Georgia State University Study Abroad Programs
Approval Form: New Program

Program Title: Intercultural Communication and Cultural Discovery Skills

Cities & Countries Included in Program: Bern, Switzerland

Program Director: Dr. Kris Acheson-Clair

Telephone: 404-413-5591 Fax: 404-413-5201 E-mail: kclair@gsu.edu


Sponsoring College and Department: Arts and Sciences, Applied Linguistics & ESL

Office Responsible for Budget: Dept. of AL/ESL Dept. Business Manager: Ms. Linh Dang

Check One: Credit X Non-Credit___ Both___

Number of Credits ___ CEU’s ___

Signatures:

9/13/11  Program Director

9/13/11  Department Chair

9/14/11  Dean of College

9/21/11  Director, Study Abroad Programs

9/26/2011  Associate Provost for International Initiatives

9/6/11  President

Please submit this form to: Jeremy Billetdeaux, Director, Study Abroad Programs, Office of International Affairs, 10 Park Place South, Suite 500. Please adhere to the following deadlines: June 1, 2011 for Spring 2012 programs, February 1, 2011 for Fall 2011 programs, and September 15, 2011 for Maymester/Summer 2012 programs.
GEORGIA STATE UNIVERSITY
STUDY ABROAD PROGRAM PROPOSAL

I. Title of study abroad program
   Intercultural Communication and Cultural Discovery Skills

II. Sponsoring College and Department
   College of Arts & Sciences
   Department of Applied Linguistics & ESL

III. Program Director- Name, Title
   Dr. Kris Acheson-Clair
   Lecturer & Director of the Undergraduate Program
   Department of Applied Linguistics & ESL

IV. Goals & Objectives of the Program
   The purpose of this study abroad program is to provide an opportunity for students – particularly students of applied linguistics but also other students whose future careers or lives will require them to interact across cultures – to learn principles of intercultural communication theory and skills for cultural discovery in situ. The hope is that, in a culturally unfamiliar place, interacting with culturally unfamiliar strangers, students will be placed in a position where they have both the need and the occasion to apply theory to their intercultural relationships, thereby developing a set of intercultural competency skills. Primary among these skills are a) mindfulness, or critical attentiveness to “deep culture”, and b) cultural discovery skills, both of which provide ways to engage in intercultural adjustment or acculturation and to avoid or cope with intercultural conflict by promoting understanding and acceptance of cultural differences. To achieve these aims, students will live in homestays in an unfamiliar culture for the duration of the study abroad, exposing themselves consistently to cultural differences and engaging in intercultural interactions on a daily basis. Simultaneously, through their reading, writing, and discussion in the curriculum of the study abroad, students will be guided toward intercultural competency in the Swiss setting. Their English-speaking homestay hosts and others they meet will serve as cultural informants capable of explaining cultural differences in communicative behaviors, norms, values, and other aspects of Swiss ways of life. The Swiss setting was chosen because it should be familiar enough to US students not to cause them excessive anxiety or exhaustion during the study abroad but different enough to provide ample opportunities for cultural learning. Students will be unlikely to exoticize the Swiss as a fascinating but inferior culture, and they will be forced to dig deep beneath surface similarities to discover the very important ways in which Swiss cultures differ from their own. Students should benefit from the study abroad by developing understandings of their own and others’ cultural identities, of applications for intercultural communication theories, and of qualitative methods for cultural discovery.

V. Relationship of program to the University’s Strategic Plan
   Goal Five of the University’s Strategic Plan is to achieve distinction in globalizing the University. One of the initiatives under this goal is to enhance the global competency of
students, faculty, and staff. One could argue that any study abroad program would work toward achieving these aims. However, merely moving courses into international settings does not guarantee the enhancement of global competency among those involved. In fact, contact theory suggests that interacting interculturally is as or more likely to breed negative attitudes and conflict as to develop intercultural competence. The pivotal difference is often intercultural competence training, which this course provides. Rather than simply being placed into an intercultural setting, students will be guided by the coursework and the instructor into healthy ways of coping with the stress of acculturation and effective ways of interacting with members of their host culture. This course will operate in support of the University’s Strategic Plan because globalizing the university, and specifically enhancing the global competency of students, faculty, and staff, must encompass more than providing opportunities to go abroad; it must also facilitate their self- and other-awareness and teach them life-long learning skills of cultural discovery, all of which will be fostered by this course.

VI. Relationship to GSU Department/Major
The study of culture and the development of intercultural competency has become an integral part of the field of applied linguistics and of the sponsoring department. Many of our students, both graduate and undergraduate, are preparing for careers as language teachers. Such a career not only guarantees frequent intercultural contact, but also demands attention to the ways in which culture affects everything from educational policy to classroom management. Understanding the interrelationship between language and culture is also essential for non-teaching track students, as culture moderates how, when, and why language is used. Courses on intercultural communication are thus required components of both the bachelor’s and master’s degrees that our department offers, and culture plays a vital role in many other courses across the curriculum as well. Our students are encouraged to complete individual study abroad programs to fulfill their language and culture degree requirements; what our programs are currently missing, however, is a faculty-led study abroad component that teaches intercultural competency in an intercultural setting. This is the gap that the proposed study abroad program will fill. It will facilitate the ability of the department to adequately prepare our students to be culturally-sensitive, and thus more effective, language teachers or researchers.

VII. Courses
A. Course Descriptions & Requirements
The following two courses, one each at the graduate and undergraduate levels, will be cross-listed for this study abroad program. Students who have already taken one of these courses may be eligible to participate by registering for a “Directed Readings” course, since the curriculum for the study abroad will differ from both courses as they are taught on campus. The graduate version of the study abroad program will vary from the undergraduate version in terms of number and difficulty of assigned readings, as well as the length and rigor of the research project and additional assignments. For both the graduate and undergraduate courses to be taught in this study abroad, the objectives include:

- Understand the meanings of “culture” and its significance for perception and human interaction;
• Grasp the complexity and fluidity of cultural and linguistic identities;
• Reflect upon one’s own cultural identifications as affirmed by oneself and attributed by others;
• Develop skills for and engage in cultural discovery;
• Understand the consequences of cultural contact (conflict & adaptation);
• Discover one’s own ethnocentric attitudes; and
• Build one’s intercultural competencies;

1) **AL 8330 Intercultural Communication** *(graduate course) – 3 hours*
   a. Descriptions: This course introduces basic concepts and principals in intercultural communication and examines the intersections of culture, communication, and language learning. We will be exploring the many ways in which culture interacts with and influences second language acquisition. The course is designed to encourage students to synthesize theoretical concepts in intercultural communication and apply them to language pedagogy in critical and creative ways.
   b. Prerequisites/Requirements: There are no prerequisites to this course for graduate students enrolled at Georgia State. The course is a requirement for the MA in Applied Linguistics and TESOL offered by our department, and is one of several choices required for graduate students in the Department of Modern and Classical Languages. Many students engaged in graduate coursework in Language and Literacy and other fields in Education also take this course as an elective.

