

T R 2:00 PM-3:15 PM, in person, CBB 165

Office Hours: T 10 am-10:50 am & R 12:30 pm-1:30 pm or by appointment.

In person or via Zoom: <https://wisconsin-edu.zoom.us/j/7153463232>

## FLNG 101 - Intercultural Communication and Global Citizenship

“We do not receive wisdom; we must discover it for ourselves after a journey that no one can take for us or spare us, because wisdom is a perspective on things that we acquire.”

Marcel Proust, *Within a Budding Grove* (II: 375)

### COURSE DESCRIPTION:

In *Multicultural America: A Multimedia Encyclopedia*, Milton J. Bennett writes that “Intercultural communication is the study and practice of communication across cultural contexts. It applies equally to domestic cultural differences such as ethnicity and gender and to international differences such as those associated with nationality or world region. Intercultural communication is an approach to relations among members of these groups that focuses on the recognition and respect of cultural differences, seeks the goal of mutual adaptation leading to biculturalism rather than simple assimilation, and supports the development of intercultural sensitivity on the part of individuals and organizations to enable empathic understanding and competent coordination of action across cultural differences.” (n.p.) In *Intercultural Communication in Contexts*, Judith N. Martin and Thomas K. Nakayama point out that “Intercultural communication is both cultural *and* individual, personal *and* contextual, characterized by differences *and* similarities, static *and* dynamic, oriented to both the present *and* the past, and characterized by both privilege *and* disadvantage.” (77)

In this introductory course on intercultural communication, we will study key aspects of communication across cultures. We will discuss the role of culture and language in the formation of personal, regional, and national identities in today’s global society while examining some cultural values and practices. For instance, tardiness, dramatic gestures, or interrupting someone’s speech are usual scenarios prone to spark cultural misunderstandings and *faux pas*. As we explore how different people interpret the world around them and what meaning they assign to their surroundings, we will map out our own cultural make-up. Our inquiries about those we perceive as ‘others’ and ‘us’ will target not only factual knowledge, but more importantly the cultivation of intercultural sensitivity and the recognition and respect of cultural differences.



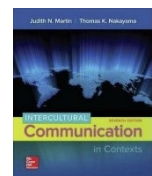
9GAG.COM/GAG/5733703

Figure 1: “The Basic Problem,” [Image source](#)

The main instructional method in this course is active learning, i.e., engaging students in every step of the learning process, based on the principle that the one who does the work, does the learning. Through an active engagement with the course materials, we will raise questions about what it means to communicate with others and how culture shapes the messages we send and receive. As Bennett rightfully reminds us, “Communication is much more than a simple transmission of information: it is the *mutual creation of meaning*. Information is not, in itself, meaningful; it is only when information is intended and interpreted in some way that it attains significance.” (n.p.) What lies at the heart of any critical inquiry are not the answers we may find but the questions we ask and the means we create to pursue further dialogue. The journey of discovery must be our own undertaking that persists through moments of difficulty or failure.

### REQUIRED READING-TEXT RENTAL:

Martin, Judith N., and Thomas K. Nakayama. *Intercultural Communication in Contexts*. McGraw-Hill Higher Education, 2018. 7<sup>th</sup> edition [ISBN-13: 978-0073523934]



### UWSP General Education Program – Critical Thinking Designation

This course offers multiple opportunities for students to conduct cultural analysis and practice oral and written communication skills while perfecting their critical thinking skills as they apply the theoretical knowledge acquired in class. Working with your classmates in small groups or working individually, you will be able to experience critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving). All the course activities target further development of critical thinking skills and dispositions such as open-mindedness, curiosity, and empathy. Learning how to navigate among different cultures in a rapidly changing world via different communication channels raises not only sensitivity to the process of communication and diverse cultural perspectives but also increases one's self-awareness as we begin to explore our own cultural identity, core values, and beliefs.

<b>Critical Thinking Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).</li> <li>2. Identify, analyze, evaluate, and construct reasoning as it is applied to general or discipline-specific questions or issues.</li> <li>3. Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing.</li> </ol>
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**COURSE LEARNING OUTCOMES** for FLNG 101 – *Intercultural Communication and Global Citizenship*. With diligent effort on their part, students will be able to:

CLO 1: Describe the field of intercultural communication and recognize critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning. [Aligns with CT LO 1]

Assignments & assessments: Course readings & quizzes on important terminology, in-class discussions, online tutorials & quizzes on critical thinking, final exam.

