

Soc 169C

Cross-Cultural Communication

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UC Berkeley
Spring 2018

We inhabit and move through various cultures— ethnic, national, regional, gender, racial, socioeconomic, political, and more— throughout our lives. Some of this movement occurs on a daily basis, in subtle ways that we take for granted. The relatively memorable cross-cultural experiences stand out, because they challenge our deeply-felt assumptions about behavior and meanings. In either case, we usually do not systematically analyze or reflect on our cultural choreographies.

Furthermore, people tend to avoid voluntarily immersing themselves in the kind of challenging social situations that are best at prompting us to examine our core values, identities, and assumptions. Yet such situations are essential for developing empathy— the ability to recognize and understand other people’s experiences— and for self-awareness. And now, in this era of globalization, growing ethnocentric nationalisms, and increasing inequality, cross-cultural understanding, when combined with empathy and compassion, promises to deliver us with open minds and open hearts.

“Cross-cultural communication” invites students out into the field, where they participate in the social world of a particular group that is culturally distinct from themselves. There, they practice a contemplative form of participant observation with the aid of a diverse curriculum. This curriculum covers the practice of fieldwork in addition to substantive readings on the intersections of culture and various dimensions of social life, including class, race/ethnicity, health and illness, the police, politics, nationalism, gender ideologies, and marketing sex appeal. While exploring these topics, we will reflect on and analyze our personal experiences and their connections to these social structures, institutions, and cultures.

Goals of this course include: 1) describing and analyzing patterned social and cultural differences; 2) reflecting on personal experience of cultural difference; 3) engaging with a distinct group’s social world to meaningfully experience cross-cultural communication; 4) developing empathy and understanding people who appear different from us; and 5) developing self-awareness.

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

Grade Breakdown for 4 Units:

Attendance and Participation	15%
Group Presentations	10%
Proposal of Cultural Group	5%
Cultural Self-Analysis Paper	10%
Cross-Cultural Interview Reflection	10%
Deep Description of Cultural Group	15%
Project Presentation	5%
Final Paper	30%

Grade Breakdown for 3 Units:

Attendance and Participation	15%
Group Presentations	10%
Proposal of Cultural Group	5%
Option #1: Cultural Self-Analysis Paper	20%
-OR-	
Option #2: Cross-Cultural Interview Reflection	20%
Deep Description of Cultural Group	15%
Project Presentation	5%
Final Paper	30%

Note: this course includes material that may be emotionally-difficult and disturbing. Reactions, including, but not limited to, discomfort, anxiety, anger, sadness, disgust, guilt, and stress to course material is not grounds for exemption from or customization of policies pertaining to coursework, participation, assignments, and exams et cetera.

Participation and Attendance

This is a seminar style class, so attendance is mandatory; missing more than one class will result in a penalty of one letter grade for every absence. Please come to class prepared to discuss the week's reading and/or assignment. "Participation" does not mean simply speaking out a lot. The style, content, and thoughtfulness of your participation matter. A grade of "A" requires your attention (i.e. not surfing the web, on your phone, or otherwise disrupting), good listening, supportive attitude, and contributing more than once or twice during the semester.

This seminar invites you to engage with the material and to be ready to share your experiences. Please be mindful of group dynamics so that everybody feels comfortable to speak up. We want to cultivate a supportive atmosphere so people feel comfortable sharing. Keeping up with weekly readings and field work is essential for meaningful participation.

Attention! Students who miss any classes during the first two weeks may be dropped or otherwise not allowed into the class. Also, participation credit cannot be made-up under any circumstances, even if you have a legitimate reason (and evidence) for missing class.

If you must miss a class for an athletic or other event, you must email the instructor within 48 hours of the class in order to avoid penalty to your attendance grade, even if you have already provided a schedule of your events.

Assignments

NO EXTENSIONS PERMITTED FOR ASSIGNMENTS! Detailed instructions for each assignment will be posted on our bCourses website. All assignments must be submitted to bCourses by the deadline (usually 11:59 on Friday) in a "doc" or "pdf" file. Late assignments may not be accepted, and any late assignment that is accepted will automatically be penalized a full grade (e.g. an A becomes a B) and then another grade for the second day (e.g. an A becomes

a C). Please do not ask for an extension (or exceed page limits)!¹ ***Email any late papers to the course reader.***

This course has a reader, Nisha Pathak. Her email is npathak@berkeley.edu. Do not email your assignments to her (or the instructor), unless instructed to do so. Make an appointment for office hours with the professor if you wish to discuss the assignments or course material. Email Nisha only if you have a question regarding your grade on assignments.