2) **AL 4151 Communication across Cultures** *(undergraduate CTW course) – 3 hours*
   a. Description: This course focuses on learning about yourself (a necessary step in effectively interacting with other cultures), learning about the communication of another cultural group to which you do not belong, and learning about effectively communicating with that group. The major thread weaving through the course is an introduction to ethnographic research for undergraduate students. The purposes of the research include 1) learning about research by doing research (collecting and analyzing data) 2) investigating the relationships between language and culture, 3) developing strategies for learning about culture and communicating across cultures.
   b. Prerequisites/Requirements: All undergraduate majors in Applied Linguistics who enrolled during or after Fall of 2009 must take this course as the second of their two Critical Thinking through Writing degree requirements. AL 3021 Introduction to Linguistics is a prerequisite to this course. We also recommend that students take the 3000 level, “first” CTW course, AL 3031 Language in Society, before registering for this “second” senior level CTW course. *Prerequisites may be waived for non-majors and postbac students.*
B. Quality of Course Content
Both the graduate and undergraduate courses planned for this study abroad program align with contemporary theory in a number of ways. First, these courses synthesize theory and practice by providing students the opportunity to engage in a cycle of insight, action, and reflection in their coursework. Intercultural communication theories of adaptation and conflict management will become meaningful to students as they live through episodes of intercultural adaptation and conflict management. Second, both courses rest on a critical paradigm that insists on the importance of context, history, and power. Rather than attempting to teach a list of “Do’s and Don’ts” for successful intercultural interactions, the courses force students to attend to local cultural contexts and teach a set of skills for doing so. Third, these courses use up-to-date academic literature, both theoretical and methodological in nature, and state of the art experiential activities to support the students’ cycle of learning, particularly during insight and reflection stages.

C. Course Evaluation Plan
Student will journal throughout the course on readings, class discussions, and their experiences in Switzerland. The main assessment for the course, though, is a primary research paper reporting the results of an ethnographic research project targeting a Swiss microculture. Students will conduct their research during the study abroad, but may not finish writing their final papers until after they return from Switzerland, given the condensed nature of Maymester course schedules. Graduate students will be expected to fulfill additional course requirements beyond the undergraduate syllabus, including a more rigorous research project and a longer final paper, discussion leading during one of the class sessions, and a short paper applying an intercultural communication theory to their discipline or future profession (i.e., applied linguistics, education, business, etc.).

D. Instructional Arrangements
The study abroad course will be delivered in a read, write and discuss format, where students read and journal to prepare for class sessions, and class meetings are spent in a) debriefing on student experiences during the study abroad; b) experiential activities; and c) small and whole group discussions of readings.

E. Syllabi
See the attached syllabi for details about this course as I have taught them on campus. These courses as part of the study abroad program will be altered to fit the specific context of Swiss history and cultures, and to emphasize cultural adaptation, intercultural miscommunication, and cultural discovery skills. All students will be conducting qualitative (ethnographic) research on local cultures rather than each choosing individual target cultures. Hosts for student homestays during the study abroad will serve as cultural informants, subjects of observation, and participants in interviews for these projects. The sponsoring department, Applied Linguistics & ESL, will be providing a course release in the spring
semester preceding this study abroad program to allow the program director time to create the course curriculum and arrange program logistics in Bern.

F. Classroom/Facilities
One of the ways in which this program has been able to keep student costs to a minimum is with creative use of local free spaces for class meetings. This tactic provides the added benefit of maximizing student exposure to Swiss culture rather than isolating students in an institutional environment. There are twelve class meetings that will require facilities during this study abroad program. The first two class meetings will be held in space rented from a local cultural center or church for a small fee. However, the weather in Bern during May tends to be quite lovely. A good number of subsequent class meetings will be held in free, outdoor venues such as parks, government owned buildings, and other public spaces around Bern. For days when weather will not permit outdoor meetings, the program director has located a number of local restaurants with private rooms where the class may meet and then lunch together. Other possible alternate sites include meeting rooms at SwissPost and the aforementioned cultural centers and churches. Libraries at one of several public universities in Bern provide additional possibilities for weather alternates. In addition to classroom facilities, the course will require space for kick-off and farewell receptions for the students and their hosts. The Diversity Management Department at SwissPost has generously agreed to provide space and contribute to a refreshment budget for these two receptions.

G. Library and Other Resources Available
Switzerland has a wealth of resources to offer for a study abroad program on intercultural communication. In terms of human resources, students will find a great number of English-speakers in Bern (whose citizens tend to be highly-educated and well-traveled). Their homestay hosts will serve as their primary cultural informants for observation and interviews, but students should have no trouble gathering additional data from others they meet in Bern. Technologically speaking, Bern is highly accessible. All homestay sites will provide internet access to students, so that they can remain connected to GSU electronic resources such as the library, email, and uLearn. There are several libraries in Bern, both public and university, but students will have little need to avail themselves of these resources, as the program director will be working with a staff member in the library to create a course research guide before departure and will upload or link course readings and research resources in the course uLearn environment.

VIII. Participants
A. Number of program applicants expected
A number of students have already expressed interest, and the department hopes that reaching the course minimum of 12 students is feasible. The course maximum will be set at 18, but enrollment is not likely to be that high for this initial staging of the study abroad program to Bern.
B. Level of education required for enrollment
   A bachelor’s degree is required for graduate course enrollment.

C. Prerequisites required
   See the undergraduate course description above for specific prerequisite information.

IX. Site visit
   Because I have recently visited the city of Bern, the Director of Study Abroad has informed me that this program is exempt from the requirement of a site visit.

