COM 306: INTERCULTURAL COMMUNICATION
Professor: Dr. Greg Cavenaugh
Office Hours: MWF 1:00 p.m.-2:00 p.m.; T-TH 9:30-10:30 a.m. & by appt.
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COURSE DESCRIPTION
This course provides practical and theoretical education on how culture influences communication and how communication influences cultures. While this course will address specific communication differences with regard to specific cultures, our primary focus will be on understanding the process of communication across or between cultures. We will explore cultural gaps such as differences in nationality, language, and ethnicity, but we will also explore cultural gaps such as socioeconomic status, educational background, gender, and sexuality. Along the way, students will develop a rich sense of how many interactions in our daily lives involve the crossing of one or more cultural boundaries, and students will also develop facility in negotiating those boundary crossings thoughtfully and responsibly.

COURSE GOALS
Upon completion of this section of COM 306, students should be able to...
- demonstrate sensitivity to and respect for diversity, both in the classroom and outside the classroom
- identify and describe specific ways in which culture impacts communication and in which communication impacts culture
- identify, describe, and analyze multiple theories of how communication occurs across or between cultures
- enhance specific intercultural communication competencies so as to be able to adapt to various intercultural situations confidently and effectively
- analyze the impact of their own cultural perceptions on their interactions with individuals from other cultures

COURSE MATERIALS

Additional readings and course materials will be distributed through Blackboard.

COURSE ASSIGNMENTS AND GRADING POLICY
Students will be graded on classroom presentations, written compositions, examinations, and other assignments and exercises, as represented below:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Examination #1</td>
<td>15%</td>
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<tr>
<td>Examination #2</td>
<td>20%</td>
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<tr>
<td>Examination #3</td>
<td>20%</td>
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<tr>
<td>Examination #4 (final exam)</td>
<td>25%</td>
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<tr>
<td>Ethnographic Essay</td>
<td>20%</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
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The following grade scale will be used in this course:

- 94-100: A
- 90-93: A-
- 87-89: B+
- 83-86: B
- 80-82: B-
- 77-79: C+
- 73-76: C
- 70-72: C-
- 67-69: D+
- 63-66: D
- 60-62: D-
- 59 or below: F

All grade appeals should be submitted in writing in the form of a clear, coherent, and logical argument. Such appeals will then be discussed in conference.
NATURE OF ASSIGNMENTS

EXAMINATIONS will evaluate your understanding of key concepts and terminology from readings, lectures, and class discussions. Exam questions will include multiple-choice, true-false, and short answer essays. Most important to your success here will be keeping up with assigned class readings and attending class lectures and discussions *religiously*. Study guides for each examination will be made available via Blackboard no later than one week prior to a given exam. *Examinations may be made up only at the instructor’s discretion.*

Your ETHNOGRAPHIC ESSAY is your major written assignment for the course. This assignment will involve you spending a great deal of time with someone who is notably culturally “other” than you; specifically, you must find someone from a non-Western culture to engage. You will interview this person at least twice, as well as conducting traditional “library research” on the culture of this person. Your ethnographic essay will require you to integrate your personal experiences, previous knowledge of and beliefs about this person’s culture, and detailed research into an essay describing what you learned both about the culture of this other person and what you learned about yourself and your own “home” cultures. In addition to using terms and concepts from our readings for this course, your analysis must use and properly document the use of information from at least four (4) scholarly articles or books; this is the *minimum* research requirement for a “C” level essay. One way to find scholarly sources is to do a Pro-Quest search, checking the box marked “show articles from peer reviewed publications only.” (See Olin Library personnel for help in using the Pro-Quest database and other research resources.) The final version of this essay should be 10-12 double-spaced pages in length. For each calendar day that this essay is late, 5 points will be deducted.

FORMAT REQUIREMENTS FOR WRITTEN WORK

All written work turned in for a grade or for extra credit in this course must observe the following format requirements:

- Word-processed in a clean, readable typeface no larger than 12-point
- Double-spaced to provide room for me to make comments
- Your name, the course number, and the date should be at the top of the first page
- Each page after the first should have your last name and the page number at the top
- Pages should be stapled together (no binders or paper clips, please)
- All work should be proofread for errors in grammar and spelling
- If information from research sources is used, a bibliography should be included
- Failure to document the sources of your research properly may result in plagiarism, which will result in severe academic penalties (see below). Students should consult an approved style guide such as MLA or APA to insure that their work is properly documented.