CLO 2: Identify, analyze, and evaluate different cultural components, such as values, products, and practices, and map out one's own cultural identity [Aligns with CT LO 2]

Assignments & assessments: course readings & quizzes, "Self-Awareness Cultural Mapping Project," "UNESCO Intangible Cultural Heritage – Group Project 1," & "Cultural Case Study – Group Project 2."

CLO 3: Communicate the analysis, evaluation, or construction of reasoning orally, visually, or in writing. [Aligns with CT LO 3]

Assignments & assessments: course readings & quizzes, "Self-Awareness Cultural Mapping Project," "UNESCO Intangible Cultural Heritage – Group Project 1," & "Cultural Case Study – Group Project 2."

CLO 4: Identify and analyze key forces or processes that contribute to global interconnectedness, and their implications. [Aligns with CT LO 2]

Assignments & assessments: course readings & quizzes, "UNESCO Intangible Cultural Heritage – Group Project 1" & "Cultural Case Study – Group Project 2."

CLO 5: Demonstrate curiosity and empathetic insight about diverse cultural perspectives.

Assignments & assessments: course readings & quizzes, "Self-Awareness Cultural Mapping Project," "UNESCO Intangible Cultural Heritage – Group Project 1," & "Cultural Case Study – Group Project 2."

## COURSE ASSIGNMENTS:

### 1. ACTIVE PARTICIPATION & READINGS & QUIZZES:

**This course's success depends on your active participation!** As stated above, the main instructional method in this course is active learning, based on the principle that the one who does the work, does the learning. Therefore, all the assigned readings must be carefully read. Quizzes are to be completed before the discussion in class. Sometimes, I will be using group or pair discussions during class time, but I will also be simply calling on students to contribute to the class discussion during our meetings. Be ready to respond! Contact me prior to class if you have questions or reservations.

### 2. SELF-AWARENESS CULTURAL MAPPING PROJECT:

**This is an individual project, consisting of three parts:** 1) Completion of the cultural mapping template, 2) Submission of an oral presentation in Flipgrid, and 3) Posting comments on the presentations by the other members of your group.

**This project aims to practice reflective explanation.** Your oral presentation will be expository, as you describe the make-up of your cultural identity and explain what your core values are. When you comment on your groupmates' presentations, pay attention to similarities and differences in your cultural upbringings and what implications they might have on your values and worldview.

### 3. UNESCO INTANGIBLE CULTURAL HERITAGE – GROUP PROJECT 1:

**This is a group project, consisting of three parts:** 1) Completion of a mind or concept map detailing one of the products & practices that are identified as intangible cultural heritage by UNESCO, 2) Completion of a Zoom discussion among the group members based on your research, and 3) Posting comments on at least two group presentations by your classmates.

**This project aims to practice making a comparative conclusion.** As you research different examples of intangible cultural heritage identified by UNESCO (<https://ich.unesco.org/en/lists>) for the country of your group's choice, for instance, [Gastronomic meal of the French](#) or [Wooden movable-type printing of China](#) or [Traditional Korean wrestling \(Ssirum/Ssireum\)](#), complete a mind or concept map to capture the details of the practice, its cultural value and draw parallels between your own culture(s) and the studied culture. As you prepare your Zoom discussion, remember that it must be informative for other students who may know nothing about your researched topic. Therefore, you must present the intangible cultural heritage first, and then discuss its implications, similarities, and differences with regards to the culture(s) represented by the group members.

### 4. CULTURAL CASE STUDY – GROUP PROJECT 2:

**This is a group project, consisting of four parts:** 1) Completion of concept and argument maps; 2) Construction of a written report that identifies a cultural behavior, describes how different cultures may evaluate the degree of cultural transgression or misunderstanding often associated with this behavior and its implications for the case study, enumerates potential solutions to resolve the case presented to your group, and convinces the readers to adhere to a particular path of conflict resolution; 3) Enactment of the cultural dialogue (Role play consisting of 4 roles – Cultural Expert, Party 1, Party 2, Mediator) in class to present your research, act out the cultural conflict, and propose a viable solution. Be ready for audience feedback and questions; and 4) Reading all the groups' cases, preparing at least one question for each group and be ready to ask them in class.

**This project aims to practice argumentation.** As you research how different cultural behaviors such as tardiness, interrupting someone's speech, gestures, etc. are perceived differently, you will be presented with a case that you need to analyze, evaluate different solutions, and construct an argument, convincing your audience to adapt one solution that would be best suited for your specific case. This project will also allow you to practice active listening. Be ready to ask questions about other cases that will be presented in class.

