

Course Syllabus and Reading List

Instructor: Ee Lin Lee

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COMM 425 Issues in Intercultural Communication Syllabus

Instructor: Dr. Ee Lin Lee

Course Description and Objectives

This WP1 seminar course focuses on the role of Whiteness and Westernization in intercultural and international communication pedagogy and research. Using the interpretivist and critical perspectives, you will explore the silencing of Whiteness in academic practice and mundane discourse. You will also evaluate selected critical issues involving Westernization in Southeast Asian communication and culture. The overarching goal of the course is to explore the constructed space of Whiteness in the communication discipline. The specific course objectives are:

1. To examine the relationship between mundane discourse and the social construction of the White identity.
2. To gain a better understanding of how history, glocalization, and globalization influence communication and culture.
3. To understand the major theories and research methods used in studying language and social interaction, with a focus on everyday talk and discursive practices.
4. To promote inclusive communication in which members of traditionally oppressed groups can engage in open dialogue without feeling afraid, hurt, resentful, ashamed, angry, and/or defensive.
5. To unmute, critique, and disrupt normative practices associated with the normalization of Whiteness.

This course supports the department need for substantive WP writing assignments (i.e., assignments that require multiple revisions); see details Appendix A of this syllabus. Objectives of this course that support the communication studies department mission, programmatic goals, and programmatic learning objectives are entailed in Appendix B of this syllabus.

Course Resources

Required readings including journal articles, book chapters, and reviews of scholarly works, and additional materials are available on the course Canvas. (See Appendix C of this syllabus for the reading list).

Prasso, S. (2006). *The Asian mystique: Dragon ladies, geisha girls, and our fantasies of the exotic*. NY: Public Affairs. ISBN: 1586483946

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association. ISBN: 1433805618.

A recorder, a headset, and a thumbdrive for data collection and transcription purposes.

Course Policies

Attendance and Participation. The success of this course depends on your active, informed participation. This class will be conducted in the seminar format. A detailed explanation of a seminar-based class is available on the course Canvas. Discussion, individual work, in-class exercises, out-of-class applications, lectures, and small group collaboration constitute a major portion of the learning experience in this course. Poor attendance, tardiness, and/or early departures impact your final course grade. Please arrive on time to class and stay for the entire class period. Late arrivals and early departures are disruptive. You are accountable for your choices, so I will always accept your right to choose what is best for you. I am unable to grant special privilege to excuse absences, late arrivals, or early departures for specific students while other students in the class are held to the standard. I will revise the policies for all class members when absences and tardiness adversely affect class atmosphere.

You will not be accommodated for missed assignment deadlines if you do not alert me to your condition and absences. If you have a medical or family emergency that affects your participation in class activities, notify me as soon as you are able to, preferably in advance of the missed class, to explain the circumstances. When this is done in a timely manner, such absences will be excused and may not impact your assignment grade, unless I have reasons to doubt your honesty and integrity. Contacting me well after an absence and claiming to have some sort of medical or family issue earlier in the quarter will not be accepted. I may ask you to support your absence(s) by official documentation; please consult with me. I do not require you to disclose the details of your personal situation to me; if I ask for official documentation in this situation, you can contact the [Office of Student Life](#), x3706. Students who participate in WWU-sponsored activities (e.g., debating contests, musical or theatrical performances, or intercollegiate athletic competition) are responsible for obtaining and submitting proper documentation. Your personal travel plans and job schedules that affect your attendance are not considered valid excuses for absenting yourself from class activities that are formally graded.

If you register late, whether or not you were on the Registrar's waitlist, any classes missed will be counted as absences. In cases where assignments were due before you were registered, I will not be able to give you exceptional treatment by extending deadlines. In addition to assignments missed, you will be required to complete works satisfactorily to make-up the missed class time in order to continue attending the course. I require enrolled students who skip the 1st and/or the 2nd class(es) to withdraw from the course when there are eligible students seeking enrollment in this course.

