

## SOCI 105 – INTERCULTURAL COMMUNICATION: THE PERSON AND THE PROCESS

### Course Description:

Students will develop a personal and theoretical understanding of the cultural origin of people's values, ideologies, habits, idiosyncrasies and how they affect communication across cultural, racial, ethnic and gender lines. Through observing, simulating and experiencing incidents of cross-cultural communication, they will begin to examine and develop skills that are necessary for effective understanding and for successful intercultural communication among majority and minority groups.

As we move through the second millennium, we are all challenged to grow in ways of interconnectedness that were unheard of years ago. Rapid changes in information, communication and automation technologies as well as political and economic transformations and vast movements in populations have created a global imperative to interact with diverse peoples. As our global village continues to shrink and we become aware of the challenges and rich possibilities that this diversity brings into our midst, we can start to visualize the enormous potential for personal and societal growth. Sociology 105, Intercultural Communication, seeks to develop awareness and increased understanding among peoples of different cultures, an appreciation of this rich diversity, and to offer tools for a lifetime of continued growth in intercultural competence.

**Credits:** 3

### Professors:

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### Learning Assistant:

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### Text:

- Check with instructor to insure purchasing the correct book. Only one text will be required.
- Lustig, Myron, W. and Koester, Jolene. *Intercultural Competence: Interpersonal Communication Across Cultures*, 6<sup>th</sup> edition., Pearson, 2010
- **Or** Jandt, Fred E. *An Introduction to Intercultural Communication: Identities in a Global Community*, 6<sup>th</sup> edition, Sage, 2010

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### **Supplementary Resources:**

- **Angel** course management system is used. **Familiarity with the Angel system is strongly recommended for students. See end of the objectives for Angel log on procedure.**
- **An online class session may be required. See instructor's syllabus.**

### **Core Competencies**

#### Communication

The student will communicate information and ideas clearly and effectively in written and spoken form, and will demonstrate effective listening and reading skills.

#### Historical/Societal Analysis

The student will identify and analyze historical and/or societal issues as they impact current and future trends.

#### Community and Workplace

The student will demonstrate cultural sensitivity within the context of the contemporary diverse global community. The student will demonstrate ethical conduct and effective teamwork.

### **Learning Outcomes**

1. The student will develop a personal and theoretical understanding of themselves in terms of cultural origin and individual values, ideologies, habits and idiosyncrasies. This includes acquiring an awareness of international perspectives.
2. The student will explore what it means to live in the U.S.A. in the 21<sup>st</sup> century, how we are perceived in other parts of the world, and how this affects intercultural/ international communication.
3. The student will examine how obstacles to intercultural/ international communication can be overcome in the context of human relationships, face-to-face communication and diplomatic relations.
4. The student will understand and explore cultural differences in communication patterns, including those affected by affiliations such as gender, race, class, age, religion, ethnicity, sexual preference and physical or psychological limitations.

### **Course Content**

1. Develop a personal and theoretical understanding of cultural origin and individual values, ideologies, habits and idiosyncrasies.
  - What is culture?
  - What is individual social identity and how is it formed?
  - What are core values? What are the core values of the United States?
  - What is communication?

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- How do our cultural values shape communication?
  - What is intercultural communication?
2. Demonstrate an understanding of the following:
- cultures
  - co-cultures
  - dominant cultures
  - counter-cultures
  - how cultures within cultures are often marginalized
  - how the membership within these groups is determined by the dominant culture
  - ethnocentrism and its impact on communication
3. Identify the perceptions that cause conflict between individuals and groups, including the impact of prejudice, stereotyping, assumptions, inferences and privileges.
- understand how these perceptions impact our ability as individuals and as a nation to communicate with people from other cultures.
4. Through readings, discussion, role-play, simulations and group presentations, students will develop an understanding of how they, as individuals, affect communication across cultural, racial and gender lines. Develop an understanding of how "cultural baggage" or cultural values influence communication between cultures and how this is often the source of conflict.
5. Identify examples of an individual's "world view" and how it fosters or limits communication.
- understand how these perceptions affect our ability as individuals and as a nation to communicate with people from other cultures.
  - Acculturation
6. Understand culture shock.
- Develop an awareness of how new situations or exposure to different values often results in culture shock.
7. Foster an understanding of personal skills including verbal and non-verbal communications techniques that may be used to develop effective intercultural communication.