NOTE: You should submit your assignment at least 12 hours before the deadline in order to avoid any problems. Exceptions to the late policy will not be made for any reason, including technical errors, so please do not ask.

Cultural Group Proposal

The project for this course requires participation in a “cultural group” that meets separately from our class throughout the semester. Starting from the first week of class, you should work with me to find an appropriate service opportunity, club, organization or some other type of group that will: 1) allow you to engage regularly with the *same group of people*, community, or neighborhood; 2) provide you a space to interact with people who are significantly different from you (e.g. a religious person joins an atheist group or a liberal person joins a conservative group); and 3) give you some exposure to a “subculture” in the Bay Area. (Your group should push your boundaries around cultural difference. It should consist of people whose beliefs/culture contradict your own, and with whom you disagree on some fundamental level. In other words, this is not just a chance to “try something new.”

IMPORTANT NOTE: You cannot use housemates, friends, family, or one of your classes as your cultural group. Your group cannot include anybody whom you already know. Your group must be an actual group that is comprised of at least a core membership of the same individuals who meet regularly; it cannot be a group comprised of different people each week or a friend or acquaintance with whom you hang out and/or visit other people or “groups” of people. National difference alone does not satisfy this requirement. Ideally, your group will be different from you ethnically AND in at least one other significant cultural dimension.

The better your group fits these parameters the more likely you are to get a good grade and have a good experience in the class; it will be difficult to get an “A” if your group does push your boundaries through cultural difference.

IMPORTANT!! Do not join or participate in a group that you feel is dangerous (physically, emotionally, mentally, spiritually etc). Work with the instructor to find a field opportunity that feels safe but also makes you uncomfortable.

¹ If you have had an unforeseen emergency situation, you may successfully request an extension if you provide supporting evidence with your request.

Group Presentations

Students will prepare a creative and interactive group presentation on one of the substantive topics (weeks 6-12). The presentation should last at least 30 minutes, and everyone must participate in some capacity during the presentation. A good division of labor that makes use of each member's strengths and distributes the work as evenly as possible is recommended. We will form groups early in the semester. Each presentation will receive a group grade based on: 1) preparation and thoughtfulness; 2) creativity, performance, and interaction; and 3) content and meaningful insight. *Anybody who does not present for any reason, including missing class, will receive a "zero."*

Presenters should check-in with the instructor a few days before the presentation to go over their plan. Groups should know the assigned readings well and should integrate them into their presentation of related material that they bring in from outside the class, such as videos, games or quizzes, or other readings (peoples most often combine videos with interactive games; if you include video or power point,). Groups should also lead the class in discussing the material.

NOTE: It is your responsibility to be prepared; plan ahead so you can successfully connect your device to the projector so you're ready once class begins. *Do not ask the instructor to do this for you!* Each group should be prepared to email the instructor after the presentation with a breakdown of what each group member did to prepare.

Self-Analysis Paper

How does your personal culture(s) affect 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. 4-5 pages.

Cross-Cultural Interview Reflection

This assignment compliments the self-analysis essay by requiring you to select a person from your cultural group to interview in order to learn about how culture shapes identity. Prepare questions to ask your interviewee, and take notes of the interview. After the interview, write an analytical reflection paper. What did you learn about yourself in your interview of someone with such a different cultural and personal history? What are the key differences/similarities and what do these comparisons say about your own culture and identity? 4-5 pages.

Deep Description of Cultural Group

Observe key cultural aspects of your group so you can analyze them for the final paper. This also gives you a chance to receive feedback on your observations. Your deep description provides details and examples of the rules, norms, habits, ideologies, communication patterns, values, codes, rituals, behavior, social processes, discursive formations, and meanings of the group's culture. You will also describe how members of the group use that culture. Use pseudonyms—not the real names—for your participants. About 4 pages for three units and 6 pages for four units.