Classroom Citizenship. Empirical studies document that significant challenges arise in the classrooms when racial issues are discussed, especially in a predominantly White university. Defensiveness, denial, hostility, anger, guilt, and shutdown are part of the learning process as we progress this quarter. You will read selected literature regarding the associated pedagogy at the beginning of the quarter. As a class, we will then collectively define the "civility" guidelines for our conversations. The following are my general expectations and guidelines for conducting the class.

Since the class will be discussion driven, I expect you to make quality contributions by listening to and with others, offering honest and constructive criticism, investing effort in graded and non-graded assignments, participating in class activities, and asking appropriate and helpful questions, and integrating readings into discussion. Please do not assume that I understand your concerns without you communicating them to me. Ask if you need help, do not clearly understand assignments, or have other questions or concerns. Know that you are not a small part of this class. Each student has the right to learn, as well as the responsibility not to deprive others of their right to learn. Therefore, you are expected to show courtesy as required in a college-level classroom.

Unless I instruct you to do so, our communication in teaching and learning during class time does not involve the use of your individual, personal electronic devices (unless you have documented physical needs, see the ADA section in this syllabus). Therefore, turn off your electronic devices before I start class. If you use laptops to take notes during class time, you are required to move to a designated area in the classroom if you distract your classmates and/or me. Depending on the activity, I may impose the no-laptop rule in certain class sessions. Electronic devices are wonderful learning tools, but also great distractions to other class members and to the professor. A single disruptive act of anyone affects everyone else in the classroom and lessens the effective use of everyone else's valuable time.

Each class member deserves a fair learning opportunity without being disrupted by other students' misdemeanors that impede the class learning. Show respect to all class members, both your professor and your peers. Avoid unnecessary disruptions during class, such as private conversations, reading newspapers, and doing work for other classes. Be attentive to and participate in lectures and classroom activities. Please do not talk simultaneously when other students or I ask questions or make comments. Wait until class is completely over before putting your materials away in your backpack, standing up, or talking to your peers. Surfing online, checking e-mails, texting, and using social networking sites should be done at your own time, not in the classroom.

Displaying disruptive behavior(s) that adversely affect the learning environment will result in a deduction of ½ letter grade from your final course grade. I may or may not give you a verbal warning. Examples of disruptive behaviors include stating or implying physical or verbal threats, displaying erratic, loud, and/or aggressive behavior, refusing or unwilling to comply with the professor, repeatedly entering and leaving the classroom without medically-documented reasons that are brought to the professor's attention by the 3rd class meeting (also see [Appendix C](#) in WWU Catalog). When you visit me during my office hours, please turn off your electronic devices. I expect you to behave professionally as a student who is enrolled in the course, including when you communicate with me via e-mails and/or phone calls.

E-mail Etiquette. Please do not send me e-mail messages regarding issues that should be dealt with in person (e.g., asking me to read and critique drafts of your work, or requesting me to explain and send you lecture materials or quizzes you have missed). Do not expect my e-mail responses immediately; I usually respond to student e-mails during my office hours. ***I do not finish reading or reply to e-mail messages that are poorly written or disrespectful.*** You are expected to write as you would in any professional correspondence. My basic principle about e-mail communication as written form of communication is that if it is not worth the writer's time to send a thoughtful message, then it is not worth my time to read and respond to it. Please include a salutation so that it is clear to me that the message is not junk mail and deleted. When appropriate, I may ask my student assistant to reply to you if you ask me general questions regarding policies and/or matters that are already stated in the syllabus and related course documents posted on Canvas. The best way to reach me is through my WWU e-mail. I do not use Canvas chat.

Writing Proficiency (WP). This 1-point WP course is designed to offer practice in research and formal, scholarly writing that is used in the communication discipline. Therefore, your writing must demonstrate formal, scholarly voice used in communication research. You will be spending much time on multiple revisions for each draft. Terse, concise, clear, and error-free writing and attention to detail are big factors that will determine your success in this class. Much of your learning of your WP project occurs outside of class. Therefore, I strongly recommend that you to work with me individually to

reinforce your knowledge about scholarly writing and help enhance your writing skills. I also encourage you to get your drafts reviewed by a qualified person who can help with writing, revising, and editing.