### **Notification for Students With Disabilities:**

Brookdale Community College offers reasonable accommodations and/or services to persons with disabilities. Students with disabilities who wish to self-identify, must contact the Disabilities Services Office at 732-224-2730 or 732-842-4211 (TTY), provide appropriate documentation of the disability, and request specific accommodations or services. If a student qualifies, reasonable accommodations and/or services, which are appropriate for the college level and are recommended in the documentation, can be approved.

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### **College Policies:**

For information regarding:

- ◆ Brookdale's Academic Integrity Code
- ◆ Student Conduct Code
- ◆ Student Grade Appeal Process

Please refer to the **STUDENT HANDBOOK AND BCC CATALOG.**

### **Department Policies:**

Intercultural Communication is an experiential class. While using the text for support, your participation in course activities is required. This facilitates experiencing and practicing communication skills with practical applications. In addition, due to the experiential nature of the course, it is imperative that the appropriate communication skills and attitudinal behavior must be demonstrated consistently in order to evaluate the core competencies identified in this course.

### **Grading:**

Your progress in the Intercultural Communication course is determined by completion and quality of the specifically identified objectives listed in the course syllabus.

**All assignments must be completed to receive a grade of C or better.**

**Missing 20% or more of scheduled class meetings, including partial attendance at a class meeting, results in a failing grade for the course.**

Specific course requirements result in the accumulation of points as follows:

- 4 required essays = 60 possible points (15 points each)
- 3 intercultural activities = 60 possible points (20 points on each of 3 activities)
- Project, selected from a list of options = 50 possible points
- Participation = 30 possible points\*
- Total possible points = 200

**All essays must be keyboarded or typed using size 12 fonts.**

### **Grades**

- A = 182-200
- A- = 178-181
- B+ = 174-177
- B = 162-173
- B- = 158-161
- C+ = 154-157
- C = 140-153

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D = 120-139

F = 138 or below

INC = Students need to complete 70% of the course requirements to be eligible for an INC (Incomplete) grade. This eligibility is determined by the instructor.

### **200 POINTS MAXIMUM**

#### **\*SOCI 105 Participation Points**

As clearly stated previously in this syllabus, this is an experiential course, and active engagement and participation is a course expectation and requirement. You will note that there is a significant point value committed to participation. Minimal points will be awarded for attendance and/or physical presence.

#### **Some examples of active participation and engagement in the course outcomes are:**

##### Preparation for class

- Arrive to class on time and ready to start work
- Remain in class for the entire session—Partial attendance is counted as an absence, and work will be assigned as necessary
- Return from breaks on time (individual breaks, unless absolutely necessary, are disruptive to the learning process)
- Assignments, including homework, readings and discussion postings, must be completed in time for the appropriate class
- Students are expected to be familiar with utilization of the Angel system

##### Conduct/Performance in class

- Participate actively in all small-group activities
- Assume responsibility to present group material or take a leadership role in the group process
- Participate in role-plays, simulations and class activities
- Submit work by required due dates
- Demonstrate and model appropriate communication skills and attitude in class and toward fellow students at all times

##### Responsibility during class

- No use of cell phones or text messaging during class (cell phones should not be visible and need to be either turned off or on vibrate mode)
- Make any appointments outside of class time, i.e. counselor, doctor, etc.
- Maintain contact with instructor, and assume responsibility to identify any make-up work for any absence

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Clearly, participation is more than just being physically present. Participation encompasses being involved in ways that are measurable. The above list is not to be assumed to be a complete list of possible measurements used by an instructor.

