The tasks of living and working in a culture that is not our own are beset with confusion and contradictions. Whether we are on business or conducting research, working on a development project or teaching a foreign language, what we assume to know about ourselves could prove to be detrimental for establishing working relationships. Likewise, what we assume to know about a foreign area or people might prove to be false, shortsighted, ethnocentric, and/or obtuse. The language we use, the categories we assign, the compassion we exude - while perhaps heartfelt and sincere - might prove to illustrate less a sense of empathy than it does a sense of internalized superiority. "Aid," "development," "emerging," etc…These are dominant concepts used in international business and development, however, their impact, in some cases, accomplishes little more than reaffirming relationships of economic and political domination.

In today's world of interconnectivity, "hybrid" political identities, economic and environmental risk, and omni-present warfare, the tasks of communicating ourselves to others and receiving another's effort to communicate with us are equally challenging and exciting. Drawing from an interdisciplinary sample of theoretical, empirical, and methodological work in the social sciences (namely, anthropology, sociology, political science, and culture studies) the overall aim of this course is to prepare students for the unexpected mirror that will surely emerge when you enter a cultural setting that is not your own.

**NOTE: I reserve the right to alter this syllabus at any point in the quarter to confront obstacles, difficulties, etc.**

**COURSE OBJECTIVES:**

- To appreciate the power and influence of our own culture in the development of ourselves, and to appreciate that when we enter a situation, we bring our culture with us. Understanding how we present our- "self" is crucial to understanding how "others" will receive us.

- To prepare for the inevitable process of self-reflection that occurs after entering a cultural setting that is not our own.

- To introduce the challenges and opportunities that emerge in the context of political, economic, and cultural globalization, and specifically, to the
implications globalization has on cultural awareness, connectivity, and interaction. Cultures traverse the world in real-time, and while it might be an obvious statement to some, others might find it insightful to realize that we interact with global cultures everyday, every second of our lives, as we interact with the goods and services provided by economic globalization. From media to clothing, from food to electronics, cultural footprints have an impact and play a distinct role in how we interact with the world.

- To explore the surviving and evolving sentiments of empire that comprises much of the background (or in many cases, the foreground) of the collective consciousness of many populations, groups, and individuals around the world. It is one thing to know that governments and companies that share your cultural imprint are viewed by many people around the world as an object against which they struggle; it is quite another thing to experience prejudice, animosity, and enmity firsthand. Our task is neither to apologize for global processes beyond our control, nor to agree/disagree with prejudices that are assigned to us. Our task, rather, is to appreciate that as Americans, we embody a long historical tradition of European dominance in the modern world system. Like it or not, this has an impact on how we are received as guests, tourists, researchers, and workers in foreign contexts.

REQUIRED TEXTS:

3. A Collection of Readings available on Blackboard (website)

ASSIGNMENTS:

1. (4) Randomly administered reading quizzes. (30%) There is a significant amount of reading assigned in this course. However, we meet four times a week to discuss the topics and themes presented. At 4 times over the next three weeks, students will complete a short quiz that will engage the readings (terms, concepts, arguments, etc). Each quiz is worth 7 points (28 points/30% of your grade in total…Everyone Gets 2 points!!)

2. Discussion Participation: (25%) The second hour/last 30 minutes of each session will be dedicated to open discussion. There is also a blackboard discussion forum. Students are expected to be active participants in class discussion (in person or on blackboard - preferably both!). Be respectful of others, and be clear with your thoughts, but feel free to express your opinions, address your concerns, etc. *NOTE*: Discussion and comments will focus on topics and concerns addressed in the readings and in lecture. It is important for us all to stay focused on the topic at hand.
3. (2) 2-3 page reading engagement pieces (15%): There are 3.5 weeks in this short term. In that time, students are required to write 2 short papers (2-3 pages) that address issues/topics/themes raised in the readings. **You cannot write more than one of these papers in one week!!** These papers should CRTICALLY engage the material and SHOULD NOT merely summarize readings. In regard to a topic you find interesting (e.g., concepts of culture, identity formation, orientalism, media, etc.) students should thread together an analytic essay using some selection of the authors and sub-themes discussed in class pertaining to that topic. These essays should be organized around a CENTRAL ANALYTICAL QUESTION that uses the readings and one's personal observations to address. The idea is that you will get feedback on your writing before you turn in your final paper. (7.5 points each = 15 points/15% of your final grade)

