

# Soc 169 – Cross-Cultural Communications

University of California, Berkeley  
Wednesday, 2-4pm, 215 Dwinelle Hall  
Instructor: Edwin Lin, Spring 2016

Instructor: Edwin Lin

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Time: Tuesday 8-10am, Wednesday 4-5pm

Sign-up at <http://www.wejoinin.com/sheets/icwie>

## ***Overview of Course Content:***

With globalization, the Internet, and the general shrinking of time and space, cross-cultural interaction has become a necessity in people's everyday lives. This course is designed to interrogate different aspects of cross-cultural communication and cultural differences: family life, social relationships, the workplace, government, education, gender, romance, and religion. Throughout exploring these topics, we will strive to engage in personal self-reflection, hands-on experience, and to understand the connections to larger social structures.

Specifically, the goals of this course are: 1) to describe, learn, and see common and important patterned social and cultural differences, 2) to provide a space for students to reflect on their own personal experience with cultural difference, and 3) to encourage students to engage with different cultures in a hands-on way and to meaningfully experience cross-cultural communication.

## ***Grade Breakdown:***

Participation	10%
Group Presentations	10%
Cultural Self-Analysis Paper	15%
Cross-Cultural Interview Reflection	15%
Journal Entries	10%
Cultural Self-Sharing Presentation	5%
Service Project Final Paper	35%

**LATE ASSIGNMENTS ARE NOT ACCEPTED!** All paper assignments will be posted on the bCourse website for the class. As a result, if you miss the deadline, you will be completely unable to submit your assignment. Please be sure to turn things in on time and before the stated due date. Extensions will not be given on any assignment.

**A NOTE ABOUT THE WORKLOAD FOR THIS CLASS:** This class is purposefully only scheduled for two hours of class time per week, yet it is considered a 4-unit class. UC Berkeley calculates that one unit represents three hours of work per week (4-unit class = 12 hours per week). This means that the great majority of work for this class is handled OUTSIDE of the classroom. In addition to the weekly reading assignments for the class, the rest of your weekly time (approx. 6 hours a week) is expected to be spent on the assignments and out-of-class, on-going projects.

***Participation and Attendance:***

**Attendance to class is mandatory; missing more than two classes will result in a penalty on your grade.**

Please come to class prepared to discuss the week's reading and/or assignment. Your participation during class is crucial to learning and understanding the course material. "Participation" does not mean simply speaking out a lot. The content, quality, and depth of your participation are more important than how many times a week you speak. At the same time, showing that you are constantly engaged in our class discussions is also important.

This class is run somewhat like a seminar/workshop, which means that while I do give lectures and assignments, I also expect you to engage with the material and to be ready to share about how your experiences relate to the class material. The more you are able to share about your experiences, the more other students and yourself will benefit from our discussions, and the better you will do in the class.

For those of you who may dislike participating in large groups or spontaneous participation, there are several options that I am happy to work out with you—please send me an email or talk to me after class. If you are at all concerned about participation, please see me *early* in the semester in office hours to talk about this. But due to the nature of this course's subject matter, sharing about your experiences in class is truly an important and critical part of the course.

**\*\*\*If English is not your first language**, or you have trouble writing in English, there are resources on campus to help in writing your papers. I am happy to point you to some of them, just send me an email. Also, if you are part of the **Disabled Students' Program (DSP)** and require any special accommodations, please talk to me and/or send me an email within the next two weeks to work out any needed extensions. If extensions are not worked out at least 2 weeks in advance, I am not obliged to give extensions to DSP students.

***Group Presentation:***

In small groups, you will be expected to prepare a creative and interactive group presentation on one of the week's topics. The presentation should last at least 30 minutes, and everyone must participate in some capacity during the presentation. The week before your presentation, I will meet with the group after class to briefly talk through the lecture and readings. I invite you to be very creative with these presentations, from playing games and creating fun activities to presenting interesting examples/case studies and leading debates and discussions.

The groups will be created during the third week of class. These presentations will receive a group grade and they will be graded based on 1) preparation and presentation, 2) creativity and interaction, and 3) content and meaningful insight.

***Cultural Self-Analysis Paper:***

This assignment is a 5-6-page double-spaced paper on how your culture(s) affects your communication. This paper is designed to allow you an opportunity to examine how your own cultural and social identities affect you and your communication behavior. Using course concepts and readings, you will be required to explain how your own cultural, social, and personal beliefs, values, and norms affect the ways you communicate with others. Your paper will be evaluated based on insightfulness and application of course concepts. Further details will be discussed in class.

### ***Cross-Cultural Interview Reflection:***

This assignment compliments the self-analysis essay, requiring you to select a person that is of a different cultural background than yourself and interview them to learn about these differences and how they affect communication styles. Upon completion of the interview, a 4-5-page reflection should be written mirroring some of the same topics addressed in your own self-analysis essay such as values, behaviors, and communication patterns with the addition of a section on how this person's cultural norms compare with your own. Further details will be discussed in class.