**Due dates:**

Since the course is offered under a variety of time periods, an appropriate syllabus will be provided by the instructor to indicate due dates.

**Required essays, intercultural activities, and project**

Answer all essay evaluations at the appropriate grade level honestly and thoroughly, using the text and other information sources as well as personal experience and contacts with cultures. Honesty in assessing your own feelings, even when not in line with the prevailing opinion of others, is key. Instructors respect honest reactions and maintain confidentiality. Essay evaluations should be proofread and must be submitted on the due date in the course syllabus for full credit.

Where differentiated instruction is required for Study Abroad students, it will be identified as Alternative Assignment for Study Abroad students only.

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Videos/DVDs relevant for course

- A World of Gestures: Culture and Nonverbal Communication [BF637 .W64 1991](#)
- America Beyond the Color Line [E185 .A44 2005](#)
- Blue Eyed – [BF575 .B48 1996](#)
- Bridging The Culture Gap [HD2755.5 .B85 1983](#)
- Ethnic Notions [E185.61 .E84 1987](#)
- Flashpoint: When values Collide [BF575.P9 M37 2003](#)
- Gender and Communication [HM258 .G46 1994](#)
- Global Contrasts [HD62.4 .G56 1996](#)
- He Said, She Said [P96.S48 H4 2001](#) (guide also available)
- Just Get It! [HM132 .M3 1996](#)
- Killing Us Softly 3 [HF5822 .K54 2002](#)
- Managing The Overseas Assignment [HD2755.5 .M26 1983](#)
- Personal Space: Exploring Human Proxemics [BF469 .P46 1999](#)
- Responsible Assertion [RC489 .A77 1978](#) – examines assertive, nonassertive & aggressive behavior
- The Eye of the Beholder [BF311 .E93 1953](#)
- The Angry Eye [BF575.P9 A53 2004](#)
- The Eye of the Storm [BF575.P9 E95 1998](#)
- Valuing Diversity: Managing Differences [HF5549.5 .V28 1983](#)
- What You Are Is Where You Were When... Again [BF773 .M37 2005](#)

**REMINDER: All essays MUST demonstrate effective use of the text through specific examples and/or references, as well as personal reflections.**

Videos for possible class use may be required as part of a makeup assignment as appropriate. Other videos may be selected by individual instructors.

### **Angel Log on Instructions**

- The Angel log on and password are the same as the Brookdale email log on and password.
- Contact the Teaching and Learning Center at **732-224-2089** if there are questions.
- If you experience technical difficulties, contact the College's toll free Angel Help line at **877-725-4357**.
- Angel may be accessed by clicking online courses on Brookdale's web page, <http://www.brookdalecc.edu>
- After clicking online courses, check on the Angel icon and then enter your log on and password.

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***FOR INSTRUCTORS:***

***STUDENT ASSIGNMENT OPTIONS***

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Essay #1 – Your Personal Cultural Profile (15 points)

Due date: See Instructor's syllabus.

**Part 1. – Essay – discuss each of the following**

- A large part of our identity is determined by the groups to which we belong. What groups or subcultures are you part of? How does membership in these groups define you within the larger American society?

*Sex, race, social class, military background, family structure, or voluntary organizations may be significant groups. Ethnicity or religion may also apply if they play a large role in your life.*

- How does this personal cultural profile affect the ways you communicate?

- Think about your early experiences that involved members of other subcultures. Recall an episode where you first recognized that not everyone was part of the same group that you were. Describe the situation. What was your reaction to it? How do you see it now looking back at the past?

**Also Required:** include at least 2 references to your assigned text. Refer to chapters 1 & 2 in the Jandt book or chapters 1,2 or 3 in the Lustig book . *Cite by giving the author's last name and the page numbers in parentheses next to your references.*

Your essay should be between 2 and 3 typed pages.

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

**Part 2. – Presentation Option**

Create a 5 – 7 minute Power Point presentation to introduce yourself to the class.

**The presentation should be connected to your essay and focus on the groups you are part of and how membership in them impacts your identity and communication style.**

Due date: See Instructor's syllabus.

