

# COM 691 – Fall 2013

## Intercultural Communication Survey

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Seminar Assistant: Amy Jung

Course Blackboard: <https://myasucourses.asu.edu>

Contact Information and Office Hours: See Course Blackboard

### COURSE DESCRIPTION

This graduate seminar examines the topic of intercultural communication (ICC), one of the primary areas of study within the field of human communication. We will review a wide range of research and theory from both historical and contemporary perspectives, investigating the work of scholars who have operated from a broad spectrum of theoretical and methodological approaches. We will address the primary topics that are reflected in ICC textbooks (identity, language, nonverbal communication, IC contact, IC relationships, conflict, transitions), while also giving focus to topics that reflect research interests that have received attention at ASU (borderlands, social justice, new media, peacebuilding). Issues of power, hegemony, centrality, gender, race, ethnicity, hybridity, religion and other important topics will be addressed throughout the course. We will give emphasis to translating theory and research into practice, in contexts such as teaching, training, community engagement, and conflict resolution/peacebuilding. Finally, we will discuss future directions for the field of intercultural communication and how it can be shaped by emerging scholars.

### COURSE OBJECTIVES

This course is designed to provide opportunity for participants to:

- ❖ Review historical and contemporary perspectives on intercultural communication
- ❖ Translate intercultural communication theory and research into practice in range of contexts
- ❖ Examine pedagogical concerns in teaching intercultural communication
- ❖ Shape the future of intercultural communication study and practice

### COURSE MATERIALS

Readings assignments will be posted weekly on our Blackboard. Most of our material will be taken from journals and books that are available in the ASU Library. The following sources will be used often:

Nakayama, Thomas K. and Halualani, Rona Tamiko. (2011). [\*The Handbook of Critical Intercultural Communication\*](#). Wiley

Paulston, Christina Bratt, Kiesling, Scott F., and Rangel, Elizabeth S. (2012). [\*Handbook of Intercultural Discourse and Communication\*](#). Wiley-Blackwell

Jackson, Jane (2012). [\*The Routledge Handbook of Language and Intercultural Communication\*](#). Routledge

[Journal of International & Intercultural Communication](#)

[International Journal of Intercultural Relations](#)

## **COURSE ASSIGNMENTS**

**1. REVIEW/SYNTHESIS OF WEEKLY READINGS** – For each week’s assigned readings, a group of three students will be tasked with offering to the class a review and synthesis of the assigned reading material. This review/synthesis should (a) identify the points from these readings you consider most salient/important, (b) point out differences in how these assigned readings approached/treated the topic under discussion, (c), suggest implications for research/pedagogy/practice and (d) pose questions that we could profitably discuss in our class session. Depending on the number of students enrolled in the class, each student will have this review/synthesis task up to 3 times during the semester. Team assignments will be made at the beginning of the semester. The review/synthesis should be posted on Blackboard at least 25 hours in advance of our class meeting. (400-600 words) Designed to promote integrative thinking.

**2. CONNECTING THEORY TO CURRENT EVENTS OR CREATIVE ARTS** - Each week, one or two students will be given the task of identifying a current event or creative representation and connecting it to one or more of the readings for that week. Current events must be newsworthy, not anecdotal or hypothetical. Creative representation may include popular songs, segments from film, television, advertisements, or online memes, and should not exceed five minutes. We’ll have a sign-up in class, and we’ll schedule no more than two presentations per week. (no written requirement, but photos, videos, songs encouraged) Designed to be both enlightening and fun!

**3. RESOURCE REVIEW** – Select a textbook, handbook, guidebook, website (that offers meaningful & substantial resources), or other resource that could be used in teaching, training, or fieldwork in intercultural communication. Write a review in which you summarize the content of the book and provide a critical evaluation written for the benefit of the teacher, trainer, or fieldworker who might consider use of this material in their work. (1000-1200 words) Designed to be useful to your classmates and your future teaching and training.

