

DePaul University
Loop Campus

HC 339 IDENTITY AND OTHERNESS IN CULTURAL
CONTEXTS

(H-3-H, H-3-I, F-X, H-1-X, A-3-X)

Winter Quarter 2010 – 4 Quarter Hours

Tuesday – 6:00 p.m. until 9:15 p.m.
January 2 – March 19, 2010

Draft Syllabus

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COURSE DESCRIPTION:

Mutual adaptation can only occur when people are roughly similar in both their cultural self-awareness and their sensitivity to other cultures. Students in this course will consider how cultures pattern communication as they recognize the profound impact that values, attitudes and behaviors have on cultural understanding (and misunderstanding). While exploring their own and others' underlying assumptions/experiences around cultural difference—in the workplace, classroom, home and community—learning strategies will allow students to identify their own subjective cultures and how they differ from cultures of other groups.

This course emphasizes the important connection between developing intercultural competence while honoring human diversity through social justice. The course is intended to provide a vocabulary and frameworks for cultural analysis and discussion. After exploring the foundations of intercultural communication—through mini-lectures, dialogue, assigned readings, classroom exercises and written assignments—students will be able to interpret complex cultural concepts in various social global and domestic contexts.

COURSE OBJECTIVES:

- To recognize personal perceptions of culture and cultural difference
- To interpret culture-specific values, assumptions and behaviors, including one's own
- To develop a clearer sense of how cultural values are learned and how they are communicated through behavior
- To cultivate adaptation strategies relying on a non-judgmental understanding of cultural differences and a well developed self-awareness.

- To analyze events and one's own actions and perspectives against a backdrop of intercultural awareness

COMPETENCIES:

H-3-H: Can explain cultural differences in the interpretation of adulthood.

- 1) *Identifies two different cultural groups and describes their characteristics.*
- 2) *Describes how each group understands the process of becoming an adult.*
- 3) *Compares and contrasts each group's perspective on adulthood.*

Students demonstrate this competence by understanding the extent to which different cultural groups have different definitions and expectations of adulthood. Students should clearly identify the distinctiveness of their chosen cultural groups in terms of this issue. Students may use different cultural groups within the United States or other countries.

H-3-I: Can explain how the self is interpreted in a variety of cultures.

- 1) *identifies two or more substantially different cultures.*
- 2) *Articulates a set of criteria for examining interpretations of the self in different cultures.*
- 3) *Applies (2) to two or more substantially different cultures.*

Concepts of the self differ from culture to culture and "self-development" is shaped, in turn, by the cultural context in which a person grows up. Students can demonstrate this competence by looking, not only at other notions of the self, but by comparing those notions to their own cultural experience.

H-1-X: Competence statement to be written by student/faculty.

(Suggested competence statement: **Can explain the cultural development of the individual in society.**) This statement may be tailored to address the workplace, classroom, home, or community.

This competence allows students to create statements that meet their specific learning needs.

F-X: Competence statement to be written by student/faculty.

(Suggested competence statement: **Can analyze the cultural development and the intercultural/interpersonal effectiveness of an individual dealing with cultural difference.**) This statement may be tailored to address the workplace, classroom, home, or community.

This competence allows students to create statements that meet their specific learning needs.

A-3-X: Competence statement to be written by student/faculty.

(Suggested competence statement: **Can interpret complex cultural concepts in various social contexts.**) This statement may be tailored to address

the workplace, classroom, home, or community.

REQUIRED TEXTS:

• Martin, J. N. and Nakayama, T. K. (2010). *Intercultural communication in contexts (5th Ed.)*. New York, NY: McGraw Hill..

• Schmitz, J. (2006). *Cultural orientations guide: The roadmap to cultural competence (5th Ed.)* Princeton, New Jersey: Princeton Training Press.