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Option: Essay #2 – Campus (or Work Site) Culture Assessment (15 points)

Due date: See Instructor's syllabus.

Think about life at Brookdale using the concepts of culture, including values and norms, which we have discussed in class. Discuss 3 values that you observe on campus. Describe the norms or conditions on campus that reflect, reinforce or even, contradict those values.

How do you think BCC's culture compares to that of other colleges? What is the impact of BCC's status as a non-residential college? (Again, explain your answer using the concepts about culture that we reviewed in class.)

Identify and describe at least one visible subculture on campus. What elements make it distinctive?

Required: include at least 2 references to chapter 8 in the Jandt text or chapter 4, 5 or 6 of the Lustig text. *Cite by giving author's last name and the page numbers in parentheses next to your references.*

Your essay should be between 2 and 3 typed pages.

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

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Essay #2 Option – United States Culture Assessment (15 points)

Due date: See Instructor's syllabus.

Identify 5 values of the dominant USA culture. Discuss how these values directly influence your life.

Select two of these values and describe how these can act as “cultural baggage” when assessing an unfamiliar culture.

How does an awareness of ethnocentrism affect an assessment of the values of other cultures?

Base your essay on the “Create a Society” activity completed in class.

Required: include at least 2 references to chapter 8 in the Jandt text or chapter 4, 5 or 6 of the Lustig text. *Cite by giving author's last name and the page numbers in parentheses next to your references.*

Your report should be between 2 and 3 typed pages.

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

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Essay # 3 Option – Exploring Proxemics (15 points)

Due date: See Instructor’s syllabus.

**Instructions:**

Base your essay on assigned chapter(s) in the text and the following articles:

“In Certain Circles, Two is a Crowd” by Stephanie Rosenbloom - published on November 16, 2006 in the New York Times. It is located at

[http://www.nytimes.com/2006/11/16/fashion/16space.html?pagewanted=1&\\_r=1](http://www.nytimes.com/2006/11/16/fashion/16space.html?pagewanted=1&_r=1)

or you can find it on the [www.nytimes.com](http://www.nytimes.com) website by searching for the title, date and author.

The web article on Edward T. Hall located at  
[www.csiss.org/classics/content/13](http://www.csiss.org/classics/content/13)

*How has Edward T. Hall contributed to our understanding of people’s use of space?*

*Discuss proxemics as an aspect of nonverbal communication and how understanding proxemics be can useful in fostering effective intercultural communications. Also, discuss one other important aspect of nonverbal communication.*

*How does proxemics apply when standing in an elevator in the United States? Describe an occupant’s behavior, including permissible speech, touching and what can be looked at, as an elevator becomes crowded.*

Required: include at least 2 references to chapter 5 in the Jandt text or chapter 8 in the Lustig text. Also refer to the articles as appropriate.

Your essay should be between 2 and 3 pages.

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

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Essay #3 Option – Reflections on Assertiveness (15 points)

Due date: See Instructor's syllabus.

In the dominant American culture assertion is a primary tool for clear, open and successful communication. Reflect on a situation where either nonassertive or aggressive behavior was exhibited. Analyze the situation by answering the following questions:

1. What was the basic problem that needed to be addressed?
2. What right(s) was being violated?
3. What irrational beliefs could have interfered with appropriate behavior?
4. What could have been a more successful outcome?
5. Specify the techniques or skills that could have replaced the nonassertive or aggressive behavior.
6. Describe a specific intercultural situation in which assertion may not be an effective choice.

Required: include at least 2 references to chapter 5 of the Lustig text and the Assertiveness Handouts found in Angel Content – Essay 3. *Cite by giving author's last name and the page numbers in parentheses next to your references.*

Your essay should be between 2 and 3 typed pages.

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

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Essay #3 Option: Analysis of D. Tannen’s film *He Said, She Said* (15 points)

Due Date: See Instructor’s syllabus.

