

Course Syllabus

Global Communication & Culture Department Intercultural Communication - Fall Semester 2010

Tuesdays periods 5-6 & Thursdays period 6 Room 24-00-01

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Schedule:

	Mon	Tue	Wed	Thu	Fri
0 [08:00-08:50]	Research Project / Internship 33-03-04		Research Project / Internship 33-03-04		
1 [09:00-09:50]			Cultural Diversity & Identity 24-00-01	Daejeon Theological Seminary	
2 [10:00-10:50]					
3 [11:00-11:50]		Faculty Meetings & Lunch			
4 [12:00-12:50]	Lunch		Lunch	Lunch	Lunch
5 [13:00-13:50]		Intercultural Communication 240001			
6 [14:00-14:50]			Intercultural Communication 24-00-01		
7 [15:00-15:50]			Introduction to World Music 33-01-04		
8 [16:00-16:50]				Introduction to World Music 33-01-04	
9 [17:00-17:50]					
10 [18:00-18:50]	Overseas Practicum B 33-04-03				
11 [19:00-19:50]					
12 [20:00-20:50]					

Introduction

"Men hate each other because they fear each other; they fear each other because they do not know each other; they do not know each other because they do not communicate; they do not communicate because they are separate." Rev. Dr. Martin Luther King, Jr.

This course is about communication within different cultures (i.e. cross-cultural) and communication between different cultures (i.e. intercultural). Students will become attuned to the values, beliefs, and assumptions they hold generally and about communication specifically as they interact with people unlike themselves.

This course looks at intercultural communication from a perspective of four premises: that culture happens through communication; that by understanding culture and how it shapes communication, you come to understand communication better; that intercultural communication can happen visibly as well as invisibly; and that knowing about communication and about culture can (sometimes) make intercultural communication go more smoothly. Oh yes, a fifth, more value-laden premise: To the extent that intercultural communication can go more smoothly, the world can be a better place.

This is an unconventional class whose main goal is to provide you with an opportunity to explore what it means to be a young Korean in the world at the beginning of the 21st century and what it could be like for you to communicate with people abroad, especially those who don't like Koreans.

How can you still be friends? What obstacles are there to finding common ground in communication with people abroad who may, in many ways, be just like you (for example, college students in Pakistan or the Middle East)? How can these obstacles be removed, in the context of a human relationship and face-to-face communication?

Purpose and Objectives

The general purpose of this class is to understand the ways in which culture and communication intersect and influence each other. An emphasis will be placed on understanding the importance of context—social, cultural, historical, and political—in intercultural interactions and communication. Specifically we will aim to:

- Explore cultural self-awareness, other-culture awareness and the dynamics that arise in interactions between people from different cultures.
- Understand how communication processes differ among cultures and to acquire knowledge and skills that increase intercultural competence.
- Gain a critical perspective on local/global issues by examining the historical and political dimensions of intercultural relations.
- Identify barriers to effective cross-cultural and intercultural communication and develop strategies for dealing with these barriers.

Methods

This course is a journey. As most journeys, our travels take us to places both known and unknown. In the process, we will learn a great deal about others—their values, ways of thinking, behaving and communicating. We will also learn about ourselves. Self-reflection is an important aspect of intercultural communication. In our exploration of new territory in this class, we go away from home but also return home.

In this course, we are all learners and teachers. Your experience and capacities as human beings are valuable resources for us all. Respect for yourself and others is essential for creating a positive learning environment in this class.

Throughout this course, you will have the opportunity to gain knowledge, skills, and attitudes that will increase your intercultural communication competence. A variety of teaching methods including lecture, discussion, group work, and exercises will be used to address issues in this class.

This is an interactive, experiential class. Students are expected to engage actively in class discussion, learning exercises, and group activities. There are many ways to participate including active listening, thoughtful inquiry, as well as verbal and non-verbal communication. Attendance is absolutely critical to meeting the overall requirements of the course. Your participation grade will be evaluated based on your active participation in all class activities. It is very difficult to participate if you are not here!!

Our textbook will be excerpts from the book by Everett M. Rogers and Thomas M. Steinfatt, **Intercultural Communication**. I will provide you with access to the relevant parts of the book and other resources as needed.

Evaluation

In evaluating your assignments, a primary consideration will be the extent to which they display your intellectual engagement in the course – I will look for those flashes of insight that show you are carefully thinking about the ideas introduced in class and actively applying them to your work. Therefore astute observations, thoughtful analyses and creative ideas are more important than recitation of facts or flawless composition.

You will receive a "B" if you do all that is required for each assignment. If you do all that is required and you demonstrate extra effort and an above average understanding and analysis, you will earn an "A." Grades will be calculated as follows:

Class Preparation & Participation 30%

Assignments 20%

Group Project 25%

Midterm 10%

Final 15%

Class Preparation and Participation

I strongly believe that 200-level classes should involve a high level of student responsibility and commitment. In order for class to be productive and interesting, you must keep up with reading assignments. Your class preparation/participation grade will be calculated based on your performance on Pop Quizzes on weekly reading assignments (worth 50% of participation grade), and your informed contribution to class discussion of course concepts and involvement in impromptu in-class activities (worth 20% of preparation/participation grade). All pop quizzes will be in short essay format. Attendance will be worth 30% of your preparation/participation grade.

