Course Description. This course is designed to introduce graduate students to theory and research on intercultural and cross-cultural communication. The course begins by investigating the history of the study of intercultural communication and perspectives associated with intercultural communication research. Much of the course will focus on investigating common areas of study, analyzing specific examples of research, and critiquing application of theory. Central topics include: construction and management of cultural identity, verbal and language processes, nonverbal processes, relationships, cultural transitions and adaptation, conflict, and cultural antipathy. We will examine research that identifies differences in practices between cultural groups as well as that which examines intercultural interaction. Students are expected to critically consider what it means to study intercultural communication, to critique current theory and research, and to identify areas for future research growth.

Course Outcomes.
At the conclusion of the course, students should be able to:

- discuss what it means to take a communication approach to studying culture
- articulate key theories used by intercultural communication researchers.
- describe the theoretical perspectives from which intercultural communication has been studied.
- explain current intercultural communication research directions and findings.
- discuss the role of power and privilege in among cultural groups.
- describe directions for future intercultural communication research.

Course Materials
Readings are available through blackboard and on reserve in the library.
**Course Policies and Procedures**

**Attendance.** Students are expected to attend every class as attendance is required for participation in this course. Work missed during excused absences (those due to extreme illness, a family emergency, a religious holiday, or an excused university activity) can be made up. It is up to you to provide documentation of excused absences to me prior to planned absences and within a week of unplanned absences to make arrangements for missed work. Work missed due to unexcused absences may not be able to be made up. Additionally, students are responsible for obtaining the information covered in class.

**Late Work.** All assignments are due at the beginning of class time on the assigned day. If I do not have the assignment by the beginning of class that day, the assignment is late. Each calendar day that the assignment is late will generally result in a one-letter-grade reduction. Work missed during excused absences (see above) can be made up. In-class work and quizzes may not be able to be made up.

**Media.** When class is in session, laptops may be used only to take notes. Students may not use the internet, instant messaging programs, email, or any similar programs during class unless otherwise instructed to do so. Similarly, mobile phones should be turned off. Students who are using laptops or mobile phones inappropriately will no longer be allowed to bring them to class.

**Plagiarism and Academic Misconduct.** Students are responsible for the honest completion and representation of their work for the appropriate citation of sources, and for the respect of others' academic endeavors. Academic misconduct will be monitored in this course. Plagiarism, turning in papers which are not one’s own, utilizing a previous paper, and collaborating on papers will not be tolerated and will result in the reduction of one’s grade and/or immediate failure in the course.

**Notice to Students with Disabilities: Texas A&M University–Corpus Christi** complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. If you need disability accommodations in this class, please see me as soon as possible. Please have your accommodation letter from Texas A&M University–Corpus Christi Disability Services (DS) Office with you when you come see me. If you suspect that you may have a disability (physical impairment, learning disability, psychiatric disability, etc.), please contact the Disability Services Office (located in 116 Corpus Christi Hall) at 361.825.5816.

**Grade Appeal Process.** As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Questions and Problems.** If you have concerns about the class, please arrange to discuss them with me during my office hours or by appointment.
**COURSE REQUIREMENTS**

I. Discussion Participation. Critical discussion is an essential component of a graduate seminar. Students are expected to arrive to class having read all of the assigned class material with at least **two questions and/or topics to discuss** relating to the readings for that day. Students will be called on to lead discussion at various points.

Good discussion at the graduate level includes several important components: listening to and respecting others’ opinions, sharing ideas and thoughts, posing questions to classmates, responding to and building off of others’ comments, making connections between disparate thoughts and concepts, and encouraging others to share their ideas. Questions, comments, and answers should not be directed to the instructor. Instead, good critical graduate-level discussion involves actively listening to and engaging other students in the classroom. Monopolizing conversations, disrespecting or criticizing others, and creating a discordant atmosphere are unacceptable participation techniques. As a courtesy to others, please turn off mobile phones and put away computers during discussion.

Consider the following questions when reading the course materials:

- What are the main points of the reading? What does this reading say about intercultural communication? How does it contribute to my understanding of intercultural research?
- What issues or points did you find particularly compelling or problematic?
- Where is the communication? How does one study this topic from a communication perspective?
- What are the strengths and weaknesses of the article/reading?
- How does this connect to other readings?
- What have the authors missed or overlooked?
- What are some directions for future research?

II. Article Presentation & Discussion. Each student will present an article on a topic covered in class. Articles will be assigned, but students will have an opportunity to select a topic. The presentation should be treated like a formal conference presentation. As part of the presentation, each student is required to distribute a written summary (1-2 pages) for each class member. More information will be provided.

III. Research Project. Each student will be part of a team that works on a research study in intercultural communication. Students will have an opportunity to choose between project choices. This assignment is designed to give students an opportunity to have direct experience in intercultural communication research.

IV. Exam. Students will complete an exam that will give students an opportunity to demonstrate what they have learned in the course.
Assignment Summary.

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<tr>
<td>Participation</td>
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<td>Article Presentation &amp; Discussion</td>
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**Course Evaluation**

**Method of Evaluation:**

Students’ grades are based on written papers, oral presentations, and in-class participation.

Grades are based on demonstration of mastery of course material. Work that meets the minimum requirements of an assignment, is done on time, and displays average involvement with the course content is deserving of a ‘C.’ Higher grades are awarded to work that goes above and beyond the minimum standards to produce products that reflect superior intellectual effort, excellence in critical analysis, and overall creativity in the approach to any given assignment.

- 224-250 points—A  90-100%—A
- 199-223 points—B  80-89%—B
- 165-198 points—C  70-79%—C
- 149-164 points—D  60-69%—D
- fewer than 149 points—F  59% and below—F

**Tentative Course Schedule**

**Week 1**

**June 5**  
Course Overview and Introduction

**June 7**  
**Theoretical Perspectives & Issues**

**Readings:**
- Hall (1959) pp. 43-55
- Chen (2001) pp. 55-70

**Week 2**

**June 12**  
**Cross-Cultural Theories & Research**

**Readings:**
- Gudykunst (2002) pp. 165-177

**Presentations**
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Presentations
Assignment: Research Project Outcome Summary

July 5

Additional Topics
Spitzberg & Changnon (2009) pp. 2-52
Putman & Thompson (2006) pp. 121-142
Assignment: Exam

REFERENCES
(Ordered by reading sequence)

June 7: Theoretical Perspectives & Issues

June 12: Cross-Cultural Theories and Research

June 14: Intercultural Theories and Research


**June 19: Communicating Culture**


**June 21: Cultural Identity**


**June 26: Cultural Transitions & Adaptation**


**June 28: Cultural Antipathy**


July 3: Culture & Conflict


July 5: Additional Topics
