

A2318 CROSS CULTURE STUDIES Quarter 3rd

Instructor: Jannette Wei-Ting Wang Gutierrez

Class Meetings: Monday 10:10am – 12:00pm & Wednesday 13:10pm-15:00pm, Feb.16 – April 19, 2009, Room: CL328

Office Hours: Office: CL412, Tuesday-Thursday: 10am-12pm and by appointment

Phone: 987-3088#7131

Email: jannettegutierrez@yahoo.com

Required Textbooks:

Samovar, L. A., Porter, R. E., McDaniel, E.R. (2007), *Communication Between Cultures*. (6th edition), Belmont, California: Wadsworth Publishing Company.

Course Description

It has become commonplace knowledge that globalization is one of the major forces shaping our world. If we look at the spread of information, ideas, capital, media, cultural artifacts - or for that matter, people - we can see the boundaries and borders that have historically separated one country or one group from another are becoming more and more permeable.

"Cross Culture Studies" is designed to help you meet the challenges of living in a world in which, increasingly, you will be asked to interact with people who may not be like you in fundamental ways. Its primary goals are to help you become more sensitive to intercultural communication differences, and to provide you with the knowledge and skills that will help you interact successfully with people from cultures other than your own. This course will accomplish those goals by exposing you to some of the best writers and scholars on the subject of intercultural communication, and by giving you a variety of opportunities to practice intercultural communication yourself. As you read the syllabus for this course, we hope you get a sense of our commitment to making this course a rewarding experience for you.

Specific Course Goals

There are seven objectives we hope to accomplish during the semester. They are:

1. **Understand the role of communication in culture.** Although coming from different perspectives, philosophers, anthropologists, sociolinguistics, and communication experts have all examined the role of communication in creating and maintaining culture. We will begin the course by looking at this fundamental connection between culture and communication.
2. **Recognize cultural variables.** Every culture is confronted with a series of questions it tries to answer in a variety of ways. (Some examples of these questions include: Is change positive or negative? What is the nature of authority? Is doing important or is being important?) Since obviously we will not be able to study every culture, we will develop ways of thinking about and identifying cultural variables that appear through communication. The goal is to give you a framework that will enable you to analyze and understand the cultures with which you will have contact.
3. **Familiarize yourself with the communication norms, rituals, and taboos of other cultures.** Through a series of case studies in the second half of the course, you will have the opportunity to learn about the specific communication practices that exist in six countries. If some members of the class are from those countries, we hope they will become "informants" to add to our knowledge.
4. **Learn about barriers to intercultural communication, adjustment to other cultures, and culture shock.** We will work to identify those communication behaviors that can interfere with effective intercultural communication. We will also discuss the stages people go through as they adjust to other cultures, and ways to minimize culture shock.

5. **Practice performing communication activities as they would be done in other cultures.** After exploring how speaking, listening, and communicating nonverbally differ from culture to culture, we will go on to look at how persuading, motivating, constructing an argument, problem solving, decision making, negotiating, and resolving conflicts also vary. In-class exercises will give you the chance to practice these kinds of communication skills as they are performed in other countries.
6. **Learn how differences in intercultural communication manifest themselves in different professional settings.** Through presentations and reports you will create in intercultural teams, you will look more closely at the role intercultural communication plays in business, education, health care, diplomacy, the arts, etc.
7. **Increase sensitivity to your own cultural background and its impact on how you communicate, increase knowledge of ethical issues in communicating interculturally, and increase sensitivity to communicating with people from different cultures.** If we achieve objectives 1-6, then reaching these goals will follow naturally.

Course Format

The course is divided into two sections. The first component focuses on understanding the roots and manifestations of intercultural communication. The latter part of the course examines six specific cultures in order to understand differences in the communication styles of their members, and how those differences are linked to cultural variables.

The course will be conducted as a seminar/workshop: that is, it will be highly interactive with most course time devoted to discussion, exercises, and student-presented reports. Please make every effort to come to class since much of the success of the course - as well as the benefit you will derive from it - will depend on your own participation.

Assignments

The four assignments in "Cross Culture Studies" are designed to achieve three goals:

1. to allow you to work with the main themes of the course and to delve more deeply into those ideas you find particularly interesting;
2. to ask you to explore your own cultural communication style; and
3. to provide you with the opportunity to learn firsthand about different communication styles and to try out different styles and techniques.

The assignments and their point value are:

Assignments Weightage	
ASSIGNMENTS	PERCENTAGES
Cultural Self-Assessment	10%
Movie Report	20%
Team Presentation	25%
Team Paper	30%
Class Participation	15%

Cultural Self-Assessment: (10%) Due: 03/11

This first assignment asks you to examine your own cultural identity - to describe how you define yourself as a cultural being - and to show how that affects your communication style. The following questions are to help you construct that definition. You don't need to answer every question, and there may be points you include in your paper that aren't addressed by the questions, but use the questions as a jumping off point.

