



SUFFOLK
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CJN 216 M1 - INTERCULTURAL COMMUNICATION Spring 2018

Instructor Information:

Instructor: Doreen Metzner

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Office: Top Floor faculty offices

Office Hours: Monday and Wednesday 15:00-16:00

Homepage: www.suffolk.edu/academics/18429.php

Course Information:

Meetings: Mondays and Wednesdays, 17:45 – 19:15 – Room 2

Catalog Description: An examination of the communication variations and cultural viewpoints and their impact on cross-cultural communication. A special emphasis is placed on rituals and message patterns in non-Western cultures.

This course analyses the principles of human communication and applies them as tools in the study of how members of different cultures perceive and communicate with each other and in the analysis of communication within cultures and their subgroups. All aspects of interpersonal communication – verbal, paralingual and nonverbal – will be considered.

The course will also include a historical analysis of the formation of world views that influence the communication between different cultures and subgroups. The reflection of such world views in film, literature and the media will be discussed.

Credit Hours: 4

This course follows the US Federal Government's Credit Hour definition: "An amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutional established equivalence that reasonably approximates no less than:

- (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
- (2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, studio work, and other academic work leading to the award of credit hours."

For full up-to-date statement:

[https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111-Policy On Credits And Degrees.pdf](https://cihe.neasc.org/sites/cihe.neasc.org/files/downloads/POLICIES/Pp111-Policy%20On%20Credits%20And%20Degrees.pdf)

To complete this course, students will need to dedicate, at a minimum, the following amount of time to the listed activities:

Assignment/Activities	Engagement Estimate	Engagement Hours
Course Readings	500 pages x 8 minutes per page	66
5 Viewing Guides (films and documentaries)	5 guides x 2 hours per guide	10
Debates (Preparation)	4 hours for reading and prep per debate	8
3 Essays	3 hours per essay (first 2)	9
Presentation	15 hours preparation	12
Midterm Exam	15 hours preparation	15
Final Exam	15 hours preparation	15
Class Attendance	3 hours X 15 weeks	45
TOTAL		183 HOURS

Textbook/Course Materials:

Martin, Judith and Thomas Nakayama. *Experiencing Intercultural Communication*, (5th Ed.) New York: McGraw Hill, 2014.

Materials (to be provided) from the Robert F. Kennedy Center for Human Rights and Justice, Speak Truth to Power program.

Farouky, Jumana. "The Many Faces of Europe", *Time*, 15 Feb. 2007.

Johnson, Paul. "Must the Whole World Speak English?", *Forbes*, 24 Nov. 2004.

Wessel, David. "Racial Discrimination Is still at Work in U.S.", *The Wall Street Journal*, 4 Sept. 2003.

Adichie, Chimamanda. "The Danger of a Single Story," Ted.com. Web. Jul. 2009.

<http://goo.gl/x2tMse>

Kincaid, Jamaica. "A Small Place," Farrar, Straus and Giroux, 2000.

"Malala Yousafzai interviewed by Jon Stewart". The Daily Show. Comedy Central. Oct. 2013. Television.

<http://goo.gl/JPpMg7>

Wade Davis, et. al. "Schooling the World," 2010. Documentary available on Youtube.

Gorski, Paul C. (2008), 'Good intentions are not enough: a decolonizing intercultural education', *Intercultural Education*, 19:6,515 — 525.

Course Goals & Learning Objectives:

Goals	Objectives	Assessments
1. Students will understand the mechanisms through which social, cultural or global differences are perceived, understood and constructed.	1. Students will be able to identify the differences related to the area of study in their historical or geographical context.	<ul style="list-style-type: none"> • Class discussion/participation • Viewing guide and discussion "The Danger of a Single Story" • Viewing guide and discussion "Babel"
	2. Students will be able to compare different standpoints and perspectives about diverse communities.	<ul style="list-style-type: none"> • Class discussion/participation • Viewing guide "American History X" and "Babel" and discussion on films • Discussion and viewing guide "Schooling of the world"
	3. Students will be able to explain how differences are constructed or reinforced.	<ul style="list-style-type: none"> • Class discussion/participation • Essays • Viewing guide "American History X" and reading guide "A Small Place" • Viewing guide and discussion "Schooling of the World"