1. Discuss Tannen’s examples of boys and girls at play. What distinction does she make about the character of their play? Go out and observe children at play. Take notes and then discuss whether you see the patterns Tannen describes.
2. Interview your family and friends about what frustrates them in dealing with family members, friends, or romantic partners of the opposite sex. Does directness or indirectness play a role? Do these patterns reflect a focus on status or connection?
3. Choose 2 of your classes and note each time a class member speaks, for how long and what they say. Review your notes and determine which sex spoke more often and longer. Does this differ in different classes? If so, what could account for the differences? Do the same for other mixed sex conversations occurring in pairs or larger groups of friends. Compare your findings and discuss what could account for them.

Required: include at least 2 references to chapter 10 in the Jandt text or chapter 5 of the Lustig text. *Cite by giving author’s last name and the page numbers in parentheses next to your references.*

Your report should be between 2 and 3 typed pages.

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

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Essay #3 Option: Analyzing the film *What You Are Is Where You Were When...Again*  
(15 points)

Due date: See Instructor's syllabus.

Base your essay on Morris Massey's film *What You Are Is Where You Were When...Again* (available in Bankier Library) and answer the following questions.

1. Describe two SEE's in your life. Explain what their impact has been on you. Specifically name personality traits which you can attribute to these events. Events may be historical or personal.
2. Interview one person from another generation. Ask them to identify two SEE's in their life. Ask them to explain how these events impacted their life and the lives of their generation. How do they think major historical events which they lived impacted U.S. culture and values?
3. Use the materials from Massey to write this essay.

Required: include at least 2 references to chapter 13 and 14 in the Jandt text or chapters 4, 5 and 6 of the Lustig text. *Cite by giving author's last name and the page numbers in parentheses next to your references.*

Your essay should be between 2 and 3 typed pages.

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

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Essay #4 The Capstone Essay: Summarizing your experience in Intercultural Communication / Sociology 105 (15 points)

**Due date:** See instructor's syllabus

**Review your experience in Sociology 105 – Intercultural Communication by answering the following questions:**

1. What insights into understanding U.S. culture and other cultures have you developed as a result of this course? Share 3 specific examples.
2. What concept did you find most useful or applicable in your life? Explain.
3. What concept, activity, or topic from this course would you revise? Discuss.
4. Suggest another specific change to improve this course for future students.

Your essay should be between 2 and 3 pages.

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

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GUIDELINES FOR 3 INTERCULTURAL ACTIVITY PAPERS  
(20 points each)

The goal of an Intercultural Activity paper is to document an experience or situation that acquainted you with another culture. Attend and analyze meetings, celebrations and ceremonies of groups that are not part of your own cultural background.

*Do not use past experiences. These are ineligible.*

*If you are unsure about whether your idea qualifies as an Intercultural Activity, speak with the instructor before attending and writing it up.*

**Before participating in your chosen activity or undertaking an Intercultural Activity paper, learn about the culture.**

**Required:** Choose 2 reputable *academic quality references* to provide background information on the experience. This will help illuminate your observations. Wikipedia, About.com and similar references are not permissible.

**Provide a bibliographic notation of the sources you selected at the end of your report and refer to them within your paper.**

Also include in your paper:

- ❖ An appropriate and descriptive title.
- ❖ A short description of the event or the institution. This description should be no more than ½ page in length. Include the complete name, address, telephone number and website as applicable.
- ❖ Identify and describe distinctive elements of the host culture (For example, symbols and what they represent, specific values, norms, or gender roles.) Also note any factors that might cause communication problems between it and the larger American culture.
- ❖ What did you learn about this culture as compared to your own culture? Note any discrepancies or similarities between what you read in your background sources and what you observed.

Your essay should be between 2 and 3 typed pages.

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**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

**Activities will not be accepted after 1 week past their due date and will lose points.**

*Additional guidelines for specific Intercultural Activities:*

**1. Using an unfamiliar religious service as an intercultural activity:**

(Can be used for more than one IC Activity only with the permission of the instructor.)

