

SEM. IN INTERCULTURAL/INTERETHNIC COMMUNICATION—COM 472

School of Communication--Illinois State University--John R. Baldwin

Spring 2023—Tue-Thu 3:35-4:50 p.m. Fell 112

Updated 16 January 2023

In a sense, all life is an intercultural experience. It begins in our struggle between our left and right brain qualities, the male-female side of our personalities--the yin and the yang. . . Culture shock may occur with each contradiction or confrontation between various values, beliefs, and assumptions. The issue is how to effectively cope with cultural differences, and to create synergy. --Harris & Moran, 1996, p. 120

Office: Fell Hall 420

Office Hours: Tue-Thu 1-3 p.m. or by appt

E-mail: jrbaldw@ilstu.edu

Office Phone: (309) 438-7110/826-6618

TEXTS AND READINGS:

- Austin, J. T., et al. (2023). (Eds.). *Communication theory: Racially diverse and inclusive perspectives*. Cognella. ISBN:
- **OPTIONAL text:** Gudykunst, W. B. (Ed.). (2005). *Theorizing about intercultural communication*. Sage. ISBN: 9780761927495
- Additional readings will be available on ReggieNet.

COURSE DESCRIPTION: Research and theory regarding culture, "race," and ethnicity as these relate to communication, including verbal/nonverbal differences, cultural adjustment, conflict resolution, and communication of intolerance. Prerequisites: COM 422 and COM 497, or consent of instructor.

COURSE OVERVIEW: This course is designed to facilitate your investigation and critique of key content areas of "intercultural" and "intergroup" communication. The goal is for you to gain an overview of *research/theory content* and of *methodologies* pertinent both to the *workplace* and to *academia*. The course will cover international aspects of communication (communication differences, culture shock, etc.) as well as "American" culture. We will also consider intolerance based on perceived group/culture differences, *not* limited to "interethnic" communication but also considering other bases of identity and intolerance.

SPECIFIC STUDENT OBJECTIVES: After this course, you should be able to:

- ❖ Evidence your knowledge and analytical skills regarding communication between people from different racial, ethnic, and cultural backgrounds, in international and domestic settings, via academic writing using theory and class concepts
- ❖ Demonstrate skills in reading, evaluating, and using intercultural research and theories
- ❖ Reflect understanding of the general status of communication research today, as well and awareness and understanding of research in some specific topic areas
- ❖ Explain differences between different approaches to and types of cultural, intercultural, or intergroup research
- ❖ Discuss with depth and precision a specific aspect of cultural, intercultural, or intergroup communication, through either extended review of literature or primary research
- ❖ Apply theory and research practically to business, education, marketing, media, relationships, and your own life

REQUIRED LEARNING EXPERIENCES

This course is conducted in a seminar format. We discuss shared readings to better understand fundamental issues. As a class, we investigate theory, research, and practice through class presentations of articles and class discussion. There may be some experiential learning, but this is largely done outside of class (for example, students will be invited to help facilitate cultural simulations on campus or in workplaces). Grading and dates are as follows:

Assignment	Due Date	Points
Two 2-3 page abstracts of primary research journal articles. A1: Traditional theories A2: Identity, intolerance, media, critical directions	A1: 9 Feb A2: 30 Mar	100
2 Position Papers PP1: Theory presentation/application PP2: Addressing Intolerance	PP1: 17 Feb PP2: 14 Apr	100
Original research project	Day of final	150
TOTAL		350

Description of Assignments

Abstracts: In addition to *informally discussing other readings in class*, you will present **two “extended” abstracts**. These are 2-page summaries of articles that you choose (based on term paper topic or personal interest). We will come to class with a common base of readings, but different people will share ideas from the breadth of research available in each area. Abstracts require students to read the research critically, thinking through theoretical and methodological issues. The number and type are designed to give you some breadth in the area of intercultural communication and to give you experience with primary research articles and theoretical chapters. One abstract is allowed to be from the topic/theory your group covers (see PP1 below).

Position papers allow you to synthesize your thoughts on course topics. Their focus is extending theory and research to practice. Generally, they need no sources beyond class readings, but they should clearly reflect your ability to synthesize readings relating to your topic. All position papers should be between 3-5 double-spaced pages.