### 5. FINAL EXAM

Cumulative test of the course main concepts & terminology. Multiple-choice and short essay questions.

GRADING STRUCTURE, SCALE, AND POLICY:

<b>1. Participation &amp; Attendance</b> (In-class discussions & quizzes on readings)	20%	<b>GRADING SCALE:</b> 79-77 C+ 93 A 76-73 C 92-90 A- 72-70 C- 89-87 B+ 69-67 D+ 86-83 B 66-63 D 82-80 B- 62-59 D- 58 and under F
<b>2. Self-Awareness Cultural Mapping Project</b> - Core cultural values & cultural map(s) - Oral presentation in Flipgrid	20%	
<b>3. UNESCO Intangible Cultural Heritage – Group Project 1</b> - Reasoning map(s) - Zoom-discussion recording.	20%	
<b>4. Cultural Case Study – Group Project 2</b> - Reasoning maps - Written case study - In-class presentation - Questions for other groups	30%	
<b>5. Final Exam</b>	10%	
		100%

I will be using a **non-competitive grade scale**. In other words, the grade you get will not depend on how well others in the class have done. Your grade is based on your mastery of each of the required tasks; you decide for yourself how hard you want to work. Every student in this course can get an “A,” if they do the assigned tasks diligently and thoroughly and make progress in their own work.

GROUP WORK:

This course offers you a challenging yet invaluable opportunity to work on your collaborative skills. You probably have some mixed feelings about working in a group based on your previous learning experiences. This is your chance to change it and prepare yourself for the future. It is highly likely that in your academic and professional careers, you will work in teams and their success will depend on your contributions. Therefore, as you work with your group, remember to have respect for each other, do an equal amount of work, help to create a common understanding of goals that need to be achieved, be open to compromise, strive for effective and timely communication, and finally, perfect your time-management skills. Early in the semester, we will work on creating a collaborative work contract because a successful compassionate collaboration empowers all group members and promotes collective success of the course.

LATE ASSIGNMENT POLICY:

It is your responsibility to turn in your work on time (in Canvas). I will not accept late work, except under extraordinary circumstances. For every day that the assignment is late, I will count 1/3 of a grade off (i.e. B becomes a B-). Please be sure to turn in your work on time so that you receive full credit.

HELP ON CAMPUS:

UWSP, in compliance with state and federal laws and regulations, does not discriminate based on disability. If you are a student with a documented disability, please contact the **UWSP Disability Services** to make arrangements for classroom or any other types of accommodations: <http://www4.uwsp.edu/special/disability/>.

**Tutoring-Learning Center** offers student-centered academic support across disciplines. In cooperation with faculty and staff, the center provides peer-to-peer assistance through individual and small group collaboration (<http://www.uwsp.edu/tlc/>).

CANVAS LMS

Make sure to regularly check our Canvas course materials, which include additional policies (such as emergencies procedures, excused absences for military service, or religious beliefs accommodations, etc.).

## TECHNOLOGY POLICY:

### **Bring Your Own Device**

Throughout this course you will be asked to participate in interactive activities, some of which will require the use of an electronic device. Smartphones and tablets will function better than laptops for some activities, so if you have a mobile device (phone or tablet), please bring it. If you have a laptop, please bring it. If you do not have a device to bring, do not worry. You will be able to participate with another student or by alternate methods. If you would like to, you can check out a laptop from the UWSP IT Service Desk. More information can be found here: <https://www.uwsp.edu/infotech/Pages/Student-Laptop-Checkout.aspx>

### **Student Expectations for the Appropriate Use of Personal Electronic Devices During Class**

I expect that students will not use electronic devices in any way that disrupts class or distracts other students. You will be asked to use your device for certain activities during this course but are expected to put it away when those activities are completed. When I ask you to put your device away, I expect that you do so. Students who do not follow these guidelines may be asked to leave class. If you have any concerns about using technology for this course – at home (Canvas LMS, for instance, or Wi-Fi connection) or during class (BYOD), please do not hesitate to talk to me after class or during my office hours.

## ACADEMIC HONESTY:

Your work must be just that, **your** work. If at any point, you borrow a passage or an idea from one of the course texts, or any other sources (books, [on-line] journals and magazines, etc.), you **must attribute** that material and **give a clear citation** in MLA format, 8<sup>th</sup> ed. (See [www.EasyBib.com](http://www.EasyBib.com)). Remember that professors and UWSP overall take plagiarism very seriously and penalties for being caught can be very severe.