CLASSROOM POLICIES

This course requires students to present ideas in class and to engage in frequent discussion, oftentimes addressing sensitive subjects. As such, you should respect the needs of students for a functional and humane classroom that allows for the responsible exchange of ideas. Such respect requires that you...

- **Turn off all cell phones**, pagers, and other such devices at the start of each class
- Focus on classroom discussion rather than checking Facebook, napping, and so forth
- Come to class prepared to listen and to participate in all exercises and discussions
- Participate energetically in group exercises and special assignments
- Encourage other students to share their views
- Bring an open mind to class discussions and a willingness to entertain new ideas
- Respect the diversity of experiences, views, and beliefs present in our classroom
- Treat others generally as you would wish to be treated yourself 😊
ATTENDANCE POLICY

In this course, regular and prompt attendance is essential. The classroom community that we aim to foster in this course can only exist when students are regularly present and eager to interact with each other and with the instructor. Attendance will be taken daily. Your first two (2) absences will have no impact on your grade. For each absence after the second, you will lose five (5) percentage points from your final average for the course, to a maximum of -15 percentage points. For example, a student with a course average of 74 (C) who missed five class sessions would have his/her grade reduced by 15 percentage points to a 59 (F).

There are no excused absences in this course except for those supported by official Rollins College documentation, such as absences due to participation in official school events. Students who have such documentation should provide it to the instructor at the first available opportunity. Students who cannot attend classes for a sustained period of time (one week or more) due to serious illness or personal crisis should present documentation regarding the situation to the Dean of Student Affairs in Chase Hall. If, upon review of your documentation, the Dean's office finds that the circumstances warrant instructional accommodations, that office may provide you with documentation which you may then take to all of your instructors at Rollins. Students should contact the instructor immediately as soon as they realize that they will be unable to attend class, especially when that class session involves an examination. Students lacking appropriate documentation regarding an absence for an examination or the lateness of a required assignment may not be allowed to complete the missed course requirements.

STUDENTS WITH DISABILITIES

Rollins College is committed to equal access and does not discriminate unlawfully against persons with disabilities in its policies, procedures, programs or employment processes. The College recognizes its obligations under the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 to provide an environment that does not discriminate against persons with disabilities. If you are a person with a disability and anticipate needing any type of academic accommodation in order to participate in this class, please make appropriate arrangements with Gail C. Ridgeway, Disability Services Coordinator, who can be found at the Thomas P. Johnson Student Resource Center: (407) 646-2354, or via e-mail at gridgeway@rollins.edu. Requests for accommodations must be made as early as possible in the semester.

ETHICAL STANDARDS

In this course, students will be held to the highest possible ethical standards. All student work should be the product of that student’s thought and efforts alone, and the presentation of someone else’s thought or efforts as if it was your own will result in action by the Rollins College Academic Honor Council. Membership in the student body of Rollins College carries with it an obligation, and requires a commitment, to act with honor in all things. Because academic integrity is fundamental to the pursuit of knowledge and truth and is the heart of the academic life of Rollins College, it is the responsibility of all members of the College community to practice it and to report apparent violations. The following pledge is a binding commitment by the students of Rollins College:

The development of the virtues of Honor and Integrity are integral to a Rollins College education and to membership in the Rollins College community. Therefore, I, a student of Rollins College, pledge to show my commitment to these virtues by abstaining from any lying, cheating, or plagiarism in my academic endeavors and by behaving responsibly, respectfully and honorably in my social life and in my relationships with others.

This pledge is reinforced every time a student submits work for academic credit as his/her own. Students shall add to all papers, quizzes, tests, lab reports, and other assignments the following handwritten abbreviated pledge followed by their signature: “On my honor, I have not given, nor received, nor witnessed any unauthorized assistance on this work.” Material submitted electronically should contain the pledge; submission implies signing the pledge.
EXTRA CREDIT

Students who wish to earn extra credit in this course may do so either by attending on-campus events related to communication studies or by writing extra credit essays. A full description of the requirements for extra credit in this course will be posted to Blackboard soon. Students may earn no more than three percentage points of extra credit throughout the semester. For example, a student with an 78 final average (a “C+”) who hands in three appropriate extra credit essays will improve his/her final average to 81 (an “B-”). EXTRA CREDIT CANNOT BE EARNED AFTER NOVEMBER 27, 2012.