### ***Journal Entries:***

Throughout the course, starting from week 5, you will be required to post short (~500 words or less) journal entries on the bCourses discussion forums every week. These journal entries are informal reflections on the previous week's topic and how you see it in your current, daily life (as a UC Berkeley student). The goal for this assignment is that these exercises would not take a long time to write, but might encourage you to look for instances and examples in your daily life experience that reveal the importance and application of cross-cultural communication.

### ***Cultural Self-Sharing Presentations:***

At the very last week of class, we will have a cultural celebration where each student will bring in something (activity, food, music, game, tradition, etc.) that they feel represents their cultural heritage or cultural identity. You will be required to introduce the cultural artifact, explain its meaning to you and your cultural identity, and connect it to course content and cross-cultural communication. This celebration is meant to be fun, but also a chance for people to experience, engage, and learn from our class's diversity.

### ***Service Project Final Paper:***

A cornerstone of this course is that you will be required to engage in a volunteering service project throughout the semester. Starting from the very first week of class, you should work with me to find an appropriate service opportunity that would allow you to 1) engage relatively regularly with the same community or neighborhood, 2) provide you a space to interact with people who are significantly different from you, and 3) give you some exposure to a subculture in Berkeley.

You will be required to attend this volunteering service opportunity at least 5 separate times throughout the semester and for at least an hour each time. Alternative time structures can be worked out, but hours spent on this service project must exceed 5 hours and must be at least 3 separate occasions. Please see me if you have questions about what an appropriate service project would be.

The final paper will be an 8-10-page formal paper that discusses what you learned from this experience and how you see at least three of the course's themes played out in the service project you attended. They should include self-reflection as well in terms of how you see their culture as different from yours in various ways and how cross-cultural communication can become important in your service project field.

**Grading Scale for the Class:**

A+ (98-100)	C (72-78)
A (92-98)	C- (70-72)
A- (90-92)	D+ (68-70)
B+ (88-90)	D (62-68)
B (82-88)	D- (60-62)
B- (80-82)	F (everything below 60)
C+ (78-80)	

**Reading List and Semester Schedule**

**Week 1- January 19**

Introduction to Culture and Communication

- Samovar, Larry A., Richard E. Porter and Edwin R. McDaniel. 2010. "Chapter 1: Communication and Culture: The Challenge of the Future," in *Communication Between Cultures*, Boston: Wadsworth, pp. 1-26.
- Miner, Horace. June 1956. "Body Ritual among the Nacirema," *American Anthropologist*, 58 (3).

**Week 2- January 26**

Interpersonal Communication, Language, and Culture

- Jandt, Fred E. (2010). "Chapter 5: Nonverbal Communication," in *An Introduction to Intercultural Communication: Identities in a Global Community*. Los Angeles: Sage Publications, pp. 105-125. (As a reference)
- Tannen, Deborah. 1984. "The Pragmatics of Cross-Cultural Communication," *Applied Linguistics*. 5 (3): 189-195.
- Axtell, Roger E. 1993. "The Dos and TABOOs of Body Language around the World," in *The Dos and TABOOs around the World*, 3<sup>rd</sup> ed. Parker Pen Company.

**Handout: Cultural Self-Analysis Paper**

**Week 3- February 2**

History and Cultural Patterns

- Samovar, Larry A., Richard E. Porter and Edwin R. McDaniel. 2010. "Chapter 2: The Deep Structure of Culture: Roots of Reality," in *Communication Between Cultures*, Boston: Wadsworth, pp. 75-96.
- Harris, Marvin. 1974. "India's Sacred Cow," in *Cows, Pigs, Wars, and Witches: The Riddles of Culture*, Random House.

**Assign Groups for Group Presentations**

**Week 4- February 9**

## Family Life: Romantic Relationships and Childrearing

- Samovar, Larry A., Richard E. Porter and Edwin R. McDaniel. 2010. "Chapter 2: The Deep Structure of Culture: Roots of Reality," in *Communication Between Cultures*, Boston: Wadsworth, pp. 53-74.
- Heath, D. Terri. 1995. "Parents' Socialization of Children in Global Perspective," in *Families in Multicultural Perspectives*, New York: Guilford Press, pp. 161-186.

**DUE: Cultural Self-Analysis Paper****Week 5- February 16**

## Education and Diversity

- Samovar, Larry A., Richard E. Porter and Edwin R. McDaniel. 2010. "Chapter 9: Cultural Influences on Context: The Educational Setting," in *Communication Between Cultures*, Boston: Wadsworth, pp. 328-344.
- Caplan, Nathan, Marcella H. Choy, and John K. Whitmore. 1992. "Academic Achievement in Southeast Asian Refugee Families," from "Indochinese Refugee Families and Academic Achievement," in *Scientific American*, pp.36-44.
- Banks, James A. 2008. "Diversity, Group Identity, and Citizenship Education in a Global Age," *Educational Researcher*, 37 (3): 129-139.