X. Travel arrangements and logistics
   A. Country(ies) and City(ies) to be Visited
      Bern, Switzerland (via Zurich, and with the option to explore other areas of Switzerland individually on the weekends)

   B. Program Provider
      Homestay hosts for student accommodation during the study abroad will be recruited through the Diversity Management Department of one of Switzerland’s largest corporations, SwissPost, for an administrative fee of 2'000 CHF (roughly $2,300 USD). See information below on housing for more details.

   C. Tentative Schedule
      1. Dates for the program: Saturday, May 5, 2012 to Saturday, May 26, 2012
      2. Itinerary
         Saturday, May 5th – Depart from Atlanta airport
         Sunday, May 6th – Arrive in Zurich, travel by train to Bern, and settle into homestays
         Monday, May 7th – Jetlag recovery and orientation to Bern (public transportation and food); Opening Reception with SwissPost hosts
         Tuesday, May 8th through Friday, May 11th – Daily class meetings from 9am to 1pm
         Saturday, May 12th through Sunday, May 13th – Students may explore Switzerland individually or in small groups. Program director may guide optional low cost day trips to Lucerne and Interlaken.
         Monday, May 14th through Thursday, May 17th – Daily class meetings from 9am to 1pm
         Friday, May 18th – Research day; students collect observation & interview data and read secondary research on Swiss cultures
         Saturday, May 19th through Sunday, May 20th – Students may explore Switzerland individually or in small groups. Program director may guide optional low cost day trips to Geneva and Basel.
         Monday, May 21st through Wednesday, May 23rd – Daily class meetings from 9am to 1pm
         Thursday, May 24th – Writing day; students work on final research projects
Friday, May 25th – Final Exam period; students make presentations on their final papers to the class Farewell/Thank you Reception with SwissPost hosts

Saturday, May 26th – Return to Zurich; students may either return to Atlanta immediately or use Zurich as a departure point for further travel in Europe before returning stateside.

Friday, June 1st – Deadline for electronic submission of final papers

D. International and/or domestic airline(s)
Delta Airlines has a direct flight from Atlanta to Zurich that is competitive in terms of pricing. This is the airline that the director will use. Air travel is not included in the budget because many students from the Atlanta area have connections with employees of Delta Airlines and may wish to fly on a low fare “Buddy Pass” or on a “Non-Revenue” employee dependent ticket. Students who wish to pursue this option will be advised to travel early so as not to miss the start of class in Bern due to full flights. Students who wish to travel as a group with the director may buy tickets on the flight that she takes, so as to arrive in-country and travel from Zurich to Bern with an escort. Students who travel separately will be responsible for making their own way to Bern, where they will be met at the train station and escorted to their homestays. There are hourly commuter trains between Zurich and Bern, so the director (or the GTA) can also make a trip back to the airport in Zurich on Monday, May 7th, 2012 to meet students coming late.

H. Ground transportation arrangements
The program director will be purchasing SwissPass tickets for herself and all students participating in the study abroad. These are dated comprehensive Swiss transportation passes that include unlimited free passage on all major railways, ferries, scenic trains, and intercity bus systems across Switzerland, as well as most city networks of trams, subways, and buses. Over 400 museums and other attractions are also free with the SwissPass.

F. Housing arrangements
Students will be staying in homestays for their 3 weeks in Bern, Switzerland. Hosts will be selected from a pool of English-speaking business professionals interested in intercultural exchange. All homestay facilities will provide a private bedroom (single occupancy), access to a bathroom and kitchen, internet access, access to public transportation, and daily continental breakfast (usually cold breads, meats, cheeses, fruits, and yogurts with coffee or tea). Hosts may, at their discretion and convenience, invite students to share some evening meals with the family as well. The program provider arranging for homestays is the Diversity Management Department at SwissPost. My contact at SwissPost is the Director of Intercultural Communication for the corporate training department at SwissPost, Ms. Sundae Schneider-Bean (MA in Intercultural Communication, 2006, Arizona State University). Her contact information is listed below:

Email: Sundae_Schneider-Bean@interculturalcompetency.com
Cell phone: 0 (11, from the US) 41 76 416 1661.
H. Security/safety plan

Switzerland is an exceptionally safe location to live and travel, boasting low crime rates, a high level of accommodation for people with disabilities, and a relatively low risk of terrorist attacks. The US Embassy that serves Switzerland is located in Bern (which is the capital of Switzerland), within walking distance of the train station, and easily accessible by public transportation from all points in the city. The contact information for the embassy is listed below:

Sulgeneckstrasse 19  
CH-3007 Bern, Switzerland  
Business Hours Phone: 0 (11, from the US) 41 31 357 7011  
After Hours Phone: 0 (11, from the US) 41 31 357 7777  
Website: http://bern.usembassy.gov/

The program director will be registering all participants in the study abroad in the embassy’s Smart Traveler Enrollment Program, which broadcasts travel alerts and provides crisis assistance to travelers: https://travelregistration.state.gov/ibrs/ui/. All students participating will be provided with an Emergency and Crisis brochure that includes GSU and local contacts and phone numbers, and directions and a map to the embassy. The Embassy website maintains a current list of hospitals and physicians at: http://bern.usembassy.gov/medical_info_bern.html. This list includes 5 public and 5 private hospitals, as well as dozens of medical doctors by specialty.

I. Cell Phones

The director and her GTA will be carrying international cell phones at all times during the study abroad. Their contact numbers will be provided to the students, homestay hosts, GSU officials, and the SwissPost contact.

XI. Faculty

A. Qualifications of GSU faculty teaching in the program

The program director will be teaching the cross-listed graduate and undergraduate courses. She is currently a full-time Lecturer and the Director of the Undergraduate Program in the Department of Applied Linguistics at Georgia State University. Her PhD (2008, Arizona State University) is in Intercultural Communication. She has taught both graduate and undergraduate courses, at GSU and elsewhere, in intercultural communication, cultural adaptation, intercultural ethnography, language and culture, and intercultural conflict. She is also an experienced international traveler, having lived abroad multiple times and visited dozens of countries on several continents.

B. Co-Program Director

The program will not have a designated co-program director traveling with the study abroad group. However, the sponsoring department, the Department of Applied Linguistics & ESL, will be providing a graduate teaching assistant for the
program who will accompany the participants of the study abroad and act as both second in command to the program director and additional local emergency contact.

