

Soc 169C – Cross-Cultural Communications
University of California, Berkeley
Thursday 6-7:30pm; 7:30-9pm / 170 Barrows Hall
Instructor: Edwin Lin, Fall 2019

Instructor: Edwin Lin

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Office Hours: 487 Barrows Hall, Thursdays 1-5pm or by appointment

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

Reader: Thomas Peng, tfpeng@berkeley.edu

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 approaches the field of cross-cultural communications not only in terms of official or more obvious cross-cultural interactions, but also in terms of more common everyday interactions where the skills of cross-cultural understanding are required for successful communication.

This class is designed to be an applied culture class—one in which we are not interested in academic or theoretical understandings of culture, but rather seeking to apply the concepts of culture in everyday life and society. As such, the class is run as somewhere in between a seminar and a workshop with some guided lectures and case studies to support the overall direction of the course.

In this class, we will interrogate different aspects of cross-cultural communication and cultural differences: race, socioeconomics, family, social relationships, the workplace, government, education, gender, 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 and grow in their cross-cultural communication skills.

Note: This class can be taken for 3 or 4 units.

Grade Breakdown for 4 Unit Class:

Participation	10%
Group Activity	10%
Proposal of Cultural Subgroup	5%
Cultural Self-Analysis Paper	15%
Semester Project Interview	10%
Deep Description of Cultural Subgroup	10%
Cultural Self-Sharing Presentation	5%
Semester Project Final Paper	35%

Grade Breakdown for 3 Unit Class:

Participation	15%
Group Activity	15%
Proposal of Cultural Subgroup	5%
Cultural Self-Analysis Paper	20%
Deep Description of Cultural Subgroup	10%
Cultural Self-Sharing Presentation	5%
Semester Project Final Paper	30%

*****NOTE: Attendance is absolutely mandatory in this class. Missing more than 3 classes will result in an automatic fail for the course. You get two free absences, but the third lowers your grade, the fourth results in an auto-fail.** No actual points are given for attendance (this is somewhat reflected in your participation grade) but attendance will be taken every class. To get credit for attending a class, you must not be more than 10 minutes late and must stay to the very end of the class; otherwise it will be considered an absence. If you have problems with attendance due to an emergency, sports schedule, or health issue, please talk to me early in the semester to see if we can work something out so that you do not fail due to attendance.

LATE ASSIGNMENTS ARE NOT ACCEPTED! All paper assignments are “handed out” and completed through the bCourses website. This means that the detailed instructions of each assignment will be give out under “Assignments” on bCourses and you will turn in your assignment there as well.

There is a one-hour grace period where you can still submit your assignment even though it will be considered late. Late assignments are penalized a full grade (e.g. an A becomes a B). If you miss this grace period, you will be unable to submit your assignment and you will be given a 0 on it. Please be sure to turn things in on time and before the stated due date/time.

*NOTE: The reason I have a strict policy on late assignments is because I am concerned about unknowingly participating in a system that privileges certain racial, cultural, socioeconomic, family background influences that may account for one student asking for an extension while others keep silent about their circumstances.

- PLEASE submit your assignments early! Do not wait for the last minute. Errors can sometimes occur so please save us all some stress and extra work and submit things at least an hour in advance of the due date and time.
- **If you encounter an error in submission,** please take a screenshot of the error that includes the date and time of the error (your computer’s date/time clock is good enough) and email me your assignment with the screenshot attached. In order for your assignment to be accepted, **I must receive this email before the submission due date.**

Participation:

Please come to class prepared to discuss the week's reading and/or topic. Your participation during class is crucial to learning and understanding the course material. In this class especially, what you get from it is what you put into it, so participation is absolutely key. "Participation" does not mean simply speaking out a lot. The content, quality, and depth of your participation are just as important as how many times a week you speak. I do take notes and keep record of participation, including large group and small group discussions.

This class is run somewhat like a discussion section, 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. In this way, the class RELIES on participation and social learning.

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. 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, so I encourage you to put yourself out there!

*****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.

1. Visit the Student Learning Center (SLC) on UC Berkeley campus. Check out their website and their writing resources at <http://slc.berkeley.edu/writing>
2. Look on the bCourse website for our class. I have posted some resources in a folder labeled "Writing Resources." These are some rather thorough guides written specifically by and for the Sociology department.

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 approximately a week before the assignment's due date to discuss changes in the due date. I am more than willing to provide DSP accommodations, so please do not hesitate to keep me in the loop. Please try to avoid the situation where you are asking me the day before something is due—if so, I am under no obligation to oblige, and depending on the assignment, you may not receive accommodations.

Class Set-Up:

This class will meet together for the first three weeks of the semester. Starting from week 4, half the class (designated by the professor) will meet from 6pm-7:30pm while the other half of the class will meet from 7:40pm-9pm. This will allow for smaller classroom interactions and hopefully more sharing and relationship building.