The Americans with Disabilities Act (ADA) Statement. Please let me know by the 3rd class meeting if a reasonable accommodation for documented disabilities need to be arranged. To request disability accommodation, contact the [Disability Resources for Students](#), x3083.

Make-up Works and Incompletes. The nature of assignments used in the class renders make-up work impractical. Therefore, plan to prepare and submit your work on time. Details regarding requesting for and receiving an incomplete grade (K) are available in WWU Catalog.

Academic Integrity. I do not tolerate academic dishonesty. I assume any conversation between/among students during the exam as a violation of academic integrity policy (i.e., cheating). If you need to talk during the exam, approach me. Any use of resources and electronics during exams will *not* be permitted and is considered a violation of the academic integrity policy, unless otherwise instructed. You are responsible for familiarizing yourself with the university's policy regarding academic honesty (see [Appendix D in WWU Catalog](#) and the [Faculty Senate's Integrity Website](#)). A final course grade of an "F" will be assigned if academic integrity is violated. Students will also be asked to stop attending classes upon notification. ***All course works are individual assignments, unless otherwise stated. Discussing and sharing answers for class assignments without my written permission constitutes plagiarism.*** Please talk to me before working on the assignments if you are unsure of behaviors that may be considered plagiarism.

Grade Records. Grades posted on the course Canvas are for instant communication purposes; they are not comprehensive. Canvas is not equipped with the tool to perform the needed mathematical calculations for this course. You are responsible for keeping track of your grades. Formulae for calculating your grades are available on the Canvas. Please do not e-mail or phone me to ask about your grades for individual assignments. I will return all graded items, except the exams, to you in class or otherwise designated. Your final grade will be available on Web4U after noon on the Tuesday following final exam week.

Assignment Submissions. I expect your work submitted to me to be scholarly and professional and in the format specified (i.e., as hard copies or via Canvas). Assignment submissions on Canvas are due 10 minutes before the start of class. When submitting hard copies, all papers must be submitted in person at the start of class on the indicated due date, unless otherwise instructed. I do not accept papers that are slipped under my office door or tacked to the bulletin board next to my office door. Papers handed in after all class papers are collected at the beginning of the class are considered late. See each assignment evaluation criteria and/or description regarding late submissions.

In cases where you must miss a class, submit your papers as hard copies prior to the due date. If an emergency and unpredictable medical, funereal, or law-related incident impedes your ability to submit a paper on time, you must have written, official documentation of the incident (see the Attendance section for documentation requirements). All documentation must be submitted together with your work for consideration. I will be glad to give feedback on drafts if you visit me during my office hours at least 3 business days before the deadline; I will accept *only* hard copies that follow the writing guidelines. Please do not e-mail me your drafts. Rewriting graded assignments is not an option.

Late Assignments. The tentative course schedule details assignment deadlines, and I have posted the schedule on Canvas before the first day of class. Please plan accordingly. I do not accept late assignments. You can always submit your assignments prior to the due date. Also see each assignment regarding consequences of late submissions. Technology (i.e., computer- and/or printer-related) and transportation issues, be they personal, public, and/or the university's, are no justification for late assignments. Please communicate with me prior to the deadline if you have a medical or a family emergency (see the Attendance section in this syllabus).

Assignment Returns. I will return all graded items, except exams and online exercises, to you in class or otherwise designated. You are responsible for retrieving your critiqued and/or graded assignments from me during my office hours if you were absent on days I return the assignments. When the quarter is over, I will keep your graded assignments until the end of the following quarter (not counting summer quarter) and will shred them after that. You are welcome to obtain your graded assignments from me during my office hours. Alternatively, I will mail your assignments to you provided that you give me a self-addressed, stamped envelope together with your final paper submission. You are responsible for ensuring you include sufficient postage. Be informed that I will not be responsible for any missing items once I mail your paper.