Attend a religious institution other than one to which you or a member of your immediate family belongs. E.g.

QUAKER MEETING HOUSE  
BUDDHIST TEMPLE  
HINDU TEMPLE  
SYNAGOGUE  
CHURCH  
MOSQUE  
OTHER RELIGIOUS CEREMONY

Note who, what, where, when, why, and how of the service that you attended. Include the complete name and location.

*What were the values that were expressed in the service? Explain.*

Briefly note how the service was different from your own faith tradition.

Explain symbols, language, gender roles and music.

Remember to list the resources you used for background information.

**2. Serving in a soup kitchen or volunteering in a homeless shelter:**

Set up a time to volunteer when a manager or staff member of the kitchen or shelter can give you some general background on their clients. (Note how much time you spent volunteering.) Briefly describe the services offered by the organization. Why do the clients need the services offered?

While you are there pay attention to the clients. Note the following:

Are they mostly families or single individuals?

What is their racial/ethnic makeup?

What is their age range?

What is the general emotional state of the clients?

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How does the clientele you worked with compare with others in similar situations nationally?

What did you learn about intercultural communication?

List the resources you used for background information.

Some information on food banks is provided by America's Second Harvest at [www.hungerinamerica.org](http://www.hungerinamerica.org)

**Additional Suggestions:**

GET INSTRUCTOR'S APPROVAL OF THE ACTIVITY BEFORE ATTENDING.

1. MUSEUM HAVING TO DO WITH CULTURE:  
MUSEO del BARRIO  
MUSEUM OF THE AMERICAN INDIAN  
HOLOCAUST MUSEUM  
TENEMENT MUSEUM  
LABOR MUSEUM  
MUSEUM OF TIBETAN ART  
INSTITUTO CERVANTES NEW YORK  
ASIA SOCIETY  
OTHER CULTURAL MUSEUMS, CENTERS,  
ORGANIZATIONS APPROVED BY YOUR INSTRUCTOR
2. ATTEND A PERFORMANCE AT CROSSROADS THEATER, NEW BRUNSWICK OR OTHER PRODUCTION CONDUCTED BY MEMBERS OF A SUBCULTURE
3. ATTEND A PROGRAM SPONSORED BY THE CENTER FOR HOLOCAUST STUDIES AT BROOKDALE CC
4. ATTEND A CULTURAL/ETHNIC EVENT SPONSORED ON-CAMPUS OR IN THE COMMUNITY
5. ATTEND AN EVENT SPONSORED BY THE BROOKDALE INTERNATIONAL CENTER

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### **The Family History Project Option** (50 points)

Due Date: See instructor's syllabus.

The purpose of this assignment is for you to engage, in a personal way, in thought and discussion of issues of culture, language, race, ethnicity, nationality, gender, identity in whatever definition, immigration, and globalization, etc. By examining and reporting on your own family's history, you are assigned the task of personalizing the issues and topics that we have been discussing in class. As you report on your personal heritage, descent, family background, you will be expected to go beyond the simple reporting of your family's national/ethnic heritage. Rather, you are expected to relate your family's ethnic history to the course material and report on specific instances in your own family's history where our class discussions are relevant. You should also research relevant aspects of your family's background (country of origin, customs, etc).

### **GENERAL QUESTIONS** (TO PROMPT YOUR THINKING)

1. What is my family's background?
2. How do I identify myself culturally?
3. What are my family's traditions? Do we have any? If not, why not?
4. What is the origin of any family traditions? Where do they come from? In what ways, if any, do they differ from those traditions in the culture from which they came?
5. Is there an immigration story? Who immigrated? From where? For what reasons? When? How?
6. Did my family assimilate easily or quickly? Why or why not? Or, do we hold onto our cultural identity and pride? Why or why not? Were there any obstacles in the dominant culture which hindered (or hinders) assimilation?
7. Are there any examples of racial or ethnic discrimination, prejudice, stereotyping (etc.) in my family's history?
8. What does my family history tell me about culture and communication?