- What are my racial, ethnic, national origins?
- How do my gender and class define me?
- Are there particular myths or stories I remember from childhood that have helped to define me?
- Are there particular rituals I remember from childhood that have helped to define me?
- How does my personal cultural profile affect my relationship to Taiwanese culture?
- How does my personal cultural profile affect the rituals I participate in now or the stories I tell?
- How does my personal cultural profile affect how I communicate both informally with friends and family, and in more formal settings as, for example, an internship, the classroom, or a club? Some aspects of communication style you could comment on are:
 - topics you frequently find yourself talking about
 - use of nonverbal communication
 - use of interruption
 - use of silence
 - affinity for or dislike of argumentation
 - channels of communication you rely on

The paper should also reflect some of the key ideas you have read about and we have discussed so far in class. It should be between **two typed pages**.

Movie Report: (20%) (Due:02/23)

Students will watch and two foreign-language movies and write **one report** on the movies during the course of the quarter. The reports will be one page long and should describe the contrasts between the cultural norms represented in each film and the current Taiwanese culture, using course terminology and categories. The two papers may be submitted at any point in the quarter.

Team Presentations and Reports: (25%+30%=55%)

The project is designed to investigate cultures that we, as a class, believe should be better understood. You will be assigned to groups of 5 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 30-40 minute presentation that includes a presentation of cultural components and conclusions that the group has drawn regarding how the make-up of that culture influences its communication. Group members could then answer class questions for up to 10 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/reliable members.**

Class Preparation and Participation: (15%)

I strongly believe that students on Lanyang Campus should involve a high level of student responsibility and commitment since all of you are going abroad on the junior year. So . . . Participation is an essential and required part of this course. Class time will be used primarily to discuss and apply, rather than to lecture about, course concepts. 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 unannounced **Pop Quizzes** on weekly reading assignments, and your **informed** contribution to class discussion of course concepts and involvement in impromptu in-class activities. All pop quizzes will be in short essay format. Obviously, poor attendance would preclude doing well in your participation grade.

The **Pop-Quizzes** will ask you to reflect upon one of the discussion questions or activities at the end of that week's chapter in our text. As the pop quizzes will be part of your 15% participation grade, doing well on them makes doing well in the class as a whole a much more likely outcome. There will be a total of **three Pop Quizzes** throughout the quarter. You should expect one for each chapter we cover.

Success in this class is absolutely dependent upon keeping up with the assigned reading by the date it is due.

POLICIES

Academic Integrity & Classroom Conduct:

You should know that plagiarism and cheating of any other kind are serious violations of your contract as a student and will be treated severely. The **minimum** consequence is failing this course; further action will be taken when appropriate. It is important for you to understand that plagiarism is *any* representation of another person's words or ideas in a manner that makes it appear as if they were your own.

Students are expected and required to act in class and toward other students and instructors in a manner that demonstrates respect for the collegiate environment and toward the other people in it.

Cell phone use is not permitted at any time in the classroom. Students who ignore this policy will be asked to leave the classroom for the day.

Assignments:

All written assignments (other than pop-quizzes) will be typed, using one-inch margins, 10-12pt. fonts, and double-spaced, APA citation style, including page numbers. Handwritten assignments will not be accepted and late penalties will apply while they are redone. All assignments of more than one page must be stapled or clipped together to insure full credit. **Assignments must be turned in at class. They will not be accepted via email.**

Late Assignments:

Assignments not turned in by the end of class on their due dates will be assessed 10 points(e.g., from 100 to 90) penalty for being up to one day late. **Assignments will not be accepted more than one day late.**

Attendance:

TKU has a policy that daily class attendance is mandatory and expected. This course, in particular, requires student preparation and participation, and those who do not accomplish both will not do well. You are responsible for your attendance and for finding out what you may have missed during an absence. You can get this information from your classmates. I do not see your absence as grounds for duplicating lectures that I have given or for extending privileges that are not shared by those who attend daily. **Missing class more than six (6) times this quarter will almost certainly result in failing the course.** Arriving late to class is disruptive and appears inconsiderate of those who are on time. Due to its disruptive and voluntary nature, **chronic** tardiness will also be treated as absence.

Cultural Sensitivity:

Due to the unusually sensitive and personal nature of culture and cultural identity and interaction, it is expected and required in this class that all participants consider the impacts of their words and opinions on their classmates. This does not mean that we are expected to avoid difficult issues and controversies; on the contrary, we will especially want to grapple with the thorny issues of our times. It does mean that all class members will be expected to voice their views in a respectful manner that is academically and socially supportive of each other. It is expected that we will differ, those differences should never be given abusive voice.