Group Activity:

In small groups, you will be expected to prepare a creative and interactive group activity on one of the week's topics. The activity should last around 25-30 minutes. The week before your group's activity, 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 student-led times, from playing games and creating fun activities to presenting interesting examples/case studies and leading debates and discussions. The goal of all these group activities should be **discussion and interaction** in the classroom.

The groups will be created during the third week of class. These student-led times will receive a group grade and they will be graded based on 1) preparation, 2) discussion and interaction, and 3) meaningful activity.

Cultural Self-Analysis Paper:

This assignment is a 4-5-page double-spaced paper on how your personal culture(s) affects your current values, beliefs, and ways of communication. This paper is designed to allow you an opportunity to examine how your own cultural and social identities and history affect your identity. Your paper will be evaluated based on insightfulness, depth of reflection, detailed descriptions/examples, and your analytical approach. Further details will be discussed in class.

Semester Project Interview (4 Unit Class ONLY):

This assignment compliments the self-analysis essay and your semester project, requiring you to select a person from your cultural subgroup that is of a different cultural background than yourself and interview them to learn about these differences and how they affect their identity. Upon completion of the interview, a 3-page analysis should be written that reflects on the culture of your interviewee. Further details will be discussed in class.

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. This celebration is meant to be fun and a chance for people to experience, engage, and learn from our class's diversity.

Cultural Semester Project Final Paper:

A cornerstone of this course is that you will be required to engage in a cultural subgroup throughout the semester. Starting from the second week of class, you should find an appropriate service opportunity or cultural subgroup 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 (or the Bay Area in general).

The paper is broken down into three assignments: a proposal due early in the first month of the course, an interview assignment (for 4-unit students only) in the middle of the course, deep description due toward the middle-end of the course, and a final paper due during finals week.

You will be required to participate in this subgroup on a weekly or biweekly basis (weekly standard is held for the 4-unit class, whereas the biweekly standard is held for the 3-unit class). Alternative time structures can be worked out, but hours spent on this service project must be relatively equivalent to 2 hours per week/2 weeks. Please see me if you have questions about what an appropriate subculture would be.

The final paper will be a 10-12-page formal paper (8-10 pages for the 3-unit class) that discusses cultural traits of the subgroup and what you learned from this experience. They should include self-reflection in terms of how you see their culture as different from yours in various ways and how cross-cultural communication can become important in the cultural field.

Grading Scale for the Class:

A+ (98-100)	C (73-77)
A (93-97)	C- (70-72)
A- (90-92)	D+ (68-69)
B+ (88-89)	D (63-67)
B (83-87)	D- (60-62)
B- (80-82)	F (everything below 60)
C+ (78-79)	

Re-grade Policy:

If you want a re-grade, please follow the following steps. You have two weeks to initiate the beginning of this process. I do not do re-grades after this two-week cut-off (to avoid people asking for re-grades at the end of the semester).

1. Meet with your reader (online or in-person) to discuss why you got the grade you got.
2. Write a cover letter to your reader that explains how you understand the reader's perspective and why you still have an issue with the grade (what you thought was mis-graded). I realize that you hopefully also discussed this in person, but we would like to have something written down, also in case for future reference.
3. Your reader will re-grade your paper (the entire thing) and whatever grade you get becomes final grade (either higher or lower)
4. If for some reason you are still unsatisfied, you may refer the issue to me. I will need to see the cover letter and will discuss with the reader after reading your work. I should warn you, however, in general (on average from what I have seen), I may be a tougher grader than the reader. Whatever grade I end up giving is the final say on the matter.

Keep in mind, your readers read **many** papers. They probably have a sense for how your paper compares to other people's in the class. But reading many papers could also allow for mistakes, so while that is possible, please have **sober judgment** over your own work and really consider the reader's perspective. Regardless of how much time or effort you put into the assignment, if it simply did not meet the requirements, you may still have gotten a lower grade (keep in mind, your reader has no idea how much time you spent on the assignment and isn't evaluating effort, but what is written on the rubrics).