Requests for Reevaluation. The burden of proof in any disagreement over evaluation of student performance rests with the student. If you desire reevaluation of a grade for an assignment or activity, you must wait 24 hours before you submit your rationale in writing. The 24-hour cooling off period will allow you time to re-read the grading comments and to assess your performance. ***Violation of the 24-hour cooling off policy will result in a 20% deduction from your assignment***

grade. Your request for reevaluation should identify the specific change requested and provide a reasoned argument and evidence (e.g., photocopies of cited sources) in support of that change. You must see me to get a specific form to fill out. Any request for reevaluation must be made within 10 business days of receiving the original evaluation. Also see [Appendix F](#) in WWU Catalog. After you have received your final grade and would like to talk to me about your grade, you will see me during my office hours in the following quarter. You must give me all necessary documents, including a comprehensive grade record containing your individual assignment scores and all assignments I have graded. E-mail me ahead and follow all instructions that I give you. I am not opposed to re-evaluating your grade. Of course, a reevaluation may increase or decrease your scores, since I will scrutinize all submitted details, in addition to your original assignment.

Course Assignments

Your grade in the course will depend on the amount of work you wish to complete and will be largely determined by the depth you are willing to engage the material. WWU has established the credit load policy in which each hour in a course requires at least 2 additional hours of study (see [the Academic Policies in WWU Catalog](#)). Prepare to maintain a good, reliable work ethic to earn your desired grade. Prioritizing your life and managing your time is your sole responsibility. I am here to support your learning if you are here to learn and maintain a positive attitude toward learning. *Resisting the temptation to procrastinate and attention to details are key to success in this course.*

- Getting Started module. Ungraded; you must complete the module to access course assignments.
- Seminar preparation and participation (32%). In-class participation and professionalism during seminar session is weighted by 10%; seminar preparation via notes submission by 22%. Points earned in this group of assignments are calculated based on the percentage of your seminar attendance.
- WP research project (48%). Weighted by the following components: human subjects matters, data collection, and audio file submission, ungraded but compulsory; transcription, 12%; APA format, 10%; and final paper, 26%.
- Fishbowl discussion (10%).
- Final exam (10%).
- Extra credit activities: (a) Post course reflection, 1.5% max; and (b) data collection, 2.5% max.

Grading Scale (Percentage of Total Course Points)

A 94 - 100	B 83 - 86.99	C 73 - 76.99	D 63 - 66.99
A- 90 - 92.99	B- 80 - 82.99	C- 70 - 72.99	D- 60 - 62.99
B+ 87 - 89.99	C+ 77 - 79.99	D+ 67 - 69.99	F < 60

Note. I will include up to two decimal points when calculating your points. There will be no deviation from this scale.

Detailed descriptions and associated evaluation criteria for course assignments are posted on Canvas. I may make changes on the assignments as necessary. Depending on student performance, I may distribute handouts or post additional materials on Canvas for the assignments. If you choose not to attend class, you are still responsible for the material distributed or assigned, and changes made during class time. I strongly suggest you keep all versions of your work, including electronic files, hardcopies, graded and non-graded papers, until you have received your final course grade. **You need to keep track of assignment changes and deadlines.** Active engagement in your learning will help you earn the grade you desire, presumably a good one. Lack of work ethics, including inconsistent course participation and performance, will adversely impact your grade.

I advise that you use a licensed Microsoft Office 2016 for word processing. Your preferred use of any other software (e.g., those in your cell phone, Word online, etc.) that produces any discrepancies in formatting and printing output does not give you outstanding privilege to be excused from the grading criteria that I use for the class. Course assignments submitted must be **typed and printed in a clear, readable format on white papers.** Unless otherwise stated, font type and size for assignments are to be set in **Times New Roman, 12.** When you submit more than 1 page, **please staple your work.** *Papers that are loose, paper clipped, dog-eared, or held together by some other mechanism that is not a staple will result in a deduction of ½ letter grade from your final course grade.* Write your name on your assignment. This is a 300-level communication course, and I expect professionalism in university-level student works. Please read and follow all instructions. **I do not grade assignments that show poor quality of work** (e.g., those that do not have proper line spacing, have multiple typos, contain ambiguous short phrases instead of complete sentences, etc.). My basic principle about assignment grading is that if it is not worth the student's time to submit quality work that shows care and attention, then it is not worth my time to grade, comment, and suggest areas for improvement.