**4. ESSAY ON FUTURE DIRECTIONS** – This paper should focus on issues that you believe have received insufficient attention, or that have been inadequately conceptualized, or that reflect controversies in the field, and that you believe are ripe for further study by scholars in ICC. Each paper will be co-authored by a team of three (depending on the total number of students in our class, 1 or 2 of the papers might be co-authored by a team of 2). Our goal will be to submit these papers as a panel to NCA’s 100<sup>th</sup> annual conference in Chicago (assuming high-quality papers). We’ll discuss this assignment in more detail in class. Presentations of these papers are scheduled for our final exam session. (5000-6000 words, plus bibliography and endnotes) Designed to help shape your own research and the future of the field.

## **METHOD OF EVALUATION**

This is a PhD level course, and everyone is expected to contribute at a high level. The quality of the learning experience should be given primary emphasis, rather than concern about the letter grade one receives in the course. I’ve found that if the anxiety about grading can be minimized, performance generally increases. The pressure to do well should come from within, and there should be freedom to ‘play’ with ideas rather than worry about getting the ‘right’ answer. To be successful, a PhD seminar class requires a collective effort, and we all have responsibility to ensure an enriching learning experience for self and others. In class, we’ll discuss grades in more detail, but if everyone takes a professional approach to our class, hopefully we’ll be able to remove anxiety about grades and be able to focus our energies on maximizing the learning experience.

**COM 691 ICC Survey Fall 2013 COURSE SCHEDULE (subject to revision)**

<b>Week</b>	<b>Date</b>	<b>Topic/Class Activity <sup>(1)</sup></b>	<b>Assignment <sup>(2)</sup></b>
1	Aug 27	++ <i>Overview of Course</i> ++	<i>Come to class with anticipation, optimism, enthusiasm</i>
2	Sept 3	Unit 1: Historical Perspectives	Readings Unit 1 <sup>(3)</sup>
3	Sept 10	Unit 2: Theoretical Approaches	Readings Unit 2
4	Sept 17	Unit 3: Identity	Readings Unit 3
5	Sept 24	Unit 4: Language/Verbal Communication	Readings Unit 4
6	Oct 1	Unit 5: Nonverbal Communication	Readings Unit 5
7	Oct 8	Unit 6: Intercultural Contact/Encounters	Readings Unit 6
8	Oct 15	++ <i>Fall Break</i> ++ (no class)	<i>Relax, Rejuvenate, Refocus</i>
9	Oct 22	Unit 7: Intercultural Relationships	Readings Unit 7
10	Oct 29	Unit 8: Intercultural Transitions / Borderlands	Readings Unit 8
11	Nov 5	Unit 9: Intercultural Activism/Social Justice	Readings Unit 9
12	Nov 12	Unit 10: Intercultural New Media	Readings Unit 10
13	Nov 19	++ <i>NCA Conference</i> ++ (no class)	<i>For those going to NCA, be at your academic best!</i>
14	Nov 26	Unit 11: Conflict, Peacebuilding	Readings Unit 11
15	Dec 3	Unit 12: Intercultural Communication Pedagogy ( <i>Resource Review due</i> )	Readings Unit 12
16	Dec 10	++ <i>Presentations of Future Directions Essays</i> ++ ( <i>Future Directions Essay due</i> )	<i>Breathe a sign of relief and gratitude</i>

<sup>(1)</sup> For several of the topics, we will invite members of our faculty to our class. Specific dates TBA.

<sup>(2)</sup> Reading assignments for each week will be posted on Blackboard, with a minimum of 10 days lead time before they are due. Although a team will be assigned each week to prepare a review/synthesis of the readings (see Assignment 1), all students are expected to read and reflect on this material before our class sessions, coming to class prepared to discuss the readings.

<sup>(3)</sup> Everyone is expected to actively participate in both class discussions and an online discussion forum on Blackboard that we will use for (a) posting questions in preparation for and/or follow-up of class sessions, (b) posting course assignments, and (c) an open exchange of ideas on various topics that arise in our discussions during the semester.