XII. Recruitment
The director plans a three-pronged approach to recruitment for this study abroad program. The first strategy is to take full advantage of the resources provided by the study abroad office, including information fairs, program brochures, the interactive information and application website, and staff members who are available to visit classes to make presentations on study abroad. The second strategy is an email advertising campaign to the following: a) undergraduate majors and minors in applied linguistics; b) MA students in TESOL; c) PhD students in applied linguistics; d) undergraduate and graduate program directors in other departments, including anthropology, sociology, communication, education, business, and political science; e) national disciplinary listserves that disseminate program announcements to faculty and students in educational institutions across the country. Finally, the third strategy involves recruitment through presentations to applied linguistics and other classes on campus during the spring and fall. Each of these three approaches will focus on delivering information to students on the specific details of the program as well as general information on funding study abroad.

XIII. Pre-departure orientation
The program director will hold three mandatory pre-departure orientations for students accepted to the study abroad program. The first session, to be held in February, 2012, will cover logistical information about study abroad, including payment, liability release, passport application, and other long-term planning issues. The second session, in March, 2012, will be course and location specific. Information and web resources on Switzerland will be given to participants, and the course syllabus and schedule will be distributed and discussed. The third session, in late April, 2012, will specifically address procedural issues and expectations for behavior, including individual travel arrangements to Zurich and from Zurich to Bern, emergency and crisis procedures, and guidelines for host/student interactions during homestays.

XIV. Evaluation plan
All participants will receive an evaluation form sent electronically by the staff in Study Abroad Programs upon their return from the program. Once compiled, the evaluations will be sent to the Program Director.

XV. Affiliated or co-sponsoring international institution
This study abroad program will not be affiliated or co-sponsored by another educational institution.
XVI. BUDGET
Georgia State University’s Study Abroad Programs
Projected Budget

Title of Study Abroad Program: Intercultural Communication and Cultural Discovery Skills
Country(ies) to be visited: Bern, Switzerland
Sponsoring College: College of Arts and Sciences
Program Director: Dr. Kris Acheson-Clair
Projected No. of Participants: 12-15

Cost per Participant:

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airfare</td>
<td>(average $1300.00) Not Included</td>
</tr>
<tr>
<td>Ground Transportation</td>
<td>SwissPass $600.00</td>
</tr>
<tr>
<td>Meals (if included)</td>
<td>Breakfast Included with Housing</td>
</tr>
<tr>
<td>Accommodations</td>
<td>$1370.00</td>
</tr>
<tr>
<td>Mandatory Insurance ($8.70 per week)</td>
<td>$30.00</td>
</tr>
<tr>
<td>GSU Tuition</td>
<td>Not Included</td>
</tr>
<tr>
<td>Excursions</td>
<td>All Transportation, Many Attractions within Switzerland Included</td>
</tr>
<tr>
<td>Emergency Allowance</td>
<td>$200.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$2,200.00</strong></td>
</tr>
</tbody>
</table>

Program Director’s Expenses: (To be built into participant cost of program)

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Airfare</td>
<td>$1300.00</td>
</tr>
<tr>
<td>Per Diem (food &amp; housing)</td>
<td>housing $1370.00 + food $750.00</td>
</tr>
<tr>
<td>Mandatory Insurance ($8.70 per week)</td>
<td>$30.00</td>
</tr>
<tr>
<td>Ground Transportation</td>
<td>SwissPass $600.00</td>
</tr>
<tr>
<td>Facilities Fee</td>
<td>$1200.00</td>
</tr>
<tr>
<td>Administrative Fees</td>
<td>SwissPost, for host recruitment $2,300.00</td>
</tr>
<tr>
<td>Incidental Expenses</td>
<td>Receptions (matched by SwissPost) $1200.00</td>
</tr>
<tr>
<td>Cell Phone</td>
<td>$200.00</td>
</tr>
<tr>
<td>Recruitment</td>
<td>N/A</td>
</tr>
<tr>
<td>Additional Brochures</td>
<td>N/A</td>
</tr>
<tr>
<td>Currency Fluctuation</td>
<td>(and emergency allowance) 10% $900.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$9,850.00</strong></td>
</tr>
</tbody>
</table>

Total Cost Per Participant:
Actual Projected Cost: $3,185 (10); $3,020 (12); $2,860 (15)
Suggested Advertised Cost: $4,500 with airfare or $3,200 without

Study Abroad Programs, Revised 4/11
AL 8330 Intercultural Communication, Spring 2011, CRN 14697
Department of Applied Linguistics and ESL
Georgia State University

Professor: Dr. Kris Acheson-Clair, kclair@gsu.edu, 770/853-1711(c), 404/413-5591(o)
Office: 1209, Suite 1200, 34 Peachtree St., One Park Tower Building
Office Hours: 3:45 to 4:15pm, Mondays and Wednesdays
Virtual Office Hours (uLearn, phone, or email): Sundays and Tuesdays 7-9pm

Course Meetings: Mondays, 4:30pm to 7:00pm, Aderhold 203

Course Description: This course introduces basic concepts and principals in intercultural communication and examines the intersections of culture, communication, and language learning. We will be exploring the many ways in which culture interacts with and influences second language acquisition. The course is designed to encourage students to synthesize theoretical concepts in intercultural communication and apply them to language pedagogy in critical and creative ways.

Course Objectives:
1. Understand the meanings of “culture” and its significance for perception and human interaction;
2. Realize the historical and contemporary scope of the field of intercultural communication and its applications to applied linguistics;
3. Grasp the complexity and fluidity of cultural and linguistic identities;
4. Reflect upon one’s own cultural identifications as affirmed by oneself and attributed by others;
5. Develop skills for and engage in cultural discovery;
6. Understand the consequences of cultural contact (conflict, adaptation, intercultural communication competency);
7. Discover one’s own ethnocentric attitudes and intercultural competencies;
8. Appreciate the necessity of cultural knowledge for language learning;
9. Recognize the cultural dynamics of language classrooms;
10. Consider cultural differences in teaching and learning;
11. Learn and practice methods for teaching culture and intercultural skills in language classrooms.