Project Presentations

In the last weeks of class, students will present their cross-cultural projects, focusing on how their culture compares to the culture of the group they have been studying. This is meant to be a fun way for people to learn from our class's diversity and each other's experiences with cultural difference. Anybody who does not present will receive a grade of "zero," with no chance of recovering the lost points.

Final Paper and Field Work

Your big project for this class consists of four assignments: 1) a proposal due in the third week of the course; 2) a deep description due in the middle of the course; and 3) a final paper due during finals week; 4) field notes due periodically.

This project necessitates weekly participation in your cultural group. Participant observation must equal at least 2 hours per week, every week. You should write a journal of your experiences and observations in the field. These field notes are the foundation of your big project and should be written immediately after your field work. People taking the course for 3 units must write at least one single-spaced page per week for full credit while people taking the course for 4 units must write at least two single-spaced pages per week. These notes must be typed up and in correct format (and single-spaced).

Students begin field work and writing field notes in week three and continue through week 15, for a total of 12 weeks (you don't have to do field work during spring break). You will submit your notes several times throughout the semester. Additionally, the instructor may ask you to submit your notes without warning. *It is important to write field notes every week, rather than all at once before they are due.* You should have a separate entry in your field work journals for each date you participated/observed your group. Failing to keep up with your field notes will hurt your grade.

The final paper should be about 12 pages long for 4 units and 8 pages for 3-units. This is a formal academic paper that discusses what you learned from this experience and analyzes the cultural group in relation to course themes. It also includes a reflective comparison of your culture with the group's culture and considers the role of cross-cultural communication in the cultural field.

Guidelines and Resources

Course Materials

All our readings will be available on bCourses, under "files," or through links on this syllabus.

Recommended Optional Reading

Robert Emerson, Rachel Fretz, and Linda Shaw. *Writing Ethnographic Field Notes*. 2nd edition. Chicago: University of Chicago Press, 2011.

Weiss, Robert. *Learning from Strangers: The Art and Method of Qualitative Interview Studies*. New York: Free Press, 1995.

Office Hours and Email

Office hours are important and I encourage you to make use of them. I ask students to email me to arrange an appointment in order to accommodate everybody's schedule. Note that I am usually only on campus Tuesdays and Thursdays this semester and that my office hours are 12:00-2:00 Tuesdays and Thursdays, but that we can arrange a time that works for you if you cannot make these hours. The default meeting place is my office; however, sometimes I have office hours in a local cafe. We will confirm the time and location when making your appointment.

My email address is: j_kaiser@berkeley.edu. Please allow at least 24 hours for a reply. I usually do not use email over the weekend, on holidays, or after hours.

The reader for this class is Nisha Pathak. Her email is: npathak@berkeley.edu.

Formatting

All work must be formatted correctly. Familiarize yourself with MLA style formatting. Refer to The Purdue Owl Writing Lab.² Then, note the following variations that we use in our course's modified MLA format style:

- single space* the header at the top-left of your first page (name, course, section day, units, assignment, due date);
- center your creative title above the start of your text;
- no title page;
- single space* block quotations;
- 1" margins;
- doubled-spacing (except for the header and block quotations);
- page numbers;
- 12-point Times New Roman font;
- staple pages together;
- left-side justification (but not right-side);
- no contractions.

Your assignments will be graded on how well they meet the course and assignment requirements, including content, delivery, and format.

Student Learning Center (SLC)

The SLC provides peer writing tutors. You are expected to make use of their services. You do not need an appointment. Find them in the Chavez Center (<http://slc.berkeley.edu>).

Accessibility Accommodations

If you need disability-related accommodations in this class please inform the instructor. Students who need academic accommodations should contact the Disability Students Program, 260 Cesar Chavez Center.

NOTE: Plagiarism is the presentation of another's words and/or ideas as one's own. It is grounds not only for automatic failure, but also for administrative disciplinary action. This also

² <https://owl.english.purdue.edu/owl/resource/747/01/>

applies for other forms of academic dishonesty (a.k.a. cheating). Please see the Berkeley Campus Code of Student Conduct, Section III B, Academic Violations, and Section IV, Disciplinary Procedures.