Missed Assignments/Quizzes:

For obvious reasons, class exercises, pop quizzes, and presentations **cannot** be made up, regardless of excuse. Read the syllabus carefully and make sure that you do not miss key days and assignments. As in the working world, what counts in this class is accomplishment, not intentions. If you anticipate date conflicts, alternate arrangements for exams can be made in advance. **The Cultural Self-Assessment and the Team Presentation must be completed in order to receive a passing grade in this course.**

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CLASS SCHEDULE

[Note: The schedule below is an ideal. It is expected that there will be changes as we go through the quarter and we all respond to the daily dynamics of real life.]

Date	topics	readings	Team Presentation/Lecture/Activity
1. 02/16M	<i>Introduction to Course</i>		
2. 02/18W	<i>Starts from the Art</i>	<i>Joy Luck Club</i>	
3. 02/23M			
4. 02/25W		<i>Chapters 1,2</i>	
5. 03/02M	<i>Russia</i>		#1 王詩羽/姚若敏/鍾欣樺/周牧瑩/周珍如 #2 蔡佩璇/蔡淳妤/黃庭萱/鄭宜滢/李宇彤
6. 03/04W		<i>Chapters 3</i>	<i>Pop-gizz#1(chapter 1-2)</i>
7. 03/09M	<i>Middle East</i>		#3 杜寧/黃洵寰/鄧小易/劉世俊/郭韋業 #4 湯伯納 Bernard/曼洛 Carlos/劉艾德 Edvardo/陳約安 Joanne 陸西雅 Lucia
8. 03/11W		<i>Chapters 4</i>	Cultural self-assessment assignment due
9. 03/16M	<i>North America</i>		#5 (美國) 張智婷/張瑋/蘇雅萍/盧怡汝 #6 (美國) 汪祖婕/歐陽萱/朱定芸/王婕/陳旭玟/劉芷芸 #7 (東南亞) 吳佳珮/陳羽萱/程意珊/蔡念捷
10. 03/18W	<i>Latin America</i>	<i>Chapters 5</i>	#8 徐維璞/吳君婷/吳紀霆 #9 廖俊仁/江奇軒/李諺騰
11. 03/23M	<i>European Countries</i>		#10 (英國) 李函擘/陳佩雯/梅鍾琪/鄧宏安/鄭凱生/邱宏霖 #11 (德國) 張哲瑋/張育瑄/盧怡君/何采璇/蔡宜俐 #12 (芬蘭) 陳姿璇/吳知諭/曾雅玉/虎佳雯/林詩語
12. 03/25W	<i>Arab Cultures</i>	<i>Chapters 6,7</i>	#13 陳蒔/余采庭/吳芳諭/吳怡珊/ #14 何欣儒/陳立佳/林莉寧/楊珺茹/
13. 03/30M	Spring Break~		
14. 04/01W			
15. 04/06M	<i>Traditional African Cultures Aboriginal Indian</i>	<i>Chapters 8,9</i>	#15 楊鈞庭/王子碩/魏榮/沈復茂 #16 朱家慶/高智源/陳彥橋/尤柏涵/陳建佑
16. 04/08W	<i>Australia</i>	<i>Chapters 10</i>	#17 陳宜華/林宛臻/楊景雯/謝旅晴/何思昀 #18 金冠甫/廖培鈞/許瑋庭/林音吟/劉昊崑
17. 04/13M	<i>Japan/Other Asian countries</i>		#19 張瑜珊/楊昱林/楊志偉/陳詩媛/林芊妤

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			#20 謝怡涵/柯乃禎/陳芝怡/劉家閔/張博惠
18. 04/15W	<i>China/Taiwan(tribes)</i>	<i>Chapters 11</i>	#21 葉子瑄/張育瑄/張芯慈/林慈涵/張睿格 #22 葉孟剛/黃柏榮/廖柏威/林玉山/盧政佑

Team Paper and Presentation

This final assignment will give you the opportunity to synthesize what you have learned this semester, as well as add to your knowledge of how intercultural communication operates in a specific professional setting or a specific country/culture. Examples of professional settings and countries/cultures include:

- business
- health care
- the arts
- education
- science and engineering
- politics or diplomacy
- Russian
- Mideast Countries
- American culture
- Germany(other European Countries)
- Mexico(Latin America)
- Arab Cultures
- Traditional African Cultures
- Australia
- Japan/Other Asian countries
- China/Taiwan

Working together in (ideally, intercultural) teams of five, you will explore how intercultural communication impacts some facet of one of these professions and cultures.