2. Students will understand the relationships among conflicts, social, cultural or global differences, and power within the changing historical and cultural contexts.	1. Students will be able to understand how some specific issues involving conflict and power evolved in historical or cultural context.	<ul style="list-style-type: none"> • Class discussion/participation • Discussion on Conflict Resolution and analysis of IRA-British government peace talks and treaty. • Discussion on the Charleston shootings of 2015 and the impact of the media on shooter Dylann Roof • Viewing guide and discussion “Babel” • Viewing guide for “A Small Place.” • Essay on “Impact of Media on Hate Crimes.”
	2. Students will be able to explain how privilege and power play a systemic role in how culture is practiced.	<ul style="list-style-type: none"> • Class discussion/participation • Reading guide and discussion “A Small Place” and “Babel” • Essay: Interview with an immigrant
	3. Students will be able to have self-knowledge about how different perspectives are active and impactful in your (the student’s) life.	<ul style="list-style-type: none"> • Class discussion/participation • Final presentation on the forging of intercultural perceptions • Essay on “Identification of the <i>Other</i>”
3. Students will analyze how convergent or conflicting perspectives of diverse communities influence change within a social, cultural or global context.	1. Students will be able to analyze concepts and constructs taught in class.	<ul style="list-style-type: none"> • Class discussion/participation • Final presentation • Essays • Midterm and Final exams • Debate
	2. Students will be able to review and analyze implications of research in order to apply course content to real classroom/institutional scenarios.	<ul style="list-style-type: none"> • Class discussion/participation • Essays • Debate • Midterm and Final Exams

Course Policies:

Attendance: The Suffolk University faculty and administration believe that attendance is critical to understanding and applying knowledge and skills taught. The policy is that students must attend all classes. If a student has more than two unjustified absences the final grade will be lowered by half a grade, (for example, a B will become a B-). After each additional absence, the grade will be lowered by another half a grade. In this course, any absence due to illness should be justified by a note from the student’s physician or other health professional confirming the day(s) on which the student was unable to attend class.

Punctuality: Arriving more than ten minutes late to class will be considered an absence. The student might not be allowed to enter class. Students are also expected to remain in the classroom during class except, of course, in an emergency situation.

Cellular phones and laptops: Cell phones should be turned off during class. Laptops may be used, as long as that use is related to class activities. Laptops should be off/closed when other students make presentations.

Assignment submissions: The term paper and any other required assignments must be submitted as **hard copy (!)** at the beginning of a scheduled class (please see above).

Late submissions: Late work will not be accepted. There will be no alternative to completing all required work as scheduled. Hence, failing to hand in required assignments on time results in a **loss of points** or – as in the case of the term paper – in a **grade of “F”** (i.e. the student will lose 20% of the total of his/her final grade). In the event of illness, documentation must be provided.

Food and drinks: Students may only consume water during class; no other kind of drinks and no food may be brought to class.

Canceled class: Should a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Grading/Evaluation:

<i>Mid-term and final exams</i>	40%
<i>Essays</i>	15%
<i>Debates</i>	10%
<i>Viewing and Reading Guides</i>	10%
<i>Group Presentations on ICC and Media</i>	15%
<i>Participation</i>	10%
TOTAL	100 %

Mid-term and final exams (40%)

This course has two examinations that are designed to check the progress you are making towards meeting the course learning outcomes. They are comprised of short and long essay questions that test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present, and the significance you ascribe to the facts and ideas you have learnt across your study in this course.

Essays (15%)

There are 3 essays in this course in which you will apply the concepts discussed in class to contemporary or historical events or reflections on personal experience with Intercultural Communication. The subjects for each essay appear on the syllabus.

Debate (10%)

There will be class debate on an issue that touches upon several of the subjects we will have studied in class. The subject and the division of the class into participating groups will be announced one week in advance.

Viewing and Reading Guides (10%)

Brief viewing guides will be given out prior to the viewing of each film or documentary. They contain questions which will help you reflect on the main points being made by the filmmakers and guide your focus as you view the film/documentary. You will answer the questions and hand-in the guide in the first class following the viewing.

There is also a reading guide for “A Small Place” which has the same objective and structure.

Group Presentations on ICC and the Media (15%)

Groups of three and four students will research and do presentations on the forging of perceptions of “the other” in the media, in film and advertising and discuss how it conditions attitudes and can lead either to greater empathy and understanding or the opposite, even violence. Students will provide examples taken from the media, film and advertising (video clips, photographs, audio recordings, etc.) to illustrate their point and they will show how perceptions are formed and how those perceptions affect our society.

Participation (10%)

Completion of assignments and engagement in the activities of the class —demonstrated through verbal and written means— is required in this course. This grade will be calculated to reflect the quality of your participation in class discussions, your capacity to deliver ideas and thoughts, and to express your analysis in intellectual, constructive argumentation. Additionally, it is important to demonstrate a positive and supportive attitude to the instructor and your classmates, and give full attention to class activities.