Course Overview:
I. The Field of Intercultural Communication (ICC) Studies
   A. Concepts (Week 2)
   B. Culture and Applied Linguistics (Week 3)
   C. Research (Week 4)
II. Culture, Language, and Identity/Identification
   A. Discovering Patterns in Values and Behaviors (Week 5)
   B. Power, Borders, and Globalization (Week 6)
III. Cultural Contact
   A. Societies in Conflict (Week 7)
   B. Individuals in Conflict (Week 8)
   C. Adaptation (Week 9)
   D. Competencies (Week 10)
IV. Culture and Language Learning
   A. Silence and Nonverbal Communication (Week 11)
   B. The Classroom (Week 12)
   C. Communication and Learning Styles (Week 13)
   D. Curriculum and Assessments (Week 14)
Texts:
Additional Readings (see Weekly Schedule below for citations)
NOTE: Always read textbook before articles for necessary background knowledge.

Assessments:
1. In-class and Online Participation 20 pts
2. Discussion Leading (in class or online, in pairs if desired) 10 pts
3. Culture Activity 10 pts
4. 2 Short Reflection Papers – 2 x 15 pts each 30 pts
5. Final Research Paper 30 pts

1. **In-class and Online Participation:** Students are expected to come to class, having read the assigned readings for that evening, prepared to participate in whole class and small group discussions and activities. In addition, throughout the semester there are a variety of online activities related to the course readings and topics that students are expected to participate in. These include whole class and small group discussions online (either teacher-led or student-led), short-answer questions to be answered and submitted individually, and web-based activities. For discussions, students are expected not only to make contributions by responding to the initial question(s), but also to read and respond to comments posted by their classmates. Due dates are included in the reading schedule below, and more specific instructions will be available online for each assignment.

2. **Discussion Leading:** One time during the semester, each student needs to take the lead in guiding the discussion of a reading. An * in the schedule below marks readings available for Discussion Leading. Some discussions are with the whole class, some with a small group, and others online. Students need to indicate their preferences for discussion leading by the second week of the course. A rubric for grading discussion leading will be available online, and I will model both in-class and online discussion leading before we have any student-led discussions.

3. **Culture Activity:** Each student will create either a lesson plan for an in-class activity or a set of instructions for an out-of-class assignment. These activities or assignments should do one or more of the following: a) develop understanding of the values or behavioral patterns of a particular cultural group; b) teach skills for cultural discovery; and/or c) encourage intercultural communication competency. Lesson plans and instructions should include a rationale for the activity/assignment, a clear and detailed description of what should take place and/or what product should be created, and a rubric or some other means of assessing students during or after the activity/assignment. Examples will be posted online, as well as the grading rubric I will use for your culture activities.

4. **Reflection Papers:** These papers may be first person narratives (using “I”) but should still be formally written (like an academic paper, not a journal entry). You don’t need any outside sources, but should include those we read and discuss in class. Each paper should be 3-4 pages in length, typed, double-spaced, with 1-inch margins, in Times New Roman 12 point font, and formatted according to APA conventions. Due dates are included in the schedule below.
   a. Paper 1 – Cultural Identifications Reflection
   b. Paper 2 – Intercultural Competence Analysis

5. **Final Research Paper:** Your final paper, 8-12 pages in length, should be typed, double-spaced, with 1-inch margins, and formatted APA style. Final papers are, in essence, your final exam in this course. As such, they should synthesize course concepts and cite some course readings as well as at least 3 additional academic sources. Your final paper should provide evidence of cultural discovery. Using the Damen (1987) chapter as a guide, engage in cultural inquiry by finding and interacting

Acheson Clair – AL8330 Syllabus
with an informant from another culture. A grading rubric and a sample paper will be available online. *Note: This assignment is based on one created by Dr. Gayle Nelson.* At various points in the semester, the following stages of the final paper are due. See due dates in the schedule below.

a. Topic and Preliminary Bibliography
b. Outline and Complete Bibliography
c. Final Paper

**Other Course Policies:**

1. **Writing Expectations:** Please be aware of Georgia State University’s expectations and policies regarding academic dishonesty, including plagiarism, cheating, unauthorized collaboration, falsification, and multiple submissions. This information is available at: [http://www2.gsu.edu/~wwwdos/wordFilesEtc/2010-2011_Academic_Honesty_Policy_Only_April_16.pdf](http://www2.gsu.edu/~wwwdos/wordFilesEtc/2010-2011_Academic_Honesty_Policy_Only_April_16.pdf). Also, I highly recommend that you have a classmate, someone from the writing center, etc. proofread your papers so you are sure that they are clearly written, grammatically correct, and properly formatted in APA style. *Papers will not be accepted late except with documented justification and by prior arrangement.*

2. **Attendance Policy:** Missing class meetings means that you miss out on important explanations, discussions, illustrations, and activities that will help you understand, synthesize, apply, and analyze the information presented in this course. Please contact me before class if you need to be absent. More than one unexcused absence will result in loss of a letter grade in this course.

3. **Accommodations Statement:** Georgia State University complies with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Students with disabilities who seek academic accommodations must first take appropriate documentation to the Office of Disability Services locate in Suite 230 of the New Student Center. If you are in need of accommodations to complete any of the requirements in this course, please provide me with a copy of your official Accommodation Plan by the end of the second week of classes.

4. **Student Evaluation of Instructor:** Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State University. Upon completing the course, please take the time to fill out the online course evaluation.

**Weekly Reading and Assignment Schedule**

*This is a tentative plan that may need to be altered as we progress through the semester.*

**01/10/11 - Introduction to the Course**

**Topics:**

1. Syllabus, Reading Schedule, and Assignments
2. Personal Introductions
3. Course Concepts (Culture, Intercultural, Cross-cultural)

**01/17/11 - MLK, Jr. Day – No Class**

**01/24/11 - (Unit I) The Field of Intercultural Communication (ICC) Studies – Concepts**

**Topics:**

1. What is Culture?
2. Relationship of Culture to Communication and Perspective
3. History of the Field of ICC

**Readings:**


**Assignment:** Online individual short answer questions on readings due midnight before class. Article choices (to read) and discussion leadership preferences due in class.
01/31/11 - (Unit I) The Field of ICC Studies – Culture and Language

Topics:  
1.) The Culture and Language Connection
2.) Theory/Practice Gap in Applied Linguistics

Readings:  

Assignment: Online group discussions will be open this week after class on Atay (2005) article.

02/07/11 - (Unit I) The Field of ICC Studies – Research

Topics:  
1.) Methods of (Inter)cultural Inquiry
2.) Examples of Cultural Research

Readings:  

In addition, each student needs to choose ONE of the following for small group discussion:


02/14/11 - (Unit II) Culture, Language, and Identity – Discovering Patterns in Values and Behaviors

Topics:  
1.) Cultural Discovery
2.) Cross-Cultural Research

Readings:  
Martin & Nakayama, Chapter 5 “Identity and Intercultural Communication”

Assignment: Online individual activity using Geert Hofstede’s cultural dimensions website due midnight the night before class.