- **Position Paper #1 (pair or group of 3):** In a pair or group, present one traditional theory of intercultural communication, with an updated list of classic and/or pertinent readings. Prior to the class period, develop a “relevant set of readings” for the theory (e.g., journal articles for others to read, key sources on the theory) and make readings available to students (e.g., through PDF). This paper has a formal presentation component. Your paper should (a) overview the theory; (b) evaluate the theory, and (c) provide practical applications for the theory for some context (e.g., schools, organizations, relationships, travelers abroad)—you can name your audience. You may actually do your presentation *as a training module*, though we will not present much material in this class relevant to *how* to do organizational or educational training. In class, other students will talk about research related to your theory.
- **Position Paper #2 (individual or group of 3):** In this paper, describe a particular type of intolerance or group-based experience (from the perspective of that group). If you describe intolerance, you will propose a solution/ solutions to reduce that intolerance. Be concrete, and specific, but also, base your applications on theory and research. Be sure to incorporate appropriate class readings.

- **Final papers (individual or group):** In this project, you create either a “critical review of literature” in which you organize relevant literature and evaluate it and/or say something new about it, or a data-collection paper, in which you collect and analyze “primary” data. The result will be a conference-ready paper that shows rigor in the understanding, execution, evaluation, and write-up of quantitative, qualitative, or critical/rhetorical research. The paper should be presentable to an academic professional conference.

Important Notes

1. **Due dates:** All assignments are due in class on day required, in format described in class. Online submissions should be MSWord compatible (not PDF), double-spaced (except for journal article abstracts). LATE work may receive a penalty of up to 10% for each class day late. If lateness is habitual for a given student, stiffer penalties are possible.
2. **Format:** All assignments should be typed and double-spaced, according to American Psychological Association (APA) style manual, 6th ed., **unless otherwise noted** (abstract is single-spaced). Margins should be 1 inch on all sides. No folders, binders, or plastic covers, please.
3. **Identification:** Please use UID only on in-class and take-home essays, rather than your name. Please label any digital files (file names) with your UID and assignment name, to assist grading.
4. **Late work and “grade-grabbing.”** Only in extreme circumstances can students make up exams or get deadline extensions on projects. Students must discuss make-up opportunities with the instructor *in advance* of the missed class period or due date. Turning in multiple late assignments, even with extenuating circumstances, will work against your grade and future student benefits, such as seeking a letter of recommendation. Grades are based on performance only, so there is no “grade grabbing” (asking at the end of the semester to have your grade bumped up based on some need).
5. **Non-completion of work:** The failure to take any *exam* or to complete the *term project* will result in an automatic grade of "F" for that item. If a test or presentation is missed, it is the student's responsibility to make arrangements with the instructor.
6. **Records:** Always keep careful records of your progress: attendance, returned papers, etc. until you receive (and are in agreement with!) final grade for course. This is especially true for group assignments. It is your responsibility to keep track of your academic progress.
7. **Plagiarism:** Any form of cheating, including plagiarized papers, will automatically result in a minimum penalty of "F" in the assignment. In some cases, a further sanction may be enforced. **Note that plagiarism includes** (a) use of others' ideas or organization without citation; (b) use of other students' work or your own from other classes without citation; (c) use of words *even with citation*, but without quotation marks to separate the authors' words from your own.
8. **Changes to syllabus:** The instructor reserves all rights to make changes to this syllabus. However, any changes regarding due dates of assignments or dates of tests will be carried out only by class consensus. In effect, the syllabus is our "contract." If there are updates to schedule, I will post your e-mail account with notification.
9. **Technology Policy:** Do not record any online sessions without permission, according to [FERPA guidelines](#). If you have tech-based issues, contact the Technology Support Center (<https://ithelp.illinoisstate.edu/>). You are not required to have your camera on, but if you do not, it is helpful for me for you to have a picture of yourself or an avatar (instead of a blank screen), so I do not feel like I am “teaching to the void.” As we are all online, review notes [here on “Netiquette.”](#)
10. **Respect:** Demand and show respect! Some topics we discuss may be emotional for you. It is important to show respect for others and their opinions as well as expect the same for your own.

Useful contacts:

- Any student in need of a special accommodation for a documented disability should contact Student Access and Accommodation Services, 350 Fell Hall 438-5853 (voice), 438-8620 (TDD); their e-mail is ableisu@ilstu.edu.
- Student Counseling Services: 438-3655
- Julia Visor Learning Center/Univ College: 438-7100
<https://universitycollege.illinoisstate.edu/help/>