Getting Started Module. The module contains the course syllabus and tentative schedule, and academic honesty and grievance policies. Read before you work on your first course assignment.

Seminar Preparation and Participation. Seminar readings consist of assigned journal articles and book chapters posted on Canvas. You will prepare for each seminar by preparing notes in advanced. Answer the questions I pose to guide our

seminar discussion. You may also take your own notes consisting of the central argument and claims of the reading, key concepts and/or theories and their implications, and connect the ideas of the reading with those presented in other assigned readings. I also encourage you to pose additional thoughtful questions that may occur to you. Your questions and/or mine may be used to provide a general template or starting point for our discussion. Due to class size and data management, **I plan to grade 4-7 sets** using the random sampling technique. Evaluation criteria include your notes' comprehensiveness, clarity, depth, insight, and effort (also see Canvas).

Active and informed participation in course discussion is vital to your learning and the collective success of the class. Therefore, I expect you to contribute to our conversations by finding connections with the course readings. I do not conduct formal, traditional lectures during the seminar—that is, I do not perform the authoritative, stand-up teaching style using PowerPoint slides. My primary role will be to ask questions, clarify points raised in our discussions, and summarize the important issues that we discuss. Your participation in discussion (i.e., your contribution to class learning) will be evaluated. You and your peers will evaluate each other's in-class oral contribution; I, too, may do the same. As a class, we will collectively determine the seminar conduct criteria. I have provided on Canvas a starting template for evaluating your in-class oral contribution. I reserve the right to override student evaluations if the rigor of class performance is lacking. Also see Canvas regarding seminar conduct clarification and criteria.

WP Research Project. You will conduct an empirical study by engaging in the following tasks: participate in data collection, transcribe and analyze data, conduct literature review on the selected theoretical and methodological frameworks, and report the findings of the study. Course readings will provide you with fundamental understanding of the research project; literature review is crucial in enhancing your knowledge of the topic of inquiry so that you may write well. You are required to complete the human subjects training before you (and in order to) start the research tasks. You must participate in data collection in order to obtain the data set for transcription and data analysis. See Canvas for detailed description, assignment objectives, and evaluation criteria. If you miss the data collection day in class, you will be required to independently apply for human subjects' approval, conduct your own focus group outside of class, and transcribe all data on your own.

Fishbowl Discussions. Each fishbowl discussion session will be conducted using the assigned Prasso's chapters. You will sign-up for an allotted day to be the participants in the "fishbowl." During the session, participants will share their ideas, listen carefully, and respond to others, whereas observers will listen and take notes. Observers will also get a chance to comment and ask questions of the participants. All class members will read and take notes by answering the questions I pose, although I expect to see extensive notes from the participants. Everyone's pre-discussion preparation and engagement in the sessions will be evaluated. I will provide further information and directions.

Extra Credit Activity: Reflexive Notes and Participation. At the end of the quarter, you will be asked to assess your own learning in the course using Yep's (2010) criteria of self-reflexivity (see the assigned reading). You will answer the questions that I pose and write a 3-5 page, double-spaced, essay (a) summarizing your learning, (b) positing critical questions, and (c) discussing your connections between your learning experience and selected course concepts and/or theories. I will provide the evaluation criteria. Attending small group discussion, audio-recording your group conversation, submitting your audio file in the .WAV format in a thumbdrive, and submitting your typed notes (hardcopy and online) will count towards your grades in this assignment category. Since this activity required planning and coordination in advance, you must sign-up by the assigned deadline on my bulletin board, CF 291 so that proper arrangement can be made (e.g., to allow me to reserve classroom space, to provide you with a physical space for discussion, etc.). Failure to sign-up disqualifies you from participating in this activity.