Troy Espe from the University Library created the [UWSP Library Guide](#) for our class. If you need his assistance with your research projects, please do not hesitate to contact him directly via phone (715) 346-4443 or stop by his office in ALB 104C.

## INCLUSIVITY STATEMENT

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups. If you have experienced a bias incident (an act of conduct, speech, or expression to which a bias motive is evident as a contributing factor regardless of whether the act is criminal) at UWSP, you have the right to report it using this [link](#). You may also contact the Dean of Students office directly at [dos@uwsp.edu](mailto:dos@uwsp.edu).

## CONFIDENTIALITY

Learning requires risk-taking and sharing ideas. Please keep your classmates' ideas and experiences confidential outside the classroom unless permission has been granted to share them.

## COVID-19 PROTOCOLS

We will follow the UWSP COVID-19 Protocols. For more information, please check our Canvas course site and/or the [UWSP Information on Coronavirus](#).

COURSE SCHEDULE:

	Date		Class Activities	Homework to complete <b>BEFORE</b> each class
1.	W1	9/ 2, Thursday (R)	Course Intro & Student Voices <i>In-class activities:</i> What is critical thinking & when to use it?	<b>Welcome to FLNG 101!</b>
2.	W 2	9/7, T	Part I, Chapter 1: Why Study Intercultural Communication? <i>In-class activities:</i> Cultural metaphors & memes	<ul style="list-style-type: none"> <li>Read pp. 2-36 &amp; take the quiz 01</li> <li>Flipgrid video: 2-3 mins about yourself, "Hello, I am ..."</li> </ul>
3.		9/9, R	Part I. Chapter 2: The History of the Study of Intercultural Communication <i>In-class activities:</i> Collaborative work contracts	<ul style="list-style-type: none"> <li>Read pp. 44-75 &amp; take the quiz 02</li> </ul>
4.	W 3	9/14, T	Chapter 3: Culture, Communication, Context, and Power <i>In-class activities:</i> What is the difference between explanation and argumentation?	<ul style="list-style-type: none"> <li>Read pp. 83-117 &amp; take the quiz 03</li> <li>Submit a signed Collaborative Work Contract</li> </ul>
5.		9/16, R	Chapter 4: History and Intercultural Communication <i>In-class activities:</i> What are reasoning maps?	<ul style="list-style-type: none"> <li>Read pp. 123-157 &amp; take the quiz 04</li> </ul>
6.	W 4	9/21, T	<b>Information Literacy Skills &amp; Library Visit.</b> <i>We will meet directly in ALB 316.</i>	<ul style="list-style-type: none"> <li>Complete Virtual Library Tour and Quiz</li> <li>Complete Critical Thinking Online Lesson and Quiz</li> </ul>
7.		9/23, R	<b>Self-Awareness Cultural Mapping Project</b> (Cultural Mapping Template & Flipgrid)	<ul style="list-style-type: none"> <li>Group viewing &amp; discussion - International films (short response per group)</li> </ul>
8.	W 5	9/28, T	Part II, Chapter 5: Identity and Intercultural Communication <i>In-class activities:</i> What is cultural mapping?	<ul style="list-style-type: none"> <li>Read pp. 167-215 &amp; take the quiz 05</li> <li>Flipgrid video: 3-5 min of your Cultural Identity</li> <li>Submit your Cultural Mapping Template</li> </ul>
9.		9/30, R	<b>Guest lecture by the Director of International Studies Major, Dr. Valerie Barske, and Study Abroad and NSE Adviser, Katya Leek</b>	<ul style="list-style-type: none"> <li>Group viewing &amp; discussion - International cooking shows (short response per group)</li> </ul>
10.	W 6	10/5, T	Chapter 6: Language and Intercultural Communication <i>In-class activities:</i> Language and Culture Map	<ul style="list-style-type: none"> <li>Read pp. 225-267 &amp; take the quiz 06</li> <li>Flipgrid comments for your groupmates</li> </ul>
11.		10/7, R	Pancakes Around the World: Tasting & Cooking Demonstration by DUC Dining	<ul style="list-style-type: none"> <li>Watch: "Around the World in 8 Pancakes" (<a href="#">YouTube</a>)</li> </ul>
12.	W 7	10/12, T	Chapter 7: Nonverbal Codes and Cultural Space <i>In-class activities:</i> Nonverbal communication in popular culture	<ul style="list-style-type: none"> <li>Read pp. 275-308 &amp; take the quiz 07</li> </ul>