The Products

You may choose any topic or question that intrigues the team. Your team could consider such projects as:

- a case study of the acquisition of one company by a company from a different country
- the challenges of providing mental health services when the service providers are from a different culture than their clients
- an historical study that describes differences in the acceptance and use of a particular technology in different cultures
- an examination of issues involving diversity in the classroom or the workplace
- how political negotiations are impacted by differences in cultural communication styles
- how the content of a country's media is influenced by that country's communication norms

The suggestions above are very broad; the team's first job will be to narrow down a topic that can be reasonably developed into a **10-page paper** and a **30- to 40-minute presentation**.

The Process

Writing the paper and creating the presentation will be a multi-step process that will take place throughout the semester. It will begin with a short discussion of teamwork, group report writing and group presentations on the second class (02/18). On that day, we will also ask you to identify the topics you are interested in. Based on that exercise, we will help you put together your teams, which we will

announce on 3rd class (2/23) . We will give you some time during that class to meet with each other to get to know one another and begin to settle on a specific topic.

The remaining parts of the process include the following

- **Proposal I (optionally submitted to the instructor)**
You will write a one-page memo in which you describe concisely the topic of the paper/presentation and an initial list of resources you will use.
- **Proposal II (optionally submitted to the instructor)**
Resubmit your original proposal based on feedback you were given. Add research sources that you have found in the interim.
- **First Draft (optionally submitted to the instructor)**
The draft of the report that you submit should be as close to completion as possible. The more polished this draft is, the better feedback we can give you. We reserve the right to return any draft we don't feel is far enough along to warrant our reading it.
- **Outline of Presentation (optionally submitted to the instructor)**
We would like a brief outline of the presentation you will be giving. Again, the more complete you can make the outline, the more guidance we can give you on creating a successful presentation. This outline should include what role each team member will take during the presentation.
- **Presentations**
Give a 30 to 40 minute presentation (**every team member must speak, so the length of time will depend on the number of people on the team**) based upon your research report. Your presentation should describe your most innovative, interesting, or unique finding and use evidence to further our understanding of that point. Use appropriate visual aids. Allow time for questions and discussion at the end of the presentation.
- **Final Paper**
The final report should include footnotes and a bibliography.

Team Presentation and Paper

Select a country you wish to research and analyze. Research and analyze the country using research reports in academic journals, published ethnographies, interviews, encyclopedias, and other published materials. A minimum of 6 credible sources is required for this review and analysis. If possible, you are also encouraged to interview members of the intercultural community and up to 2 of the 6 required sources may be personal interviews (including the required interview).

The 10 page paper should be a logically organized and detailed report and analysis that includes information about the nation, customs, lifestyles, and the people of this country.

You should include the following information about your chosen country in your team presentation:

NATION	CUSTOMS
History	Greetings
Government	Personal Appearance
Educational System	Travel
Land and Climate	Business
Economy	Family
Family	Nonverbal Communication
Transportation	Typical Interpersonal Communication
Health Care	
Scale Map of Country	
Social Religious & Political Organizations	

In your team paper, draw from all your research, the textbook and class discussion to analyze your chosen country. Answer the following questions as completely as possible but do not simply answer each question in turn. All information should be cited using in-text citations (following APA style guidelines). At the end of the paper include a reference section that lists all references cited in this paper (using APA style guidelines). This is a formal paper and should be written in third person whenever possible. Answer the following questions within your team paper. Do not write the questions in your paper, nor is it necessary to answer them in order.

10-page team paper is due on the following week of your team presentation. (Except for the team who chooses to present on 03/02. This team paper could be handed in on 03/11)

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1. Why did you choose to research this culture and/or what connection does this culture have to your personal life or interests? How commonplace is this group in Taiwan? Can your information have immediate relevance to students in this class? How?
2. Describe typical interpersonal communication within this culture. Include specific references to body language, proximity, touching, and eye contact. How does it differ from your own?
3. Describe typical group or business communication within this culture. Include specific references to body language, proximity, touching, language choices, and use of time. For someone going abroad for a work assignment, etc., what information would aid him or her?
4. Briefly describe how worldview is communicated by this culture. What degree of ethnocentrism exists within this group? What are their views regarding self-concept and the function of the individual within the culture? What is the difference between their worldview and your culture's worldview? Use Hofstede's Value Dimensions (individualism–collectivism; uncertainty avoidance; power distance; masculinity–femininity; long-short term orientation, p141-150) as a guideline.
5. What are the major social, religious, and political organizations within this culture? How do these institutions affect the moral and ethical guidelines of this culture? What are some of the value differences between this country and your own? How do these organizations influence the communication style of this culture?
6. How does communication within this culture differ from the dominant Taiwanese culture? How is it similar? What are some languages or dialectical differences found in this culture?
7. What changes would you have to make in your own communication style to effectively communicate within this culture? How might you implement those changes?
8. How might the things you learned from this cultural project directly impact your life and your career?
9. How does your team presentation and paper support or refute information from the Samovar textbook?
10. Other information you feel should be shared about this culture.