COMM223201, Topics in Intercultural Communication
Summer 1, 2015, 3 Credits

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Office Hours: Wednesday 3:30-5:00, or by appointment
Schedule: MW 6-9:15

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Room:

Boston College Mission Statement

Strengthened by more than a century and a half of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of its intellectual life and to the continuous development of its distinctive intellectual heritage.

Course Description
This course will explore the challenges individuals and institutions often face when they communicate across cultures, with particular emphasis on obstacles posed by ideological constructions of difference such as race, ethnicity, nationality, gender, and sexuality. We will cultivate a critical perspective on relevant conflicts and controversies using the theoretical resources offered by the field of media and cultural studies. Our aim is to foster both greater understanding of potential impediments to humane cross-cultural communication, and more sophisticated strategies of intervention.

Course Objectives
1. Identify and comprehend key developments in the interdisciplinary study of communication across cultures.
2. Explore intercultural theories and their application to intercultural situations across and within cultures.
3. The student will demonstrate knowledge, skill and competency in communicating across cultural settings and will learn the impact of culture, gender, and age in Intercultural Communication, as demonstrated by the application of selected models of interaction.
4. The student will demonstrate ethical competency, pertaining to Intercultural Communication as demonstrated by interactions between diplomats when discussing solutions to disarmament.

Grading
Grades will be awarded for each exercise required by students. Final grades will be cumulative and appear on Canvas.

WCAS Grading System
The undergraduate grading system consists of twelve categories: A (4.00), A- (3.67), excellent; B+ (3.33), B (3.00), B- (2.67), good; C+ (2.33), C (2.00), C- (1.67), satisfactory; D+ (1.33), D (1.00), D- (.67), passing but unsatisfactory; F (.00), failure; I (.00), incomplete; F (.00), course dropped without notifying office; W
(0.0), official withdrawal from course. The graduate grading system is A (4.00), A- (3.67), Excellent; B+ (3.33), B (3.00), good; B- (2.67), C (2.00), passing but not for degree credit; F (0.0), failure.

Grade Reports. All students are required to log into the web through Agora to access their semester grades. Students must utilize their BC username and password to log on. If your username or password is not known the HELP Desk located in the Campus Technology Resource Center (CTRC) in O'Neill Library will issue a new one. The CTRC requires a valid picture ID (a BC ID, driver’s license or passport) to obtain your password.

Text(s)/Readings (Required)


Text(s)/Readings (Recommended)

Additional readings and resources will be available on Canvas to enhance class discussion and student research.

Important Policies

http://www.bc.edu/content/bc/schools/advstudies/guide/academicinteg.html

Written Work

Graduate and undergraduate students are expected to prepare professional, polished written work. Written materials must be typed in the format required by your instructor. Strive for a thorough, yet concise style. Cite literature appropriately, using APA, MLA, CLA format per instructors decision. Develop your thoughts fully, clearly, logically and specifically. Proofread all materials to ensure the use of proper grammar, punctuation, and spelling. You are encouraged to make use of campus resources for refining writing skills as needed [http://www.bc.edu/libraries/help/tutoring.html].

Scholarship and Academic Integrity

It is expected that students will produce original work and cite references appropriately. Failure to reference properly is plagiarism. Scholastic dishonesty includes, but is not necessarily limited to, plagiarism, fabrication, facilitating academic dishonesty, cheating on examinations or assignments, and submitting the same paper or substantially similar papers to meet the requirements of more than one course without seeking permission of all instructors concerned. Scholastic misconduct may also involve, but is not necessarily limited to, acts that violate the rights of other students, such as depriving another student of course materials or interfering with another student’s work.

Request for Accommodations

If you have a disability and will be requesting accommodations for this course, please register with either Dr. Kathy Duggan (dugganka@bc.edu), Associate Director, Connors Family Learning Center (learning disabilities or ADHD) or Dean Paulette Durrett, (paulette.durrett@bc.edu), Assistant Dean for students with disabilities, (all other disabilities). Advance notice and appropriate documentation are required for accommodations. For further information, you can locate the disability resources on the web at http://www.bc.edu/content/bc/libraries/help/tutoring/specialservices.html.