**Handout: Cross-Cultural Interview Reflection****Week 6- February 23****NO CLASS – UK CONFERENCE****Week 7- March 1**

## Gender and Culture

- Mead, Margaret. 1963. "Sex and Temperament in Three Primitive Societies," from *Sex and Temperament in Three Primitive Societies*, pp. 279-88. (As a reference)
- Benokraitis, Nijole V. 1997. "How Subtle Sex Discrimination Works," from *Subtle Sexism: Current Practices and Prospects for Change*, Sage Publications, pp. 11, 14-24.
- Gefen, David. 2005. "If you spoke as she does, sir, instead of the way you do: a sociolinguistics perspective of gender differences in virtual communities," *ACM SIGMIS Database*, 36 (2): 78-92.
- Carrier, JM. 1980. "Homosexual Behavior in Cross-Cultural Perspective," in *Homosexual Behavior: A Modern Appraisal*, ed. Judd Marmor, Basic Books Inc.

**Week 8- March 8**

## Class and Culture

- Lewis, Oscar. 1961. "Introduction," in *The Children of Sanchez*. New York: Vintage Books, pp. xxiii-xliii.
- Cohen, Patricia. 2010. "Culture of Poverty Makes a Comeback," *The New York Times*.
- Gans, Herbert J. 1999. "Introduction," in *Popular Culture and High Culture: An Analysis and Evaluation of Taste*. New York: pp. 1-26.

**Week 9- March 15**

Public Life: Media and Recreation

- Ger, Guliz and Russel W. Belk. 1996. "Cross-Cultural Differences in Materialism," *Journal of Economic Psychology*, 17 (1996): 55-77.
- Floyd, Myron F, Kimberly J Shinew, Francis A McGuire and Francis P Noe. 1994. "Race, class, and leisure activity preferences: Marginality and ethnicity revisited," *Journal of Leisure Research*. 26 (2): 158-.
- Kim, Chulwon and Seokho Lee. 2000. "Understanding the Cultural Differences in Tourist Motivation Between Anglo-American and Japanese Tourists," *Journal of Travel and Tourism Marketing*. 9 (1-2): 153-170.

**DUE: Cross-Cultural Interview Reflection**

**Week 10- March 22**

**NO CLASS – SPRING BREAK**

**Week 11- March 29**

Religion, Morals, Customs, Values

- Samovar, Larry A., Richard E. Porter and Edwin R. McDaniel. 2010. "Chapter 5: Shaping Interpretations of Reality: Cultural Values," in *Communication Between Cultures*, Boston: Wadsworth, pp. 192-207.
- Gervais, Will M., Azim F Shariff, and Ara Norenzayan. 2011. "Do You Believe in Atheists? Distrust Is Central to Anti-Atheist Prejudice," *Journal of Personality and Social Psychology*, 101 (6): 1189-1206
- Smith, Jane I. 1987. "Women and Islam," in *Women in World Religions* by Arvind Sharma (ed.), New York: the State University of New York Press.

**Week 12- April 5**

Social Capital and Connections

- Michailova, Snezhina and Verner Worm. 2003. "Personal Networking in Russia and China: *Blat* and *Guanxi*," *European Management Journal*. 21 (4): 509-519
- Beugelsdijk, Sjoerd and Ton Van Schaik. 2005. "Differences in Social Capital Between 54 Western European Regions," *Regional Studies*, 39 (8): 1053-1064.
- Batjargal, Bat and Mannie Liu. 2004. "Entrepreneurs' Access to Private Equity in China: The Role of Social Capital," *Organization Science*, 15 (2): 159-172.

**Week 13- April 12**

Economic Life: Workplaces and Businesses

- Samovar, Larry A., Richard E. Porter and Edwin R. McDaniel. 2010. "Chapter 8: Cultural Influences on Context: The Business Setting," in *Communication Between Cultures*, Boston: Wadsworth, pp. 294-310.
- De Mente, Boye. 1987. "Japanese Etiquette and Ethics in Business," from *Japanese Etiquette and Ethics in Business*, 5<sup>th</sup> Edition, Lincolnwood, IL: NTC Business Books, pp. 71-81, 84-89, 91-97.
- Christie, P Maria Joseph, Ik-Whan G. Kwon, Philipp A. Stoeberl, and Raymond Baumhart. 2003. "A Cross-Cultural Comparison of Ethical Attitudes of Business Managers: India, Korea, and the United States," *Journal of Business Ethics*. 46: 263-287.

**Week 14- April 19**

Political Life: Government and Organizations

- Scott, James C. 1998. "Conclusion" in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. New Haven: Yale University Press, 342-357.
- Li, Tania Murray. 2005. "Beyond 'The State' and Failed Schemes," *American Anthropologist*, 107 (3): 383-394.

**Week 15- April 26**

Cultural Self-Sharing Presentations!

**Wednesday, May 11, 2016, DUE: Service Project Final Paper**