Reading List and Semester Schedule

Week 1 – Thursday, 8/29 Introduction: Syllabus and Course Details
- C. Wright Mills. The Promise

Week 2 – Thursday, 9/5 Culture and Hofstede's Cultural Dimensions
- Miner, Horace. June 1956. "Body Ritual among the Nacirema," *American Anthropologist*, 58 (3).
- Hofstede, Geert H. *Culture's Consequences: comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA: Sage Publications, 2001.
- Hofstede's Summary PDF
- Cultural Onion PDF

Handout: Proposal of Cultural Subgroup

Week 3 – Thursday, 9/12 Communication
- Tannen, Deborah. 1984. "The Pragmatics of Cross-Cultural Communication," *Applied Linguistics*. 5 (3): 189-195.
- Smith, Donald. 1992. "The Signals We Use," *Creating Understanding: A Handbook for Christian Communication Across Cultural Landscapes*, pp. 144-164.
- Visible, Invisible Dialogues Examples

Handout: Cultural Self-Analysis Paper Split Class into Thursday First/Second Halves

*****Proposal of Cultural Subgroup DUE Wednesday, September 18*****

Week 4 – Thursday, 9/19 Personalities and Cultural Orientation Tests!
- Basic Values Test, Charts, and Grids
- MBTI Personality Test: <https://www.16personalities.com/>
- Take tests, print out and read/save results (for discussion/comparison)

Assign Groups for Group Activities

- Week 5 – Thursday, 9/26** Race and Culture: Black Lives Matter Case Study
- Timeline of Black Lives Matter Movement:
<http://www.abc.net.au/news/2016-07-14/black-lives-matter-timeline/7585856>
 - Cooper, Brittney. “In defense of black rage: Michael Brown, police and the American dream,” *Salon.com*,
http://www.salon.com/2014/08/12/in_defense_of_black_rage_michael_brown_police_and_the_american_dream/
 - Anderson, Carol. “Ferguson isn’t about black rage against cops. It’s white rage against progress.” *The Washington Post*.
https://www.washingtonpost.com/opinions/ferguson-wasnt-black-rage-against-copsit-was-white-rage-against-progress/2014/08/29/3055e3f4-2d75-11e4-bb9b-997ae96fad33_story.html

*****Cultural Self-Analysis Paper DUE Wednesday, October 2*****

- Week 6 – Thursday, 10/3** Family, Identity, and Childrearing
- Chao, Ruth K. “Beyond Parental Control and Authoritarian Parenting Style: Understanding Chinese Parenting through the Cultural Notion of Training,” *Child Development*. 1994 (65): 1111-1119. (skip “Results” section for technical reasons)
 - Chua, Amy. “Why Chinese Mothers Are Superior,” *Wall Street Journal*. Jan 8, 2011.
<http://www.wsj.com/articles/SB10001424052748704111504576059713528698754>

Handout: Semester Project Interview (4 Unit Class Only)

- Week 7 – Thursday, 10/10** Education and Culture: Cultural Learning Styles
- 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.
 - New York Times “Inside a Chinese Test Prep Factory”

- Week 8 – Thursday, 10/17** 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)
 - National Center for Transgender Equality, “Supporting the Transgender People in Your Life: A Guide to Being a Good Ally.”

Handout: Deep Description of Cultural Subgroup

- Week 9 – Thursday, 10/24** Cultural-Exchange Simulation Exercise!

*****Semester Project Interview DUE Wednesday, October 30*****

- Week 10 – Thursday, 10/31** Halloween Special Class (Social Class and Culture)
- Meeting together and early to get out earlier
 - Littlepage, Glenn E. and Harold D. Whiteside. (1976) “Trick or treat: A field study of social class differences in altruism,” *Bulletin of the Psychonomic Society*, Vol. 7 (6): 491-492.
 - Parker, Errol. “Why Do Only Upper-Middle-Class-Family-With-Labradors Celebrate Halloween?” *The Betoota Advocate*.

- Week 11 – Thursday, 11/7** Religion: Muslim Radicalization in Europe Case Study
- Dalgaard-Nielsen, Anja. “Violent Radicalization in Europe: What We Know and What We Do Not Know,” *Studies in Conflict & Terrorism*. 33(9): 797-814.
 - Henley, John. “How do you deradicalise returning Isis fighters?” *The Guardian*. November 12, 2014.

*****Deep Description of Cultural Subgroup DUE Wednesday, November 13*****

- Week 12 – Thursday, 11/14** Social Networks and Relational Influence
- McPherson, Miller, Lynn Smith-Lovin, and James M Cook. (2001) “Birds of a Feather: Homophily in Social Networks,” *Annual Reviews Sociology*. 27: 415-444.

- Week 13 – Thursday, 11/21** Political Life: Elections and Politics (Trumpsters Case Study)
- Thompson, Derek. March 1, 2016. “Who are Donald Trump Supporters, Really?” *The Atlantic*.
<http://www.theatlantic.com/politics/archive/2016/03/who-are-donald-trumps-supporters-really/471714/>
 - Irwin, Neil and Josh Katz. March 12, 2016. “The Geography of Trumpism,” *The New York Times*.
<http://www.nytimes.com/2016/03/13/upshot/the-geography-of-trumpism.html>

Week 14 – Thursday, 11/28 **THANKSGIVING NO SCHOOL**

Week 15 – Thursday 12/5 Cultural Self-Sharing Presentations!

*****Cultural Project Final Paper DUE Friday, December 20*****