Your 7-8 page paper should address the above issues as well as any others you find relevant.

You will also present this information to your class in a formal presentation (10 minutes) with an visual/audio component. The presentation should not consist of you reading your paper.

**To be eligible for full credit, the essay must be typed, double spaced, with pages stapled, and carefully proofread for all errors. Papers will not be accepted after 1 week past their due date and will lose points.**

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Guidelines for the Service Learning Project Option (50 points)

Due date: See Instructor's syllabus.

1. Choose a service learning project in cooperation with your instructor and the Center for Experiential Learning in MAC 105. The activity must focus on working with people.

Observe due dates listed in syllabus regarding making a choice for a service assignment. Obtain final approval for this choice from the instructor before beginning work.

2. Complete a minimum of 20 hours of volunteer work and all paperwork required by the Center.

3. Write a report of **2 – 3** pages focusing on intercultural communication as it applies to the population you served.

**Report Instructions:**

\*What was your volunteer assignment? What were your routine activities with the group?

\*Describe the group as a subculture. Include but do not limit your discussion to discernible values, norms and customs. Do these differ from those of dominant USA culture? How?

\*What were the activities or encounters, both ordinary and unusual, which made these and other elements of culture especially clear?

\*Describe the communications strategies used when working with this group.

Attach copies of all documents submitted to the Center with your report.

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**

**Projects will not be accepted after 1 week past their due date.**

## **SOCI 105 – INTERCULTURAL COMMUNICATION: THE PERSON AND THE PROCESS**

Brookdale Community College  
**Sociology 105 – Intercultural Communication**

Subculture Project Option (50 points)

Objective: Teach the class about a subculture

Required:

1. a presentation of 7 – 10 minutes for 1 person or 15 – 20 minutes for 2 people
2. an appealing one page handout for the class summarizing your presentation
3. a separate annotated bibliography for each person created via Noodle Tools

Due date: weeks 14 & 15, as assigned by instructor.  
Presentations will be made during class time

### **Instructions:**

For the Bibliographies:

\*Each person must select a minimum of 5 different academic quality resources.

\*Each entry must be annotated. This means you should write a paragraph explaining why you chose this resource and what particular information it provided.

\*Use Noodle Tools on the Bankier website to assemble the bibliography.

\*Attach copies of all title pages and web pages listed in your bibliography.

\*Only 2 Internet sources may be used.

2. For the handout: Produce a handout to accompany your presentation that summarizes your findings and presents them in an attractive format. See the instructor to arrange for copies for the class.

3. For the presentation:

*Analyze don't just describe.*

*Slides should not list every word you plan to say.*

*Apply the concepts relating to intercultural communication that we have discussed such as:*

- Organization / structure / hierarchy

-A brief history or a discussion of the subculture's origins

## **SOCI 105 – INTERCULTURAL COMMUNICATION: THE PERSON AND THE PROCESS**

- Symbols
- Values – ideals or abstract ideas about what is right and wrong
- Norms – rules or guidelines for behavior within the subculture
- Positive and negative social controls - incentives/rewards for compliance with rules and/or disincentives/punishments for noncompliance with rules of subculture
- Stereotypes that apply to your group
- Gender roles – expectations regarding the proper behavior, attitudes and activities of males and females
- Socialization (and / or initiation) – the process through which people become part of the subculture and learn its attitudes, values and behaviors
- Future prospects of the subculture – growth, decline, other
- Compare / contrast subculture characteristics with those of the dominant U.S.A. culture
- Distinctive communications strategies or characteristics employed by the subculture (include nonverbal communications techniques)
- Ideas for improving communication between the subculture and dominant USA culture and/or reducing stereotyping
- Personal testimonies from subculture members, if applicable (first, consult with instructor)

*Proofread and use spelling check on all PowerPoint slides, handouts, and bibliographies.*

**If you miss your group's presentation or do not participate fully in its preparation, you will lose the associated points.**

**SOCI 105 – INTERCULTURAL COMMUNICATION:  
THE PERSON AND THE PROCESS**

Brookdale Community College  
**Sociology 105 – Intercultural Communication**

Book Project Option (50 points)

**Due date:** See Instructor's syllabus.

**Goal: Choose and analyze a book from the following lists that examines the themes of the course in more detail.**

**Nonfiction:**

Hall, Edward T. *The Hidden Dimension or The Silent Language*. New York, NY: Anchor Books, Doubleday, 1990. ISBN: 0385084765.