472 SEMESTER SCHEDULE—SPRING, 2023

AOS: Austin et al. “reader” RN = ReggieNet

Date	Topic	Primary Readings
<p style="text-align: center;">1</p> <p>1/17</p> <p>1/19</p>	<p><i>UNIT 1: Definitions; cultural forces</i> <i>Course introductions & basic terms</i> Introductions: Tasks, texts, terms, times, and 20 cents</p> <p>History/ies of IC Comm</p>	<p>Intro to course; paradigms RN Gudykunst et al. 2005</p> <p>RN: Baldwin “Murky Waters” [optional: Leeds-Hurwitz, 1990; Halualani et al.]</p>
<p style="text-align: center;">2</p> <p>1/24</p> <p>1/26</p>	<p>Exploring “Culture,” “race” and other notions</p> <p>American Culture (bring “artifact”) Notes & resources on “Training”</p>	<p>RN: Baldwin et al. 2006 e-mail: assigned readings from Baldwin et al. on culture</p> <p>RN: Bellah et al.; Althen TP ideas; Choose theories for PP1</p>
<p style="text-align: center;">3</p> <p>1/31</p> <p>2/2</p>	<p>Intercultural communication ethics; globalization; cultural shift</p> <p>Globalization</p>	<p>RN: Shuter, Baldwin et al. (optional)</p> <p>RN: Wise, (other readings optional)</p>
<p style="text-align: center;">4</p> <p>2/7</p> <p>2/9</p>	<p><i>UNIT 2: Verbal/NV Communication & Culture</i> Conversational Adaptation Expectancy violations theory</p> <p>Comm accommodation theory</p>	<p>RN: TBA; Marlow & Giles</p> <p>RN: TBA; Ngai Abstract 1 due 9 Feb</p>
<p style="text-align: center;">5</p> <p>2/14</p> <p>2/16</p>	<p>Emic Perspectives Speech Codes Theory: Tanavia, Yesi</p> <p>Social Network Theory: Rebekah</p>	<p>RN: Philipsen et al. 2005?</p> <p>OAS 7: Liu Pos Pap 1 due: 2/17 midnight RN</p>
<p style="text-align: center;">6</p> <p>2/21</p> <p>2/23</p>	<p>Theories of face & culture Conversational constraints theory</p> <p>Face neg theory of conflict: Ebuka</p>	<p>RN: TBA</p> <p>OAS 4: Ting-Toomey</p>
<p style="text-align: center;">7</p> <p>2/27</p> <p>3/2</p>	<p><i>UNIT 3: Organizational contexts</i> Adaptation and Organizations Adaptation (maybe Competence)</p> <p>Health comm. OR Small Groups</p>	<p>RN: YY Kim OR Spitzberg OAS 10 de la Garza OR 11: Sims & Cunliff</p> <p>OAS 12: Dutta; OAS 13: Hsieh RN (optional): Witte & Morrison OR Oetzel</p>

8 3/7	UNIT 4: Identity and Intolerance Identity and group belonging Social identity theory/ethnic-racial socialization; psychological approaches	OAS 8: Minnear; OAS 9 Davis & Jones RN: (Optional): Tajfel & Turner
3/8	Comm theory of identity/ethnic comm theory: Grace, Reilly	OAS 6: Onozulike; RN TBA: Hecht et al.
	Spring Break!	
9 3/21	Cultural contracts theory/co-cultural theory: Cem/Cassandra	RN: OAS 3: Jackson & Bell; OAS 5: Orbe & Albrehi
3/23	Media/cultural representation Cultivation theory/media effects Kath, Eshrat	OAS 19: Ramasubramanian; RN TBA
10 3/28	Media “cultural” criticism: cultural studies	OAS 1: Aguilar & Juarez; OAS 17: Molina-Guzmán; OAS 20: Johnson & Peterman
3/30	Culture, groups, and “new” media	RN: Shuter, TBA Abstract 2 due 3/30
11 4/4	Solutions (so far) Interpersonal solutions: contact theory Critical directions in IC research	RN: Dovidio et al; Pettigrew TBA
4/6	Structural solutions; microaggressions	RN: TBA
12 4/11	Allyship	RN: TBA
4/13	UNIT 5: (More) Critical Directions Whiteness; critical race theory	RN: Wander et al. PP 2 due 4/14 midnight RN
13 4/18	Postcolonialism	
4/20	Afrocentrism/Asicentrism	
14 4/25	(Black) Feminist theory; afrofuturism	OAS 2: Goins & Austin; OAS 15 Watkins-Dickerson; RN TBA: Hall
4/27	Complicity theory/positive deviance	OAS 14: McPhail; OAS 16: Singhal
15 5/2	Queer Theory / research on “ability”	RN: TBA
5/4	Reading Day—no class	---

Final Period: TBA: Present Final Projects