02/21/11 - (Unit II) Culture, Language, and Identity – Power, Borders and Globalization

Topics:  
1.) Cultural Hegemony and Marginalization
2.) Cultural Imperialism, Multiculturalism, and Globalization

Readings:  
Martin & Nakayama, Chapter 3 “Culture, Communication, Context, and Power”

In addition, each student needs to choose ONE of the following readings from
* Leonard (pp. 228-239).
* Morris (pp. 217-227).
* Nakayama (pp. 26-31).

Acheson Clair – AL8330 Syllabus
Assignment: - Reflection Paper #1 (see assignment description for more details) due in class.
- Online group discussions on Our Voices chapters will be open the week after class.
These discussions may be student led. See assignment for more details.

02/28/11 - Spring Break – No Class
03/07/11 - (Unit III) Cultural Contact – Societies in Conflict
Topics: 1.) History and Collective Consciousness
         2.) Colonialism
         3.) Intercultural Conflict Resolution
Readings: Martin & Nakayama, Chapter 4 “History and Intercultural Communication”
*Broome, B. “Views from the other side: Perspectives from the Cyprus conflict.” In J.
Martin, T. K. Nakayama, & L. A. Flores (Eds.) (2002). Readings in intercultural
Assignment: Online individual journals due midnight before class. See assignment for details.

03/14/11 - (Unit III) Cultural Contact – Individuals in Conflict
Topics: 1.) Cultural Causes for Individual Conflict
         2.) Perceptions of Conflict
         3.) Conflict Styles
Readings: Martin & Nakayama, Chapter 11 “Culture, Communication, and Conflict”
Nonwestern perspectives on human communication (pp. 57-70). Thousand Oaks,
CA: Sage.
*Cai, D. & Fink, E. L. (2002). Conflict style differences between individualists and
collectivists, Communication Monographs, 69, 67-87.
Assignment: Final Research Paper Topics and Preliminary Bibliographies due in class.

03/21/11 - (Unit III) Cultural Contact – Adaptation
Topics: 1.) Acculturation Outcomes
         2.) Culture Shock
Readings: Martin & Nakayama, Chapter 8 “Understanding Intercultural Transitions”
Journal of Intercultural Relations, 29 (6) 697-712.
acculturation and intercultural relations, International Journal of Intercultural
Relations, 32(2), 105-114.
Assignment: Online group discussions on the Kim (2002) chapter will be open the week after class.

03/28/11 - (Unit III) Cultural Contact – Competencies
Topics: 1.) Communication Accommodation
         2.) Intercultural Communication Competence
Readings: Martin & Nakayama, Chapter 12 “Striving for Engaged and Effective Intercultural
Communication”

Acheson Clair – AL8330 Syllabus
04/04/11 - (Unit IV) Culture & Applied Linguistics – Silence and Nonverbal Communication

Topics: 1.) Types of Non-verbal Communication
2.) Cross-cultural Differences in Silence and Non-verbal Communication
3.) Nonlinguistic Pragmatics and Language Learning

Readings: Martin & Nakayama, Chapter 7 “Nonverbal Codes and Cultural Space”

Assignment: Online individual journals due midnight before class. See assignment for details.

04/11/11 - (Unit IV) Culture & Applied Linguistics – The Classroom

Topics: 1.) Dealing with Culture (Ignorance/Tolerance/Acceptance/Celebration of Difference)
2.) Conceptualizations of Education
3.) Teacher and Student Roles and Behaviors


Assignment: Reflection Paper #2 (see assignment description for more information) due in class.

04/18/11 - (Unit IV) Culture & Applied Linguistics – Communication & Learning Styles

Topics: 1.) Cross-Cultural Rhetoric
2.) Cultural Communication Styles and Learning Styles

Readings: Martin & Nakayama, Chapter 6 “Language and Intercultural Communication”

Assignment: Final Research Paper Outline and Complete Bibliography due in class.

04/25/11 - (Unit IV) Culture & Applied Linguistics – Curriculum & Assessments

Topics: 1.) Experiential Intercultural Activities in the Classroom, the Community, or Abroad
2.) Assessing Cultural Learning and Intercultural Competence Development

Students should choose ONE of the following articles to discuss IN class (small groups reporting back to the whole class):

Assignment: Cultural activity due. Bring a printed copy to class and post online by midnight.

05/02/11 (Exam Date) – Course Conclusion and Informal Presentations of Final Papers

Assignment: Final drafts of Research Papers due in class. Be prepared for informal presentations.

Acheson Clair – AL8330 Syllabus
Department of Applied Linguistics & ESL  
Georgia State University  

AL 4151: Communication Across Cultures  

For an ethnographer, everything is a matter of one thing leading to another, that to a third, and that to one hardly knows what (Geertz).

Semester: Fall 2011  
Course Number: 87481  
Class Time and Location: T/TH 1:00-2:15pm, Sparks Hall 329  
Professor: Dr. Kris Acheson-Clair  
  Contact Info: E-mail: kclair@gsu.edu; Cell: 770-853-1711; Office 4004-413-5591.  
  Office Hours: T/TH 11:00-12:00 and W 3:00-4:00  
  Office Location: 1209, Suite 1200, 34 Peachtree St., One Park Tower Building

Course Description:  
This course focuses on learning about yourself (a necessary step in effectively interacting with other cultures), learning about the communication of another cultural group to which you do not belong, and learning about effectively communicating with that group. The major thread weaving through the course is an introduction to ethnographic research for undergraduate students. The purposes of the research include 1) learning about research by doing research (collecting and analyzing data) 2) investigating the relationships between language and culture, 3) developing strategies for learning about another culture and communicating across cultures.

The central questions around which this course will revolve are the following:  
1. Who are you? What are your “cultures?”
2. What exactly is culture? Why is the term “culture” problematic?
3. What is the relationship between language and culture?
4. What are the functions of cultures?
5. How does one study culture? What skills are involved?
6. What are some strategies for developing intercultural awareness and intercultural competence?
7. What are the purposes for ethnographic research?
8. What ethical issues does ethnography create?
9. How can learning about culture benefit you as a language learner and/or teacher?

