students have a right to appeal any finding of academic dishonesty against them. The procedure for such an appeal can be found at:

http://www.luc.edu/academics/catalog/undergrad/reg_academicgrievance.shtml .

The School of Communication maintains a permanent record of all instances of academic dishonesty. The information in that record is confidential. However, students may be asked to sign a waiver which releases that student's record of dishonesty as a part of the student's application to a graduate or professional school, to a potential employer, to a bar association, or to similar organizations.

Student Accommodations

Loyola University Chicago provides reasonable accommodations for students with disabilities. Any student requesting accommodations related to a disability or other condition is required to register with the Student Accessibility Center (SAC). Professors will receive an accommodation notification from SAC, preferably within the first two weeks of class. Students are encouraged to meet with their professor individually in order to discuss their accommodations. All information will remain confidential. Please note that in this class, software may be used to audio record class lectures in order to provide equitable access to students with disabilities. Students approved for this accommodation use recordings for their personal study only and recordings may not be shared with other people or used in any way against the faculty member, other lecturers, or students whose classroom comments are recorded as part of the class activity. Recordings are deleted at the end of the semester. For more information about registering with SAC or questions about accommodations, please contact SAC at 773-508-3700 or SAC@luc.edu.

Title IX Notice of Reporting Obligations for Responsible Campus Partners

As an instructor, I am considered a Responsible Campus Partner ("RCP") under Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, and Retaliation](#) (located at www.luc.edu/equity). While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a RCP I am required to report certain disclosures of sexual misconduct (such as sexual assault, sexual harassment, intimate partner and/or domestic violence, and/or stalking) to the University's [Title IX](#) Coordinator.

As an instructor, I also have a mandatory obligation under Illinois law to report disclosures of or suspected instances of child abuse or neglect (<https://www.luc.edu/hr/legal-notices/mandatedreportingofchildabuseandneglect/>).

The purpose of these reporting requirements is for the University to inform students who have experienced sexual/gender-based violence of available resources and support. Such a report **will not generate a report to law enforcement** (no student will ever be forced to file a report with the police). Furthermore, the University's resources and supports are available to all students even if a student chooses that they do not want any other action taken. Please note that in certain situations, based on the nature of the disclosure, the University may need to take additional action to ensure the safety of the University community. If you have any questions about this policy, you may contact the [Office for Equity & Compliance](#) at equity@luc.edu or 773-508-7766.

If you wish to speak with a confidential resource regarding gender-based violence, I encourage you to call [The Line](#) at 773-494-3810. The Line is staffed by confidential advocates from 8:30am-5pm M-F and 24 hours on the weekend when school is in session. Advocates can provide support, talk through your options (medical, legal, LUC reporting, safety planning, etc.), and connect you with additional resources as needed. More information can be found at luc.edu/coalition or luc.edu/wellness.

Use of Appropriate Names and Pronouns

Addressing one another at all times by using appropriate names and gender pronouns honors and affirms individuals of all gender identities and gender expressions. Misgendering and heteronormative language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth.

If you wish, please share your gender pronouns with me and the class when you introduce yourself; and/or on your name placard; and/or on your Zoom profile. If you do not wish to be called by the name that appears on the class roster or attendance sheet, please let me know. My goal is to create an affirming environment for all students with regard to their names and gender pronouns.

Privacy Statement

Assuring privacy among faculty and students engaged in online and face-to-face instructional activities helps promote open and robust conversations and mitigates concerns that comments made within the context of the class will be shared beyond the classroom. As such, recordings of instructional activities occurring in online or face-to-face classes may be used solely for internal class purposes by the faculty member and students registered for the course, and only during the period in which the course is offered. Instructors who wish to make subsequent use of recordings that include student

activity may do so only with informed written consent of the students involved or if all student activity is removed from the recording.

Student Diversity, Equity and Inclusion

As Loyola’s mission statement holds, “We are Chicago's Jesuit, Catholic University-a diverse community seeking God in all things.” Together, as a community rich in diversity, we are called to “expand knowledge in the service of humanity through learning, justice and faith.”

Recognizing and appreciating the diverse collection of identities, experiences, perspectives, and abilities of the students, faculty, staff, and community partners with whom we collaborate, the School of Communication commits itself to enriching academic experiences through the advancement of diversity, equity, inclusion, anti-racist, and anti-oppressive practices.

Managing Life Crises and Finding Support

Should you encounter an unexpected crisis during the semester (e.g., securing food or housing, addressing mental health concerns, managing a financial crisis, and/or dealing with a family emergency, etc.), I strongly encourage you to contact the Office of the Dean of Students by submitting a CARE referral (LUC.edu/csaa) for yourself or a peer in need of support. To learn more about the Office of the Dean of Students, please find their websites here: LUC.edu/dos or LUC.edu/csaa; phone number 773-508-8840, email deanofstudents@luc.edu

Loyola COVID-19 Policies

Loyola University Chicago’s Health, Safety, and Well-Being Update website helps keep our community informed on health and safety protocols that allow us to remain on campus as we continue to navigate the challenges of COVID-19 in our community. This site contains information on required practices for anyone on our campuses as well as resources for students, faculty, and staff.

<https://www.luc.edu/healthsafetyandwellbeing/>