13.		10/14, R	<b>Guest lecture by Justine Horvath, French Teacher, Lincoln High School (Wisconsin Rapids, WI)</b> <i>In-class activities:</i> Identifying a WI Intangible Cultural Heritage Practice	<ul style="list-style-type: none"> <li>Read “Diner En Blanc, The Secret 'Dinner In White' ...” (<a href="#">Link</a>)</li> <li>Submit 1-2 questions for the guest speaker</li> </ul>
14.	W 8	10/19, T	<b>UNESCO Intangible Cultural Heritage – Group Project 1</b> (Maps & prep)	<ul style="list-style-type: none"> <li>Read all the Project 1 handouts (Canvas Quiz)</li> <li>Do research</li> </ul>
15.		10/21, R	Group Project 1 - Prep in class (Sketching your reasoning map)	<ul style="list-style-type: none"> <li>Submit your group’s reasoning map(s) – Saturday 10/23 by midnight</li> </ul>
16.	W 9	10/26, T	Group Project 1 (NO CLASS) Record your group’s discussion at home	<ul style="list-style-type: none"> <li>Submit your group’s discussion recording (10 min) – Wednesday 10/27 by midnight</li> </ul>
17.		10/28, R	Part III, Chapter 8: Understanding Intercultural Transitions <i>In-class activities:</i> UNESCO Project debriefing	<ul style="list-style-type: none"> <li>Read pp. 319-353 &amp; take the quiz 08</li> </ul>
18.	W 10	11/2, T	Chapter 9: Popular Culture and Intercultural Communication <i>In-class activities:</i> 4 groups briefly present their UNESCO Projects	<ul style="list-style-type: none"> <li>Read pp. 363-388 &amp; take the quiz 09</li> <li>Discussion Board: Post comments for 2+ groups</li> </ul>
19.		11/4, R	Chapter 10: Culture, Communication, and Intercultural Relationships <i>In-class activities:</i> 4 groups briefly present their UNESCO Projects	<ul style="list-style-type: none"> <li>Read pp. 397-432 &amp; take the quiz 10</li> </ul>
20.	W 11	11/9, T	Chapter 11: Culture, Communication, and Conflict <i>In-class activities:</i> 3 groups briefly present their UNESCO Projects	<ul style="list-style-type: none"> <li>Read pp. 443-473 &amp; take the quiz 11</li> <li>Group viewing &amp; discussion - “Seven Faiths - Let's Look at World Religions” (Short response per group)</li> </ul>
21.		11/11, R	Chapter 12: Striving for Engaged and Effective Intercultural Communication <i>In class activity:</i> Why Sustainable Development Goals?	<ul style="list-style-type: none"> <li>Read pp. 479-508 &amp; take the quiz 12</li> </ul>
22.	W 12	11/16, T	<b>Guest lecture by Dr. Sam Dinga, Equity Diversity and Inclusion Coordinator for Stevens Point Area Public School District</b>	<ul style="list-style-type: none"> <li>Start exploring the cases: <a href="https://www.mic.usi.ch/case-studies-intercultural-communication">https://www.mic.usi.ch/case-studies-intercultural-communication</a></li> </ul>
23.		11/18, R	<b>Cultural Case Study – Group Project 2</b> (Intro)	<ul style="list-style-type: none"> <li>Read the Project 2 handouts</li> </ul>
24.	W 13	11/23, T	Group Project 2 (maps & preparation for role playing presentations) [at HOME/ ZOOM with your group]	<ul style="list-style-type: none"> <li>Read the cases</li> </ul>
		11/25, R	<b>Thanksgiving (no class)</b>	<b>Enjoy your break!</b>
25.	W 14	11/30, T	Group Project 2 (written report prep)	<ul style="list-style-type: none"> <li>Quiz for the written report – your part – November 30<sup>th</sup></li> <li>Submit the project reasoning map (per group) by DEC 2 – Thursday - midnight</li> </ul>
26.		12/2, R	General discussion and course evaluations	<ul style="list-style-type: none"> <li>Submit the written case study (per group) by DEC 5 – Sunday - midnight</li> </ul>
27.	W 15	12/7, T	<b>Group Project 2 – In-class presentations &amp; discussion</b>	<ul style="list-style-type: none"> <li></li> </ul>
28.		12/9, R	<b>Group Project 2 – In-class presentations &amp; discussion</b>	<ul style="list-style-type: none"> <li>Final catching up</li> </ul>

**Final exam will take place on 12/15/2021, Wednesday @ 2:45PM - 4:45PM**

**N.B. This is a tentative schedule - changes may be needed during the semester.**