4. Cultural Representation/Communication Paper: Find one major news story, past or present, with international significance in two major American news publications (The New York Times, The Wall Street Journal, TIME Magazine, etc.). Then find the same news story covered in three additional news publications from three other countries (preferably, no more than one should be Western European). Write a 7-8 page paper (graduate students 10-12 pages) comparing the coverage of that story in different cultural contexts. First compare the coverage in the two US publications. While highlighting differences (partisan or otherwise), make an effort to determine how and why both are representative of a specifically American perspective on the issue (or if not, why one seems to digress from the other by way of its uniquely "un-American" treatment of the issue). Then outline each of your comparative cases, and make an effort to explain the cultural difference in the presentation of the story. Try to account for the difference in presentation, but make a concerted effort NOT to make a judgment as to which you believe to be "better" or "worse." Instead, try to determine if they are different and, if so, explain why you think they are different using material covered in the course readings to help make your argument. You should use the readings to help explain the differences you observe, and to assist you in developing an analysis (30%). We will read several pieces over the course of the coming weeks that will introduce you to what sort of argument/observation is expected. Start collecting and reading articles as early as you can!

- We will discuss what is meant by "major news story" on the first day of class, and again as necessary before the assignment's due date.
- **This project is due in lieu of a final exam on the last day of class - Wednesday August 12 in Class (Hardcopy ONLY!!!!)**
I. SECTION ONE: Theory in Cultural Communication

First Meeting Monday (7/20):

- Course Outline/Expectations
- Introductions
- Introductory Lecture on “Face Construction” in American Culture
  - Reading to be completed BEFORE Class (Emailed to Class Roster Before 1st Meeting)
    - Goffman, Irving 1959 Selections from "The Presentation of Self in Everyday Life"

7/21: Approaching Cross-Cultural Communication - Who are we?

- Moon, Dreama G. 2007 "Concepts of Culture" In Asante et al 11-26

7/22 - 7/23: Approaching Cross-Cultural Communication - Who are "they?"

- Hall, Stuart 1996 "The West and Rest: Discourse and Power" In Modernity Hall, Held, Hubert, & Thompson (eds). Blackwell. 185 - 227 (BLACKBOARD)
- "A Short Guide To Iraq" 1947 US War and Navy Department (BLACKBOARD, OPTIONAL)
- Geertz, Clifford 1973 "Thick Description: Toward an Interpretive Theory of Culture" in The Interpretation of Cultures Basic Books. 3-30 (BLACKBOARD)
- Geertz, Clifford 1973 "Deep Play: Notes on the Balinese Cockfight" In The Interpretation of Cultures Basic Books (BLACKBOARD)


- Hall, Stuart 1996 "The Question of Cultural Identity?" In Modernity Hall, Held, Hubert, & Thompson (eds). Blackwell. 596-632 (BLACKBOARD)
II. SECTION TWO: Globalization and New Challenges - Empirical Examples of Problems in Cross Cultural Communication

7/29: Globalization and New Challenges To Communicate Cross-Culturally

- Harvey, David 2000 "Time-Space Compression and the Post-Modern Condition" In The Global Transformations Reader Held and McGrew eds. Polity Press. 82-91 (BLACKBOARD)


7/30 – 8/3: Communicating Cross-culturally in the US - NAFTA and the Case of Mexico/US Integration and Perception (Competing views)

- Huntington, Samuel 2004 "The Hispanic Challenge" In Foreign Policy 141: 30-45 (BLACKBOARD)

- Cavanaugh, John; Sarah Anderson, Jamie Serra; & Enrique Espinoza 2002 "Debate: Happily Ever NAFTA" In Foreign Policy 132: 58-65 (BLACKBOARD)

- Morris, Stephen 2000 "Exploring Mexican Images of the United States" In Mexican Studies 16 (1): 105-139. (BLACKBOARD)

III. SECTION THREE - Orientalism, Islam, and the US

8/4-8/5: A "Clash of Civilizations" or "Culture Talk?"


- Huntington, Samuel 1993 "A Clash of Civilizations?" *Foreign Affairs* Summer (BLACKBOARD)

- Abrahamian, Ervand 2003 "The US Media, Huntington, and September 11" In *Third World Quarterly* 24 (3) 529-544 (BLACKBOARD)

- Mamdani, Mamood 2002 "Good Muslim, Bad Muslim: A Political Perspective on Culture and Terrorism" *American Anthropologist* 766-775 (BLACKBOARD)

8/6-8/12: Power and Discourse in Cross Cultural Communication: The Case of Orientalism

- Said, Edward 1994 "Afterward" from *Orientalism* 329-352 (BLACKBOARD)


- Mowlana, Hamid 2007 Theoretical Perspectives on Islam and Communication (In Asante et al 283-296)

- Said, Edward 2007 "Peace and the Middle East" (In Asante et al 317-328)