

Soc 169C – Cross-Cultural Communications
University of California, Berkeley
Tuesday and Thursday 5-6:30p / 145 Moffitt Library
Instructor: Edwin Lin, Spring 2017

Instructor: Edwin Lin

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Office Hours: 487 Barrows Hall, Tu 10am-2pm, 3:30-4:45pm; Th 3:30-4:45pm

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.

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

Grade Breakdown for 4 Unit Class:

Attendance	5%
Participation	10%
Group Presentations	10%
Proposal of Cultural Subgroup	5%
Cultural Self-Analysis Paper	15%
Deep Description of Cultural Subgroup	10%
Cross-Cultural Interview Reflection	15%
Cultural Self-Sharing Presentation	5%
Service Project Final Paper	25%

Grade Breakdown for 3 Unit Class:

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

LATE ASSIGNMENTS ARE NOT ACCEPTED! All assignments be “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, even assignments just one minute late, 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. BCourses is known to sometimes have errors in submission (I suspect due to too many students submitting at the same time), 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 and Attendance:

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

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—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.

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 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 or fourth 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 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.

Cross-Cultural Interview:

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 their identity. Upon completion of the interview, a 4-5-page reflection should be written that reflects on the interview and interaction. What do you learn about yourself from learning about someone with such a different cultural and personal history?

What are key differences/similarities and what do these comparisons say about your own culture and identity? 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, but also a chance for people to experience, engage, and learn from our class's diversity.

Cultural 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 work with me to 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, a deep description due in the middle 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 1-2 hours per week. 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 what you learned from this experience and how you see at least three of the course's themes played out in the cultural subgroup. 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 (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 – Tuesday, 1/17** Introduction: Syllabus and Course Details
- Thursday, 1/19** Culture
- C. Wright Mills. The Promise
 - Miner, Horace. June 1956. "Body Ritual among the Nacirema," *American Anthropologist*, 58 (3).
- Week 2 – Tuesday, 1/24** Survey of Cultures and Hofstede's Cultural Dimensions
- Hofstede, Geert H. *Culture's Consequences: comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA: Sage Publications, 2001.
- Thursday, 1/26** Communication and Cultural Capital
- 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. (**AS REFERENCE**)
 - DiMaggio, Paul. "Cultural Capital and School Success: The Impact of Status Culture Participation on the Grades of US High School Students," *American Sociological Review*. 47 (2) 1982, 189-201.

Handout: Proposal of Cultural Subgroup

- Week 3 – Tuesday, 1/31** Verbal and Nonverbal Communication
- Hall, Stuart. "Foucault: Power, knowledge and discourse." *Discourse theory and practice: A reader* (2001): 72-81.
 - Axtell, Roger E. 1993. "The Dos and TABOOs of Body Language around the World," in *The Dos and TABOOs around the World*, 3rd ed. Parker Pen Company.
 - Tannen, Deborah. 1984. "The Pragmatics of Cross-Cultural Communication," *Applied Linguistics*. 5 (3): 189-195.

Handout: Cultural Self-Analysis Paper

Split Class into Tuesday and Thursday Classes

*****Proposal of Cultural Subgroup Due Friday, February 3*****

Thursday, 2/2 No Class – Out of Town

- Week 4 – 2/7-2/9** History and Cultural Patterns
- 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 5 – 2/14-2/16

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

Week 6 – 2/21-2/23

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: Cross-Cultural Interview Reflection

*****Cultural Self-Analysis Paper due Friday, February 24*****

Week 7 – 2/28-3/2

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.
- Manner, Barbara. “Learning Styles and Multiple Intelligences in Students,” *Journal of College Science Teaching*. March/April 2001.

Week 8 – 3/7-3/9

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)
- 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.

Week 9 – 3/14-3/16

Class and Culture of Poverty

- 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*.

Week 10 – 3/21-3/23

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.

Handout: Deep Description of Cultural Subgroup

*****Cross-Cultural Interview Reflection due Friday, March 24*****

Week 11 – 3/28-3/30

No Class – Spring Break

Week 12 – 4/4-4/6

Social and Cultural Capital

- Bourdieu, Pierre. "The Forms of Capital," In J. Richardson (Ed.) *Handbook of Theory and Research for the Sociology of Education* (New York, Greenwood), 241-258.

Week 13 – 4/11-4/13

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>

*****Deep Description of Cultural Subgroup due Friday, April 14*****

Week 14 – 4/18-4/20

Economic Life: (Social) Media and Workplaces

- Nelson, Michelle R. and Hye-Jin Paek. "Cross-Cultural Differences in Sexual Advertising Content in a Transnational Women's Magazine," *Sex Roles*. 53 (5/6): September 2005, 371-383.
- Frith, Katherine, Ping Shaw, and Hong Cheng. (March 2005) "The Construction of Beauty: A Cross-Cultural Analysis of Women's Magazine Advertising," *Journal of Communication*. 55 (1): 56-70.
- De Mente, Boye. 1987. "Japanese Etiquette and Ethics in Business," from *Japanese Etiquette and Ethics in Business*, 5th

Edition, Lincolnwood, IL: NTC Business Books, pp. 71-81,
84-89, 91-97.

Week 14 – 4/25-4/27

Cultural Self-Sharing Presentations!

*****Cultural Project Final Paper due Friday, May 12*****