Required Text:  

Articles and book chapters on ULearn

CTW Designation:  
This course is a designated Critical Thinking through Writing (CTW) course. It is designed as the “second” or senior-level CTW course for students majoring in Applied Linguistics. Students matriculating to Georgia State on or after Fall Semester 2009 must satisfy the CTW requirements as set out in the Undergraduate Catalogue.
Course Requirements:

Attendance and participation
Class time will consist of a combination of lecture, activities, and discussion. You are expected to arrive on time and be prepared to discuss the assigned readings. Your participation is a very important part of this class. If you are not present, you can’t participate. Talking in class is one type of participation; other options include participating in online discussions. The main point is that you show that you are an active member of the class and are engaging with the course curriculum. Please notify the instructor in advance if you need to miss a class meeting and provide documentation if it is an excused absence. Your grade may be lowered a letter grade if you have more than two unexcused absences in this course.

CTW academic assignments
You will write a 17-22 page final paper on a microculture (e.g., dog breeders, massage therapists, yoga instructors, faculty members, graduate students, first graders). You will identify a microculture that interests you, observe members of the microculture interacting, identify an informant, take field notes on observations, develop ethnographic interviewing skills, interview your informant several times, transcribe your interviews, and analyze your field notes and transcripts for terms and themes. Finally, you will complete a written presentation, or ethnographic report, for your project. All writing assignments in this course relate to and build toward this final paper. The CTW rubric for grading these assignments will be discussed in class and will be available on uLearn under Course Content. See the course schedule for due dates. More detailed instructions will be provided to you before each due date.

Assignment Values

20% Reading/Activity/Film Responses – Private online posts earn up to 1 point each. There are 25 posting opportunities in the semester, marked with an asterisk (*) in the course schedule. After 2 freebee absences, 2 points will be deducted from this category for each additional absence.
5% Peer Feedback on Paper 1 – Full credit requires both submission of a thorough peer critique and participation during in-class peer revision session.)
10% Midterm Exam – This exam will be given in class, and will ask you to define terms, apply theory, and synthesize readings, in short answer and short essay format.
10% Paper 1 – Microculture and Methodology
10% Paper 2 – Literature Review
15% Paper 3 – Discovering Meaning – Taxonomies and Themes
20% Final Paper – See description under CTW assignments in the paragraph above.
10% Researcher’s Journal – This consists of journal responses to in-class activities italicized in the course schedule; preliminary drafts of Papers 1, 2, and 3 with peer and/or instructor feedback; and all behind-the-scenes data and notes that led to your final paper, including fieldnotes, transcripts, and taxonomies, and analysis notes.)

Grading Scale:

A+ 98-100  B+ 87-89  C+ 77-79
A  94-97  B  84-86  C  74-76  D  60-69
A- 90-93  B- 80-83  C- 70-73  F below 60
Office hours:
Feel free to come in and discuss issues that interest you, get feedback on a draft of your reflective essay/paper, talk about how the course is going, or share any suggestions you have. You don’t need to having difficulties with the material to come in to office hours. I am also available at other times. Please email me for an appointment.

Student Learning Outcomes:

<table>
<thead>
<tr>
<th>Student learning outcomes</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate understanding of key concepts in communication across cultures</td>
<td>All assignments: class participation, reflective essays, ethnographic-like research project</td>
</tr>
<tr>
<td>Think critically</td>
<td>All assignments, but especially reflective components of project and ethnographic-like research project</td>
</tr>
<tr>
<td>Communicate effectively in writing</td>
<td>Reflective components of project, ethnographic-like research project</td>
</tr>
<tr>
<td>Demonstrate awareness of cross-cultural linguistic differences</td>
<td>All assignments: class participation, reflective essays, ethnographic research project</td>
</tr>
<tr>
<td>Apply the analytic tools of linguistics to the study of real-world language problems</td>
<td>All assignments: class participation, reflective essays, ethnographic research project</td>
</tr>
</tbody>
</table>

Special Needs:
You are entitled to extra time completing assignments if you have special needs such as those associated with certain learning disabilities. To request accommodation for a disability, register with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability Services of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought. You may also have extra time completing assignments if you have an emergency or a religious holiday that makes it difficult to complete an assignment. Please see me in the first weeks of the semester to make any necessary arrangements. Note that late assignments are not accepted, except by prior arrangement.

Other Course Policies:
1. **Email:** I will use your official university e-mail address if I need to contact you between course meetings. Please check your mail regularly.

2. **Original Work:** This course will adhere to the university’s policy on academic honesty, section 409 (available at [http://www2.gsu.edu/~wwwhbk/sec409.html](http://www2.gsu.edu/~wwwhbk/sec409.html) with other university policies). It is expected that all written papers for AL 4151 reflect original work done by the individual submitting it. Academic dishonesty of any sort on papers or assignments will be grounds for failure of the paper or assignment.

3. **Cell Phones and Computers:** Please turn your cell phones to silent mode prior to entering the classroom. If your phone rings, please turn the ringer off instead of answering the call in class. I prefer that you not use laptops, netbooks, ipads, iphones, and other computerized devices in class unless you have a disability that makes them vital for your success in this course. Please note that Georgia State University’s official policy is that you may use a laptop in class only to take lecture notes, and that you may be asked to leave class for any violation of this rule – emailing or accessing the internet, for example.

4. **Grade Disputes:** If you disagree with a grade you have received in this course, you may dispute it within the following parameters. Your rationale must be provided to me in writing, no sooner than 24 hours and no longer than 7 days after you receive your grade.

5. **Evaluations:** Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please fill out the online course evaluation.
Course Schedule

*Twenty-five opportunities for responses to readings, activities, and films are marked below with an asterisk.
*Italics* are for assignments not graded when due that instead should be included later in the Researcher’s Journal.
*Bold* is for graded assignments due. Late assignments are not accepted without prior permission.