Course Schedule

This syllabus is subject to change at the discretion of the instructor. Refer to bCourses for the current version (look in “files”).

-----Week 1-----

Tuesday, 1/16: Introduction to Course

Think about what cultural group you want to join

Thursday, 1/18: Choosing a Cultural Group

Miner, Horace. “Body Ritual among the Nacirema,”
C. Wright Mills. “The Promise.”

*Discuss the Cultural Group Proposal

*Next week we meet in separate sections; come only to your assigned day!

-----Week 2 (1/23&1/25)-----

Come only to your assigned day this week!

Participant Observation

Emerson, Robert et al. “Fieldnotes in Ethnographic Research” (1-20).

-----Week 3 (1/30&2/1)-----

Proposal of Cultural Group due Friday!
Begin Field Work and Writing Notes!

Approaches to Studying Culture

Swidler, Ann. *Talk of Love*. “Introduction” (1-6) and “Finding Culture” (11-23).

Today we organize group presentations. Come prepared with your top three choices (choose from weeks 5-12).

-----Week 4 (2/6&2/8)-----

Observing Culture

Hofstede, Geert. “Dimensions of Culture.”

<https://www.hofstedeinsights.com/models/nationalculture/>

Tannen, Deborah. “The Pragmatics of Cross-Cultural Communication,”

*Discuss the Cultural Self-Analysis assignment

-----**Week 5 (2/13&2/15)**-----

Field Notes Due Friday!

Political Cultures

Irwin, Neil and Josh Katz. “The Geography of Trumpism.”

Vavreck, Lynn. “Ordering Vindaloo or Hunting for Venison: How Cosmopolitanism Shapes the Vote.” <https://nyti.ms/2m2hFtJ>

-----**Week 6 (2/20&2/22)**-----

Cultural Self-Analysis Paper due Friday!

Gender and Sexual Harassment

Quinn, Beth. “Sexual Harassment and Masculinity: The Power and Meaning of ‘Girl Watching’”

-----**Week 7 (2/27&3/1)**-----

Ethnocentric Nationalisms

Taub, Amanda. “How a Sleepy German Suburb Explains Europe’s Rising Far-Right Movements.” <https://nyti.ms/2mHnZU4>

Nossiter, Adam. “Le Pen Leds Far-Right Fight to Make France ‘More French’”.
<https://nyti.ms/2pFV1Xq>

*Discuss the Interview Reflection assignment

-----**Week 8 (3/6&3/8)**-----

Race and the Criminalizing Injustice System

Anderson, Carol. “Ferguson isn’t about black rage against cops. It’s white rage against progress.” 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

Campisi, Charles. “The Myth of the Trigger-Happy Cop.”

-----**Week 9 (3/13&3/15)**-----

Interview Reflection due Friday!

Elitism and the Achievement Ideology

Cohen, Patricia. “Culture of Poverty Makes a Comeback.”

Lewis, Oscar. *The Children of Sanchez*. “Introduction.”

-----**Week 10 (3/20&3/22)**-----

Field Notes Due Friday!

Culture, Inequality, and Health

Wilkinson and Pickett. "Physical Health and Life Expectancy." In *The Spirit Level*.

Gladwell, Malcolm. "The Roseto Mystery." In *Outliers*.

*Discuss the Deep Description assignment

-----**Week 11 (3/27&3/29)**-----

Spring break, no class

-----**Week 12 (4/3&4/5)**-----

Marketing Sex Appeal

Nelson, Michelle R. and Hye-Jin Paek. "Cross-Cultural Differences in Sexual Advertising Content in a Transnational Women's Magazine,"

Frith, Katherine, Ping Shaw, and Hong Cheng. "The Construction of Beauty: A Cross-Cultural Analysis of Women's Magazine Advertising,"

-----**Week 13 (4/10&4/12)**-----

Deep Description of Cultural Group due Friday!

Cultural Project Presentations

-----**Week 14 (4/17&4/19)**-----

Cultural Project Presentations

-----**Week 15 (4/24&4/26)**-----

Field Notes Due Friday!

Cultural Project Presentations

Final Paper is due by 11:59pm on Monday, May 7th. No late submissions will be accepted.