Elegant readable classics in intercultural communication. The first looks at differences in people's use of space, and the second examines nonverbal communication.

Nisbett, Richard. *The Geography of Thought*. New York, NY: Free Press, 2003.

Examines differences in thought processes and recognition of reality in East and West.

Tannen, Deborah. *You Just Don't Understand*. New York, NY: Ballantine, 1991.

Tannen is a socio-linguist who wrote a book for the layperson on the differences in men's and women's communication styles.

**Fiction/Memoir**

Hensel, Jana. *After the Wall*. New York, NY: PublicAffairs, 2002. A woman reflects on growing up in communist East Germany before the fall of the Berlin Wall.

Hoffman, Eva. *Lost in Translation*. New York, NY: E.P. Dutton, 1989. ISBN: 0525246010.

A Jewish woman's observations of life in Warsaw after World War II, and her move to the U.S. where she must start all over in another language.

Kingsolver, Barbara. *The Poisonwood Bible*. New York, NY: HarperFlamingo, 1998.

The story of an American missionary family in the Belgian Congo in the late 1950s.

Mortenson, Greg and David Oliver Relin. *Three Cups of Tea*. New York, NY: Penguin Books, 2007. Mortenson is a former mountaineer whose passion is building schools and relationships in rural Pakistan despite the immense challenges of both terrain and culture.

Muller, Karin. *Japanland*. New York, NY: Rodale, 2005. Describes an American woman's year long stay in Japan while searching for inner peace and an understanding of Japanese culture.

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THE PERSON AND THE PROCESS**

Nafisi, Azar. *Reading Lolita in Tehran: a memoir in books*. New York, NY: Random House, 2003. A female professor in Iran gathers a small group of young women to read forbidden works in Western literature.

Tan, Amy. *The Kitchen God's Wife*. New York, NY: Ivy Books, 1992. Second-generation Chinese women try to understand their mothers' lives.

**If you have read a novel or a memoir, answer the following questions:**

1. What is the story about? (Limit to about ½ of a page.) What is the significance of the title?
2. What opportunities/challenges for intercultural communication does the main character(s) have? Provide examples.
3. Link the intercultural interactions depicted in the book to specific beliefs, values or norms of the culture from which the main character(s) comes.
4. What factors contribute to the success of the characters in communicating across cultures? What factors contribute to intercultural communication misunderstandings?
5. Connect this story to the ideas we have discussed in class. In what way has reading this book helped you to better understand the complexities of intercultural communication?

**Answer these questions if you have read a nonfiction book:**

1. What is the main argument of the book? Are there other significant ideas?
2. What evidence does the author cite to support his/her argument?
3. Do you agree or disagree with the argument?
4. What evidence can you offer either to further support the author's thesis or to refute it?
5. What links are there between this book and ideas we have discussed in class? In what way has reading this book helped you to better understand the complexities of inter-cultural communication?

**General Instructions for all books:**

Give a full bibliographic citation for the book at the beginning of your paper. Choose a title for your paper.

**SOCI 105 – INTERCULTURAL COMMUNICATION:  
THE PERSON AND THE PROCESS**

Use quotations from the book to illustrate your points. List page numbers (in parentheses) of any direct quotations you use.

**Your essay should be between 4 and 6 pages.**

**Late assignments will not be accepted after 1 week past the due date.**

**To be eligible for full credit the essay must have a title, be submitted on time, typed, double spaced, with pages stapled, and carefully proofread for all errors.**