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Theory Topics</th>
<th>Methodology Topics</th>
<th>Reading Due</th>
<th>Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T 08/23/11</td>
<td>Course introduction</td>
<td>Project Overview</td>
<td>Gudykunst &amp; Kim pp.61-66</td>
<td>*Gudykunst Reading Response</td>
</tr>
<tr>
<td>H 08/25/11</td>
<td>What is culture?</td>
<td></td>
<td>Textbook pp.3-8</td>
<td>Discovering Your Cultural Diversity</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>T 08/30/11</td>
<td>Who are you as a cultural being?</td>
<td></td>
<td>*Spencer-Oatey Reading Response</td>
<td></td>
</tr>
<tr>
<td>H 09/01/11</td>
<td>History and Culture</td>
<td></td>
<td>Spencer-Oatey pp.13-15; 38-48</td>
<td>*Ted Talk Response</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>T 09/06/11</td>
<td>Intercultural Conflict</td>
<td>Broome pp.101-112</td>
<td>*Spencer-Oatey Reading Response</td>
<td></td>
</tr>
<tr>
<td>H 09/08/11</td>
<td>Language and Culture</td>
<td></td>
<td>Ottenheimer pp.14-29</td>
<td>*Postville Response</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>T 09/13/11</td>
<td>Language and Cultural Patterns</td>
<td>What is Ethnography?</td>
<td>*Albatross Activity Response</td>
<td></td>
</tr>
<tr>
<td>H 09/15/11</td>
<td>Cultural Patterns</td>
<td></td>
<td>Textbook pp.9-11</td>
<td>*Basso Reading Response</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>T 09/20/11</td>
<td>Cultural Patterns</td>
<td>What is a Microculture?</td>
<td>*Nacirema Activity Response</td>
<td></td>
</tr>
<tr>
<td>H 09/22/11</td>
<td>Observation/Fieldnotes Cultural Informants</td>
<td></td>
<td>Textbook pp.13-20</td>
<td>*Conquergood Response</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>T 09/27/11</td>
<td>Writing Questions</td>
<td>What is Ethnography?</td>
<td>*Student Example Reading Response</td>
<td></td>
</tr>
<tr>
<td>H 09/29/11</td>
<td>Interviewing</td>
<td></td>
<td>Textbook pp.33-41</td>
<td>Presentations of Student Examples</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>T 10/04/11</td>
<td>Context Cultural Patterns</td>
<td>Scope Transcription (software, hardware, conventions)</td>
<td>*Interview Role Play Journal Entry</td>
<td></td>
</tr>
<tr>
<td>H 10/06/11</td>
<td>Ethics in Ethnographic Research</td>
<td></td>
<td>Textbook pp.179-190</td>
<td>*MacDonald Reading Response</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>T 10/11/11</td>
<td></td>
<td></td>
<td>*Critical Incidences Response</td>
<td></td>
</tr>
<tr>
<td>H 10/13/11</td>
<td></td>
<td></td>
<td>Paper #1 Draft</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>T 10/18/11</td>
<td>Finding Literature</td>
<td></td>
<td>Peer Reviews</td>
<td></td>
</tr>
<tr>
<td>H 10/20/11</td>
<td></td>
<td></td>
<td>Paper #1 (Microculture and Methodology)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Theory Topics</td>
<td>Methodology Topics</td>
<td>Reading Due</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>-----------------------------</td>
<td>----------------------------</td>
<td>-------------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>10</td>
<td>T 10/25/11</td>
<td></td>
<td>Using Literature in</td>
<td>Strauss &amp; Corbin pp.48-56</td>
<td>Preliminary Bibliography</td>
</tr>
<tr>
<td></td>
<td>H 10/27/11</td>
<td></td>
<td>Ethnography</td>
<td>Spotti pp.31-33</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural Contradictions</td>
<td>Sample Literature</td>
<td>Piker &amp; Rex pp.187-188</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Reviews</td>
<td>Motha pp.75-79</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>T 11/01/11</td>
<td></td>
<td>Taxonomies</td>
<td>Textbook pp.43-66</td>
<td>Paper #2 (Literature Review)</td>
</tr>
<tr>
<td></td>
<td>H 11/03/11</td>
<td></td>
<td></td>
<td>Tracy pp.159-172</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cultural Values</td>
<td>Theme emergence</td>
<td>Textbook pp.77-82</td>
<td>*Tracy Reading Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Aoki pp.210-224</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reality Representation</td>
<td></td>
<td>Tillmann-Healy pp.336-343</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H 11/10/11</td>
<td></td>
<td>Stylistic Choices</td>
<td>Goodall pp.24-26; 32-42</td>
<td>*Coding Activity Response</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Amatucci pp.1225-124</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intercultural Competence</td>
<td>Martin &amp; Nakayama</td>
<td>*Anna Devere Smith</td>
<td>*Untilman-Healy Reading Response</td>
</tr>
<tr>
<td></td>
<td>11/15/11</td>
<td></td>
<td>pp.465-478</td>
<td>Film Response</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H 11/17/11</td>
<td>Ethnography and Language</td>
<td>Robinson-Stuart &amp; Nocon</td>
<td>*Goodall/Amatucci Reading Response</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning</td>
<td>pp.431-449</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>T 11/29/11</td>
<td>Synthesis of Course Concepts</td>
<td>Final Revisions</td>
<td>No Class - Individual Appointments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>H 12/01/11</td>
<td>Synthesis of Course Concepts</td>
<td>Final Revisions</td>
<td>Final Paper Draft</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>T 12/09/11</td>
<td>Final Exam Date/Time</td>
<td>Tuesday the 6th</td>
<td>10:45am - 1:15pm</td>
<td>Final Paper and Researcher’s Journal</td>
</tr>
</tbody>
</table>

Please note that this schedule is tentative and may be revised by the professor as needed during the course of the semester.

Required Readings
These articles and book chapters are available in .pdf form on uLearn in the Course Content area. You may download and print each file, or read them on your computer. However, you need to bring a copy of readings (hard copy or digital) to class the day the reading is due.


MacDonald, M. (2007). “A field of narratives” and “What is midwifery?” In At work in the field of birth (pp. 11-17; 60-85). Nashville, TN: Vanderbuilt University Press.


Intercultural Communication and Cultural Discovery Skills in Bern, Switzerland:

The 3-credit hours of instruction will be met by the following plan (37.5 contact hours required):

- 4 hours of classroom instruction, 4 days a week, for 3 weeks abroad (48 contact hours)
- 14-80 hours of contact with host families and cultural informants, including 2 hours of opening/closing receptions with all hosts and students, and 2 hours of discussion with a Swiss community college class (14 field trip hours = 7 contact hours)
- 30 hours of optional field trips (30 field trip hours/ 15 contact hours - OPTIONAL)
- Total contact hours = 45 required, with 15 additional optional (Exceeds the minimum # of 37.5 credit hours required by the College policy)