Group Project

The project is designed to investigate cultures that we, as a class, believe should be better understood. You will be assigned to groups of 3-4 people based on which culture(s) you prefer to study. Each group will read information about its culture of interest, interview members of that culture, if possible, and observe cultural displays in order to determine the ways in which the culture affects its members' communication. Each group will give a 30-minute presentation that includes a discussion of the cultural components, stories about the investigation of that culture, and conclusions that the group has drawn regarding how the make-up of that culture influences its communication. Group members will then answer class questions for up to 15 minutes. Your group presentation will be evaluated based on the quality of the information you present to the class as well as the quality of the presentation itself. Further details will be discussed in class. Those students who achieve the most success in this project are those who accept the nature of group responsibility and who prepare, communicate, and perform effectively in their group work. As in other realms of the real world, groups in this class have the ability to fire non-productive/cooperative members.

Course Policies

- You are expected to attend every class. If you are 12 or more times absent you cannot pass the course. You are expected to come to class on time. If you are late, you will receive only half of your attendance point. If you are more than 15 minutes late you will receive no attendance point. The professor may excuse certain absences such as personal emergencies (severe personal or family illnesses, personal or family tragedies, work-related emergencies). Proof for excused absences must be documented within two classes of the absence and must clearly state that the emergency required that the student miss the course on the date and at the time of the absence. Further, I expect you to take responsibility for learning in the following ways: If you miss class, it's up to you to get notes from another student. If you don't understand the reading or an assignment, it's up to you to ask questions. It's up to you to turn in assignments at the right time and place. I will accept late assignments under the condition that a 10 point penalty will be assessed for each day the assignment is late.
- You are expected to bring your DICTIONARY, a pen, and some paper to every class.
- You must complete all your work on time. If you are absent from a class, see your professor before class. If you don't, your professor will NOT take late homework.
- If there are any quizzes or graded activities during a class when you are absent, you CANNOT do it at a later time.

- You must turn OFF all cellular phones and pagers BEFORE entering the classroom each day.
- If your electronic device rings or beeps during class, you will LOOSE ONE POINT from your final grade. If you play with your electronic device during class your teacher will keep it until the end of the class period.
- SPEAK OR WRITE ONLY IN ENGLISH during class time. If you must speak Korean, please, ask permission to do so first. DO NOT translate from Korean. Think in English from the start to finish!
- DO YOUR OWN WORK! Anyone caught copying or cheating or copying on any assignment will get a grade of 'F' for that assignment. Academic Honesty is assumed!! Otherwise you will fail this class and the case will be handled according to the guidelines of the Student Conduct Code. Falsified medical excuses fall within the guidelines of this policy.
- IF YOU DON'T UNDERSTAND, ASK THE TEACHER, NOT A STUDENT! *****

CLASS SCHEDULE

Week	Date	Class Content
1	August 31	Course Introduction
1	September 2	Overview and Relevance of IC
2	September 7	Overview and Relevance of IC
2	September 9	Overview and Relevance of IC
3	September 14	
3	September 16	Cultural Autobiography Assigned
4	September 21	No classes - Chuseok
4	September 23	No classes - Chuseok
5	September 28	
5	September 30	
6	October 5	
6	October 7	
7	October 12	
7	October 14	
8	October 19	Cultural Autobiography Due: Present your collage of cultural identification: Make a collage on a large piece of paper, composed of photos, pictures cut out of magazines, etc. that represent your life, particularly its cultural aspects. When you arrive in class, put your collage on the wall, and be prepared to explain it to the class.
8	October 21	Midterm Exam
9	October 26	
9	October 28	RP #1 Due
10	November 2	
10	November 4	Group Projects Assigned
11	November 9	
11	November 11	
12	November 16	
12	November 18	RP #2 Due
13	November 23	
13	November 25	
14	November 30	
14	December 2	Final Exam
15	December 7	Group Presentations
15	December 9	Group Presentations

Assignments

Cultural Autobiography – Due April 21st (10 points)

You are to write a thoughtful autobiography which highlights the most important cultural aspects of your life experiences, particularly those experiences covered in text material and discussions. You may choose to begin this project by first creating a personal culture collage that can be used to visually tell the class about yourself. I would like you to focus on telling us about your culture - your background, cultural values, cultural experience, etc. This should also include ways in which you are “culturally different” even from other Koreans. This is a way for you to share who you are with the class. Take time and care with this project. You are presenting yourself - use your creativity. The purpose of the assignment is for you to reflect on yourself and your cultural background and have an opportunity to share this with others. Evaluation is based on level of engagement, not artistic ability. The report is to be 6-8 typed double-spaced pages in length. Remember that an in-class presentation is also part of the overall grade for this project.