<p>January 5 (Week 1)</p>	<p>THE CULTURAL SELF Developing Intercultural Perspective: Perceptions of Culture and Cultural Competence</p> <p><u>Assigned reading to be completed by Tuesday, January 5:</u></p> <ul style="list-style-type: none"> • <i>Cultural Orientations Guide: The Roadmap to Cultural Competence</i> . Cultural Competence (pp. 1-8) . Appreciating the Impact of Culture (pp. 9-18) . Cultural Due Diligence (pp. 19-27)
<p>January 12 (Week 2)</p>	<p>THE CULTURAL SELF (continued)</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Reflection Paper #1 due January 19 (The Cultural Self). Guiding questions found on Blackboard under “Course Documents.” <p>Assigned reading to be completed by January 12:</p> <ul style="list-style-type: none"> • <i>Intercultural Communication in Contexts:</i> . Identity and Intercultural Communication (Chapter 5, pp. 161-217)
<p>January 19 (Week 3)</p>	<p>UNDERSTANDING THE CULTURAL OTHER Other Ways of Knowing: Exploring Cultural Values, Attitudes and Behaviors</p> <p>Assignment:</p> <ul style="list-style-type: none"> • The Cultural Orientations Indicator (Schmitz, p. 28) <p>Assigned reading to be completed by January 19:</p> <ul style="list-style-type: none"> • <i>Cultural Orientations Guide: The Roadmap to Cultural Competence</i> . Cultural Orientations: Environment, Time, Action, Communication, Space, Power, Individualism, Competitiveness, Structure, Thinking (pp. 30-103)
<p>January 26 (Week 4)</p>	<p>UNDERSTANDING THE CULTURAL OTHER (continued)</p> <p>Assignment:</p> <ul style="list-style-type: none"> • Reflection Paper #2 due February 2 (Understanding the

	<p>Cultural Other). Guiding questions found on Blackboard under “Course Documents.”</p> <p>Assigned reading to be completed by January 26:</p> <ul style="list-style-type: none"> • <i>Intercultural Communication in Contexts</i>: <ul style="list-style-type: none"> . Culture, Communication, Context and Power (Chapter 3, pp. 83-119) . History and Intercultural Communication (Chapter 4, pp. 120-158)
February 2 (Week 5)	MID-TERM EXAM
February 9 (Week 6)	<p>CONNECTING ACROSS CULTURES Reaching Across the Cultural Gap: Learning to Connect Here, There and Everywhere</p> <p>Assigned reading to be completed by February 9:</p> <ul style="list-style-type: none"> • <i>Cultural Orientations Guide: The Roadmap to Cultural Competence</i> <ul style="list-style-type: none"> . Style Switching (pp. 109-126) . Cultural Dialogue and Cultural Mentoring (pp. 127-148) . Cultural Competence at Work (pp. 149-164) • <i>Intercultural Communication in Contexts</i>: <ul style="list-style-type: none"> . Language and Intercultural Communication (Chapter 6, pp. 218-264)
February 16 (Week 7)	<p>CULTURE IN CONTEXT</p> <p>Assigned reading to be completed by February 16:</p> <ul style="list-style-type: none"> • <i>Intercultural Communication in Contexts</i>: <ul style="list-style-type: none"> . Nonverbal Codes and Cultural Space (Chapter 7, pp. 265-302) . Intercultural Communication Applications (Chapter 8, pp. 305-346)
February 23 (Week 8)	<p>CULTURE IN CONTEXT</p> <p>Assigned reading to be completed by February 23:</p> <ul style="list-style-type: none"> • <i>Intercultural Communication in Contexts</i>: <ul style="list-style-type: none"> . Culture, Communication, and Intercultural Relationships (Chapter 10, pp. 380-424)
March 2 (Week 9)	<p>Assignment:</p> <ul style="list-style-type: none"> • Book reports due <p>Assigned reading to be completed by March 2:</p> <ul style="list-style-type: none"> • <i>Intercultural Communication in Contexts</i>: <ul style="list-style-type: none"> . Striving for Engaged and Effective Intercultural Communication (Chapter 12, pp. 464-500)
March 9 (Week 10)	FINAL PRESENTATIONS
March 16 (Week 11)	FINAL EXAM

Course Requirements:

- **Getting-To-Know-You Questionnaire**

The Getting-To-Know-You (GTKY) questionnaire serves as a guide for the instructor to modify the course design based upon students' previous exposure to intercultural interactions and training. **PLEASE COMPLETE AND RETURN THE GTKY QUESTIONNAIRE TO THE INSTRUCTOR AS SOON AS POSSIBLE AND NO LATER THAN DATE.** The questionnaire can be found on Blackboard under "Course Documents." E-mail the completed questionnaire to cblockin@depaul.edu.