Final Exam. The exam must be taken on the scheduled date in our classroom or the designated computer lab. The exam may combine closed-ended items (i.e., multiple-choice, true/false, matching), fill-in-the-blank items, and short essays. Course readings constitute the exam contents. Please contact [the Disability Resources for Students](#), x3083 for documentation if you cannot take the exam in the specified format. Make-up exams will be allowed in the most extreme cases and only with my permission. You must contact me 7 business days ahead of the exams, and take them 2–3 days before the scheduled dates specified on the tentative course schedule. See me in person and provide me with evidence that I request for my approval. You will be given a different exam (i.e., a different format with different questions) compared to the class. Make-up exams are to be arranged with the [Testing Center](#), x3080. You will have to find out procedures involved and make proper arrangements.

This syllabus and schedule are subject to change as necessary to adapt to class size, student performance, and unexpected circumstances.

Appendix A. Substantive WP writing learning outcome. This course supports the department recommendations pertaining to writing exposure listed below. Listed in the following is an in-block quotation from the document “Writing rubric.”

1. *Conventions:* Adheres to appropriate conventions of formal writing (spelling, grammar, syntax, punctuation, etc.).
2. *Formatting:* Adheres to assigned citation style (for in-text citations and references page).
3. *Argument:* Has a clear and coherent thesis that is supported with appropriate evidence.
4. *Audience:* Communicates in an audience appropriate and context sensitive manner.
5. *Organization:* Has a clear coherent structure, logical development and sequencing of ideas, and effective transitions.

Appendix B. Course objectives. This course supports the department mission— “We teach communication studies that nurture inclusive civil discourse, critical thinking, and cooperative solutions in a diverse global community. We offer opportunities to develop strong communication skills within a challenging liberal arts program.” The course also fits the department programmatic goals of: (a) speech, students are able to speak proficiently in context; (b) writing, students are able to write proficiently at college level; (c) concepts, students are able to apply communication concepts; (d) methodology, students are able to understand methods for generating knowledge; (e) critical thinking, students are able to employ critical thinking skills; (f) ethics, students are able to reflect on the ethical dimensions of actions.

Appendix C. Seminar Reading List. In alphabetical order by author's last name.

Arum & Roksa (2011). Limited learning on college campuses: Chs. 2 and 3.

Carbaugh (2007). Cultural discourse analysis: Communication practices and intercultural encounters.

Covarrubias (2008). Masked silence sequences: Hearing discrimination in college classroom.

DuBois (2006). Representing discourse.

Endres & Gould (2009). I'm also in the position to use my Whiteness to help them out:" The communication of Whiteness in service learning.

Fears (2003). Hue and cry on 'Whiteness Studies.'

Hendrix & Wilson (2014). Virtual invisibility: Race and communication education.

Jackson & Moshin (2010). Ch. 20: Identity and difference: Race and the necessity of the discriminating subject.

Jackson & Simpson (2003). White positionalities and cultural contracts: Critiquing entitlement, theorizing, and exploring the negotiation of White identities.

Jackson (1999). White space, White privilege: Mapping discursive inquiry into the self.

Jones (2000). Levels of racism: A theoretic framework and a gardener's tale.

Kristof (2016). *New York Times*: When Whites just don't get it, Part 7.

Lewis (2001). There is no "race" in schoolyard: Color-blind ideology in an (almost) all-White school.

Lee (2016). Intercultural dialogue in theory and practice: A review.

McIntosh (1988). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies.

McPhail (2004). Race the and (im)possibility of dialogue.

Moon (1998). White enculturation and bourgeois ideology.

Moon (2016). "Be/coming" White and the myth of White ignorance: Identity projects in White communities.

Nakayama & Krizek (1995). Whiteness: A strategic rhetoric.

Simpson (2008). The color-blind double bind: Whiteness and the (im)possibility of dialogue.

Simpson (2010). Blinded by the White: Challenging the notion of a color-blind meritocracy in the academy.

Simpson, Causey, & Williams (2007). "I'd want you to understand it:" Students' perspectives on addressing race in the classroom.

Starosta (2010). Reflections on "Race" and publication in communication journals: The case of *Howard Journal of Communications*.

Takaki (1992). The Tempest in the wilderness: The racialization of savagery.

Tatum (1994). Teaching White students about racism: The search for White allies and the restoration of hope.

Tracy & Robles (2014). Ch. 1.

Yep (2010). Toward the de-subjugation of racially marked knowledges in communication.