COM 306: Tentative Course Calendar

NOTE: You should read the chapters listed below before the first day that a given chapter is mentioned. For instance, you should complete the two readings on "Using Intercultural Communication" AND "Cultural Diversity" before 8/28, as indicated below. Holidays and breaks are indicated in italics. Due dates of assignments are in bold face.

8/21: Course introduction
“Yaqui Easter Ceremonies and the Ethics of Intense Spectatorship” (Blackboard)

8/28: “Using Intercultural Communication” (Samovar, Porter, and McDaniel 4)
“Cultural Diversity: A World View” (Samovar, Porter, and McDaniel 490)

9/3: LABOR DAY HOLIDAY—NO CLASSES SCHEDULED

9/4: “Unum and Pluribus” (Samovar, Porter, and McDaniel 208)
Discussion of the Ethnographic Essay

9/11: “Culture and Conflict” (Samovar, Porter, and McDaniel 34)
“Dialogue, Argument, and Cultural Communication” (Samovar, Porter, and McDaniel 280)

9/18: FIRST EXAMINATION
“Dimensionalizing Cultures” (Samovar, Porter, and McDaniel 19)
NOTE: Your Interview Subject Proposal for the Ethnographic Essay is due on this date. Explanation of this proposal was given on 9/4/2012.

9/25: “Cultural Differences in Nonverbal Communication” (Samovar, Porter, and McDaniel 293)
“Monochronic and Polychronic Time” (Samovar, Porter, and McDaniel 313)

10/2: Intercultural Communication in Contexts, “Language” (Blackboard)

10/9: “Ladylike Men and Guyland” (Samovar, Porter, and McDaniel 198)
“Globalization and Intercultural Personhood” (Samovar, Porter, and McDaniel 83)
NOTE: Even though this class is scheduled at the very end of the Fall Break for daytime students, ALL STUDENTS IN THIS COURSE must attend this evening class session or be counted absent. This course follows the rules for attendance and course calendar associated with the Holt Evening School program, and that program does NOT have a Fall Break period.

10/16: SECOND EXAMINATION
“Harmony Without Uniformity” (Samovar, Porter, and McDaniel 65)

10/23: “Chimerica” (Samovar, Porter, and McDaniel 161)
“Japanese Style of Decision Making” (Samovar, Porter, and McDaniel 331)
10/30: “Communicating with Indians” (Samovar, Porter, and McDaniel 170)
“When Face-to-Face Won’t Work” (Samovar, Porter, and McDaniel 179)
NOTE: Your Projected Outline for the Ethnographic Essay is due on this date. Explanation of this requirement was given on 9/4/2012.

11/6: “Action-Oriented Interfaith Dialogue” (Samovar, Porter, and McDaniel 222)
“The Problem of Globalization” (Samovar, Porter, and McDaniel 356)
NOTE: The second of these readings will be covered on the fourth and final examination. The reading on “Action-Oriented Interfaith Dialogue,” however, will be covered on the third examination that is scheduled for 11/13.

11/13: THIRD EXAMINATION
“Mexicans and Americans” (Samovar, Porter, and McDaniel 320)

11/20: “Russian Cultural Values” (Samovar, Porter, and McDaniel 189)
“German and American Business Cultures” (Samovar, Porter, and McDaniel 339)

11/21-11/25: THANKSGIVING BREAK—NO CLASSES SCHEDULED

11/27: “Which Is My Good Leg?” (Samovar, Porter, and McDaniel 241)
“A Communicative Approach” (Samovar, Porter, and McDaniel 476)
DUE ON THIS DATE: Ethnographic Essay
NOTE: EXTRA CREDIT WILL NOT BE ACCEPTED AFTER NOVEMBER 27, 2012.

TUESDAY, DECEMBER 4 FROM 4 p.m. to 6 p.m.:
FOURTH AND FINAL EXAMINATION
FAIRBANKS 107 (our regular classroom)