Attendance

Class attendance is an important component of learning. Students are expected to attend all classes and
to arrive by the beginning of and remain for the entire class period. When an occasion occurs that prevents a student from attending class, it is the student’s obligation to inform the instructor of the conflict before the class meets. The student is still expected to meet all assignment deadlines. If a student knows that he or she will be absent on a particular day, the student is responsible for seeing the instructor beforehand to obtain the assignments for that day. If a student misses a class, he or she is responsible for making up the work by obtaining a classmate’s notes and handouts and turning in any assignments due. Furthermore, many instructors give points for participation in class. If you miss class, you cannot make up participation points associated with that class. Types of absences that are not typically excused include weddings, showers, vacations, birthday parties, graduations, etc. Additional assignments, penalties and correctives are at the discretion of the instructor. If circumstances necessitate excessive absence from class, the student should consider withdrawing from the class. In all cases, students are expected to accept the decision of the instructor regarding attendance policies specific to the class.

Consistent with our commitment of creating an academic community that is respectful of and welcoming to persons of differing backgrounds, we believe that every reasonable effort should be made to allow members of the university community to observe their religious holidays without jeopardizing the fulfillment of their academic obligations. It is the responsibility of students to review course syllabi as soon as they are distributed and to consult the faculty member promptly regarding any possible conflicts with observed religious holidays. If asked, the student should provide accurate information about the obligations entailed in the observance of that particular holiday. However, it is the responsibility of the student to complete any and all class requirements for days that are missed due to conflicts due to religious holidays.

There may be circumstances that necessitate a departure from this policy. Feel free to contact the WCAS at 617-552-3900 for consultation.

Deadlines
Assignments are due at the beginning of the class period on the specified dates. Late assignments will be graded accordingly.

Course Assignments

Intercultural Communication is a 3 credit course. Students should expect to attend and participate fully in class meetings twice each week of the semester.

Homework includes the required preparatory reading of the textbook chapters in advance of each session (2-3 hours), together with an additional 5 hours per week to complete class assignments and exercises. These are listed below. Please note that some weeks will require more time and some weeks less time but the average is approximately 8 hours per week over the semester.

The assessment will be cumulative throughout the semester. There are three forms of assessment:

1. Research Essay 30%
2. Five Class Quizzes (10% each) 50%
3. Two Theory Summary Papers 20%
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**Quizzes**

The five quizzes will involve short answer responses to questions derived from the previous week's reading. Thus, Quiz #1 will cover chapters 1 and 2. Each quiz will be graded out of 10.
In addition, students are expected to complete the following out-of-class course assignments:

Theory Papers one and two and the Research Essay should be prepared for submission outside class meetings and submitted on the day listed above.

**Theory Papers**
Both theory papers should follow these guidelines:
A title drawn from the textbook that highlights two theories. For the first paper draw on Chapters four and five, and for the second paper draw on Chapters eight and nine.
The paper should be 2-3 pages, typed, double spaced. It should include

It should include a summary of the theory as it appears in the text. In addition to the textbook, it should include three additional references from academic journals or scholarly books that inform and/or apply those theories. For example, a paper on Proxemics (body language) could include research papers about the topic that throw additional light on the theory. A library search offers the following: Antonijevic, Smilijana. “From Text to Gesture Online: A microethnographic analysis of nonverbal communication in Second Life.” *Information, Communication and Society*. Vol 11, Issue 2. Pp 221-238. 2008. The details of these exercises will be discussed in class prior to submission.

A grading rubric will be available to students to assist with preparation and presentation.

**Research Paper**
This paper will draw on material covered in weeks one and two of the course. It will involve students choosing one “Imperative” as the foundation for their research. The essay should include an exploration of the imperative – for example the Technological Imperative and Intercultural Communication – and include discussion of the impact of the imperative on the student or a situation which the student has experienced or observed. In addition, the essay should have a concluding 200 word reflection on the implications for herself or himself on the imperative.

Submit the essay topic in class on June 1 for review and discussion.
The paper should be 8-10 pages in length, typed double spaced. It should include a minimum of five references and in text citations following the APA style. [http://libguides.bc.edu/apa](http://libguides.bc.edu/apa)

A grading rubric will be available to students to assist with preparation and presentation.