REFLECTION QUESTIONS: These are only a sample. Use creativity in developing your project.

- How would you define your cultural identity? Why do you choose to define yourself this way?
- Have there been experiences in your life when your avowed identity was in conflict with an ascribed identity placed on you by others? Explain.
- What experiences in life have helped to form your cultural identity?
- Briefly describe your family structure.
- What cultural celebrations or traditions are particular to your culture? What is the significance of these traditions? Does your family recognize these traditions? How might your family practice these traditions/holidays differently from other Koreans?
- In what ways has your culture been taught to you? Be specific.
- How have your life experiences affected your relationships with and understanding of persons who are culturally different from you?

Intercultural Field Experience and Reflection Papers - (2 x 5 points each = 10 points)

This assignment requires that each student engage in an intercultural experience and write a summary of the experience. The important consideration here is involvement, not just as a bystander or observer, but engagement in an event with a group of people from a cultural group other than your own, or involvement in an experience that is different culturally from your own. You may decide to attend a cultural event (such as a fair, religious service, etc.) or get to know someone in depth from a cultural group other than your own. Examples and ideas will be discussed in class.

For this assignment, students are required to write a four to five page reflection paper that includes:

- 1.) A description of the experience.
- 2.) Application of concepts and ideas from the course.
- 3.) A summary of what you have learned from the experience.

Create an intriguing title for each report. Each report should be carefully proofread, double-spaced with 1-inch margins, and use Times New Roman 12-point font

Field Experience Options:

1. Ethnic News watch: Compare the coverage of one news item in three different ethnic newspapers. What, if anything, is different about the way the story is covered?
2. Cultural Interview: Interview someone from another culture who is living in Korea. What surprises did they encounter when they came here? What differences have they noticed? How have they adjusted?
3. Expatriate Interview: Interview someone from Korea, who has lived for at least a year in another country. What surprises did they encounter in the new country? What differences did they notice? How did they adjust?
4. Subculture Exploration: Visit an area of Daejeon or Seoul that is known as a gathering place for non-Koreans. How do you feel as a "foreigner" in that place? What differences in communication do you observe?
5. Web Site Contrast: Do a comparison and contrast of web sites from three different countries.
6. World Culture Clash: Analyze one of the world's ethnic conflicts from an intercultural communication perspective.
7. Film Analysis: Watch a foreign film and describe what you learn about that culture's communication through the film.

8. E-mail Relationship: Find someone on-line from another culture and communicate with them via e-mail at least five times, back and forth. Can you tell the person is from another culture from their on-line communication? Do they use technology differently? Please save each e-mail message, print and attach them to your report.
9. Culture in the News: Look through magazines and newspapers to find stories which focus on cultural issues. Choose three stories but highlight the most interesting one in your report.

Paper Evaluation Criteria

Your paper will be graded depending upon the following six criteria:

- Focus on Communication (how well do you develop this topic)
- Cultural Identity (how well can you identify/support/explore your own)
- Insight (how well you support your own observations and conclusions)
- World Views (how well you develop these aspects of your culture/s)
- Writing Quality (how well you write, proofread, and express yourself)

Group Project – (25 points)

During the final 2 weeks of classes, each group of 3-4 students will give a 20-minute presentation followed by 10-minutes for questions from class and professor. *The more questions there are from the class, the fewer there can be from your professor.*

The presentation should DEMONSTRATE (this means “show - not describe”) a selected culture’s communicative behavior, while exemplifying as many of the subject culture’s norms, values, and beliefs as possible. Course relevance must be explicitly shown. Think of this as similar in content to the cultural autobiography, but as it applies to your target culture, rather than your own.

All group members must participate in the presentation, and all will receive the same group grade. However, non-participatory/supportive members can be “fired” by the group. Such former members will need to complete an alternative project/assignment.

The style of presentation is limited only by your own imagination and the resources available to us in our classroom.

Examples:

- Guided bus and river tours
- “A day in the life” skits - with costumes
- Recreations of cultural holidays and events - in costume
- Video “Documentaries”
- Quiz Shows from the subject culture
- TV “Magazine” and News Shows from the subject culture
- Live and video “Soap Operas” from the subject culture
- Corporate and University orientations for sojourners about to leave for the subject culture

Minimum expectations are that groups will SHOW us what their subject culture looks and sounds like. The expectation is that you are somehow taking us to that culture, not just telling us about it. In essence, the only thing the presentation MAY NOT BE is boring, unimaginative, disorganized, or poorly prepared. Don’t even think about reading us PowerPoint slides filled with words.

<https://www.cia.gov/cia/publications/factbook/index.html> - **CIA World Fact Book**: This is an up to date list of vital statistics for the countries of the world. It can be a starting point in your research of your chosen cultures.