• **Exams**

There will be two exams—a mid-term exam and a final exam. These exams are an opportunity for students to demonstrate a basic understanding of the concepts and terminology introduced in the readings and in classroom lectures, exercises and discussions. The format of the exams has not yet been determined.

• **Readings**

Readings include assigned text chapters and supplemental handouts.

• **Reflection Papers**

Students will write 2 reflection papers during the course. These papers are designed to uncover students' thinking about past cultural experiences as they relate to The Cultural Self (Weeks 1 and 2) and Understanding the Cultural Other (Weeks 3 and 4). They will help students establish a foundational perspective to explore ideas specific to course topics, readings and lectures, and develop their cultural competencies. Reflection papers provide evidence of what students have learned, how they have learned and how they intend to apply their learning. Questions intended to guide the content of each reflection paper will be posted on Blackboard under "Course Documents."

Reflection papers should:

- Discuss ideas of practical importance and significant meaning that are relevant to the course and to the topics under consideration—1) The Cultural Self and 2) Understanding the Cultural Other
- Total 5 pages in length, double spaced
- Use APA style
- Cite references
- Be submitted to the instructor online at cblockin@depaul.edu on or before the due dates (see course map).

• **Final Project**

The final project is a collaborative book report and presentation to be made to the entire class. In teams of 4 or 5, students will review and critique a book with an intercultural theme. A list of recommended books will be available at the first session on January 5. After all team members have read and discussed the selected book, the team will collaboratively write a 6-to 8-page review, to be submitted on Tuesday, March 2 (Week 9).

Each team's written review should include:

- 1- to 2-page summary of the book's main points, including the author's purpose in writing it
- 4- to 6-page discussion answering the following questions:

- How well does the author meet his/her objectives, based upon his/her purpose in writing the book?
- What aspect of intercultural understanding is at the center of the author's writing?
- How does the author frame the main intercultural issue(s)?
- What are your group's reactions?
- What questions surfaced as you were reading?
- Did the book provoke any additional thoughts around cultural difference that your group members find particularly important?

After submitting their book review, the group members will prepare a creative, 15-minute presentation that will be presented to the entire class at Session 10, on Tuesday, March 9. The presentation should:

- Summarize what the book has to say about the intercultural concepts/cultural orientations discussed in class
- Discuss the book's themes with respect to one or more current events relating to cultural difference and/or personal cultural experiences taken from the workplace, classroom, home, community or current events.

Evaluation:

Evaluation for this course will be based on the following point system:

- 20 points – GTKY Questionnaire/attendance/classroom participation
- 20 points – mid-term exam
- 20 points – quality and depth of reflection papers
- 20 points – quality, depth and creativity of collaborative book review and presentation
- 20 points – final exam

Grading Scale (in points):

A	100-94	B-	83-80	D+	69-67
A-	93-90	C+	79-77	D	66-60
B+	89-87	C	76-74	F	59-0
B	86-84	C-	73-70		

Classroom Groundrules:

- Attendance

Regular, on-time attendance is required. Missing class obviously affects class participation. Unexcused absence will result in a deduction of 4 points from the final grade. Missing two classes will result in a failing grade for the course. Special circumstances should be discussed with the instructor.

- Electronic devices

ALL electronic devices (including cell phones) should be turned off before entering the classroom.

- Due dates

Assignments are expected to be submitted on time. If an assignment cannot be completed on time, contact the instructor to discuss the circumstances and possible alternatives.

- Safe learning environment

Respect for each other's ideas is an important component of intercultural education. Students should not carry on side conversations while the instructor or a fellow student is speaking or react

in a hostile or violent manner to others' comments. Students are of course free to disagree, as long as their sentiments are expressed in a civil manner..