The grade scale is the following:

A= 95% + A-= 93%+ B+= 90%+ B= 85%+ B-= 83%+
C+= 80%+ C= 75%+ C-= 73%+ D= 65%+ F= 65%-

Participation/Attendance Policy:

The SUMC Student Handbook states the following:

Once a student is registered for a course, attendance at every meeting of every class is expected, including those held in the first week of the semester. A maximum of two unjustified absences is permitted. Each additional absence will cause the final course grade to be lowered by one-third of a letter grade, i.e., from A to A-; A- to B+; B+ to B, etc.

Excessive absences in a course will have a negative effect on the final grade. When a student is absent, the quality of his or her work in a course will deteriorate since material missed in class sessions can rarely be made up satisfactorily, even though the student remains responsible for that work.

Please note that even when a student has a justified reason for missing class, such as illness, the negative academic impact on learning will be the same as if the absence were for spurious reasons.

In this course, any absence due to illness should be justified by a note from the student's physician or other health professional confirming the day(s) on which the student was unable to attend class. A written excuse from a student's host parent or residence supervisor is also acceptable.

In the event that a class meeting is unexpectedly cancelled, students will be expected to continue with readings or other assignments as originally scheduled. Any assignments due or class activities (e.g., a quiz, exam or presentation) planned for such a cancelled class are due at the next class meeting unless other instructions are communicated.

Disability Statement:

If you anticipate issues related to the format or requirements of this course, please meet with me. I would like us to discuss ways to ensure your full participation in my classroom.

If formal, disability-related accommodations are necessary, it is very important that you be registered with the Office of Disability Services (ODS) at the main Campus in Boston so that I am notified of your eligibility for reasonable accommodations. We can then plan how best to coordinate your accommodations. Check the ODS web site at www.suffolk.edu/disability for information on accommodations.

Student Resources:

SUMC provides a range of student services, both academic and personal. To learn more about course-related tutorials and academic workshops, refer to the SUMC Student Handbook, Section 2 "Academic Policies and Services". Section 5, "Living in Madrid", contains information on the medical and mental health resources, including an English-speaking therapist, available to you.

Midterm Review:

At midterm, on week 7, you will be given a midterm grade based on your progress to date and performance on assignments, quizzes and midterm exam. Midterm grades of C- or below will be reported to the Madrid Campus Academic Standing Committee, with an explanation of what I believe has contributed to that grade: excessive absences, poor time management or study skills, lack of effort, difficulty with the course material or with writing or language skills, etc. The Academic Standing Committee or I may contact you to suggest strategies for addressing these difficulties. I strongly encourage you to visit me during my office hours so we may discuss how you can be successful in this class.

Academic Misconduct: www.suffolk.edu/studenthandbook/19863.php

Suffolk University expects all students to be responsible individuals with high standards of conduct. Students are expected to practice ethical behavior in all learning environments and scenarios, including classrooms and laboratories, internships and practica, and study groups and academic teams. Cheating, plagiarism, unauthorized collaboration, use of unauthorized electronic devices, self-plagiarism, fabrication or falsification of data, and other types of academic misconduct are treated as serious offenses that initiate a formal process of inquiry, one that may lead to disciplinary sanctions.

Student work will be thoroughly examined for academic integrity and may be scanned using plagiarism detection software. A faculty member suspecting academic misconduct will contact the student using the Suffolk email address to schedule a meeting and will make all effort to do so within five business days of detecting the incident. During the meeting, the faculty member will present the documentation that led to suspected academic misconduct. Resolution of the incident will be according to the procedures outlined in the SUMC Student Handbook, 2016-2017.

Academic Grievances Policy:

www.suffolk.edu/studenthandbook/67192.php

Course calendar:

SESSION	TOPIC	REQUIRED READINGS & ASSIGNMENTS
1 Jan. 17	Introduction: Syllabus review and course requirements	
2 Jan. 22	Why study culture?	Martin, J. & Nakayama, T., <i>Experiencing Intercultural Communication</i> , Ch. 1
3 Jan. 24	Intercultural Communication <i>What is culture?</i>	Martin, J. & Nakayama, T., <i>Experiencing Intercultural Communication</i> , Ch. 2 (pp. 30-38) TED Talk: "The Danger of a Single Story," Chimamanda Ngozi Adichie. https://www.youtube.com/watch?v=D9Ihs241zeg Hand-in viewing guide for "The Danger of a Single Story."
4 Jan. 29	Culture and Communication	Martin, J. & Nakayama, T., <i>Experiencing Intercultural Communication</i> , Ch. 2 (pp. 38-55)
5 Jan. 31	Barriers to Intercultural Communication (<i>Case: Dylann Roof and Charleston Killings of June 2015</i>)	Martin, J. & Nakayama, T., <i>Experiencing Intercultural Communication</i> , Ch. 2 (pp. 55-64)
6 Feb. 5	Intercultural Communication and Tourism	Martin, J. & Nakayama, T., <i>Experiencing Intercultural Communication</i> , Ch. 10 ESSAY #1 DUE Subject: Who is "the other" for you as an individual and why? How as your perception of "the other" formed over time? How does "the other" appear in your life and what characterized your interactions? How should your attitude and interactions evolve?
7 Feb. 7	Film viewing: <i>Babel</i> , Alejandro González Iñárritu, Paramount, 2006. IMDB website: http://goo.gl/r3PvsX	Reading: <i>A Small Place</i> , by Jamaica Kincaid Hand-in reading guide for "A Small Place."

SESSION	TOPIC	REQUIRED READINGS & ASSIGNMENTS
8 Feb. 12	Viewing of end of film and begin discussion of both "Babel" and "A Small Place"	Hand-in viewing guide for "Babel."
9 Feb. 14	ICC and Tourism Class Debate 1	Debate 1: A SMALL PLACE and BABEL
10 Feb. 19	ICC and Business	ESSAY #2 DUE Subject: Who is "the other" in your society? What is your society's dominant narrative about this "other," how did the narrative evolve and how is it divulged? Is it fair? Does it impact hate crimes? Should perceptions change? How? Why?
11 Feb. 21	ICC and Business (2) Preparation and organization of final presentations	Martin, J. & Nakayama, T., Experiencing Intercultural Communication, Ch. 11
12 Feb. 26	Intercultural Communication and Conflict <i>Viewing of documentary on IRA-British Government peace process led by U.S. Sen. George Mitchell</i> Martin, J. & Nakayama, T., Experiencing Intercultural Communication, Ch. 8 Review for Midterm Exam	
14 Feb. 28	MIDTERM EXAM	
15 March 5	Verbal Issues in Intercultural Communication	Martin, J. & Nakayama, T., Experiencing Intercultural Communication, Ch. 5
16 March 7	Nonverbal Issues in Intercultural Communication	Martin, J. & Nakayama, T., Experiencing Intercultural Communication, Ch. 6
17 March 12	Viewing of film in class: "American History X"	
18 March 14	Viewing of end of film and class discussion on racial discrimination, violence and human rights abuses against minorities Debate on ICC and Racism	Wessel, David. "Racial Discrimination is still at Work in U.S.", <i>The Wall Street Journal</i> , 4 Sept. 2003. Hand-in viewing guide for "American History X."
19 March 21	Popular Culture and Intercultural Communication	Martin, J. & Nakayama, T., Experiencing Intercultural Communication, Ch. 7 Farouky, Jumana. "The Many Faces of Europe", <i>Time</i> , 15 Feb. 2007.

SESSION	TOPIC	REQUIRED READINGS & ASSIGNMENTS
20 April 2	Popular Culture and Intercultural Communication II	Martin, J. & Nakayama, T., Experiencing Intercultural Communication, Ch. 7
21 April 4	Mandala of Identity Intercultural Communication in Education	Martin, J. & Nakayama, T., Experiencing Intercultural Communication, Ch. 12 Jon Stewart interview with Malala Yousafzai: https://www.youtube.com/watch?v=giGL6YY6oMs
22 April 9	Intercultural Communication, Identity and Education	Guided viewing of documentary "Schooling the World," https://www.youtube.com/watch?v=oDxYWspiN-8&t=19s Paul C. Gorski, "Good intentions are not enough: a decolonizing of intercultural education.
23 April 11	Class Debate 2	Intercultural Communication, Identity and Education as discussed in "Schooling the World" Hand-in responses from viewing guide for "Schooling of the World."
24 April 16	Group Presentations on the Forging of Intercultural Perception in the Media, Film and Advertising	1. LGBTQIA in the Media 2. African Americans in Media 3. Muslims in the Media
25 April 18	Group Presentations (cont'd)	1. Hispanics in the Media 2. Millennials and Baby-Boomers in the Media 3. Anglo-Americans in the Media
26 April 23	Activity in groups (TBA) How much have you learned?	Essay 3 is Due: The Identity Mandala. Your experience and discovery.
27	Review for Final Exam	
	FINAL EXAM (Final Exams are given April 30-May 9)	

* Syllabus is subject to change.