

Intercultural Relations

Spring 2017

ATH/ITS 301

Tue, Thu 8:30am - 9:50am

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“The next necessary thing...is neither the construction of a universal Esperanto-like culture...nor the invention of some vast technology of human management. It is to enlarge the possibility of intelligible discourse between people quite different from one another in interest, outlook, wealth, and power, and yet contained in a world where tumbled as they are into endless connection, it is increasingly difficult to get out of each other's way.”

Clifford Geertz, 1988, *Works and Lives: The Anthropologist as Author*.

“The measure of our humanity lies, in part, in how we think of those different from us. We cannot – should not – have empathy only for people who are like us.”

Chimamanda Ngozi Adichie



Course Description:

In this course, students will be introduced to and given opportunities to practice anthropology's basic methods for engaging with and learning from individuals living in cultural worlds different from their own.

Objectives:

1. Develop appreciation for the complexity of intercultural encounters
 - a) Provide tools for the evaluation of intercultural interactions
 - b) Explore the nature of "culture"
 - c) Explore the dynamics of intercultural interaction in both interpersonal and mediated contexts
2. Identify discourses that create and reinforce stereotypes based on an imagined Other
3. Engage in fieldwork activities designed to help analyze intercultural encounters
4. Explain how fieldwork tests the validity of the imagined Other
5. Critically reflect—based on personal field experiences—on changing perceptions of the others we encounter
6. Write an analysis of an intercultural encounter

Course Structure:

The course is divided into two pedagogical components. The first involves discussions centered around the course readings, lectures, or audio-visual materials. The second component involves engagement with a cross-cultural "problem" by students either as individuals or in small groups. Students will define a problem, gather material, critically evaluate their data, and offer a solution. These projects will be articulated twice, once as a presentation to the class, and in the form of a final paper.

Assignments:***Class Participation (25%):***

This is a course in which students are expected to learn through participating class discussion and other forms of active engagement with ideas. Students are expected to come to class, to engage in discussion, and to work with their peers.

Attendance: Attendance will be taken in the form of sign-in sheet in each class. Three accumulated absences will result in loss of half a letter grade. Excused absences due to illness need to be consulted with the instructor in advance and proof of treatment be presented. Your participation in class discussion will be just as important to your final grade as your attendance. This also include those based on case studies handed out in class.

Reading Response and e-Comments:

a) In preparation for class discussion, all students should write their responses to the assigned readings. Responses are based on key questions posted by the instructor and due Monday of each week, before the course discuss the assigned readings on Tuesday and Thursday. Students are encouraged to bring notes of their reading response to class.

b) Students will also post on Canvas one comment or question in response to the class discussions of the assigned readings. In their e-comments, students can respond to someone else's comment in class discussion or raise further questions. Posts need not be long – two or three sentences is sufficient – but should clearly demonstrate that you have done the reading and engaged in class discussion. E-comments are due Saturday of each week after the assigned readings have been discussed in class. Late posts will receive half-credit. To post an e-comment, you must log on Canvas, and click on “discussions.” You may type directly into the comments window or paste from a word processor. Students will be graded based on the quality of their readings responses and e-comments.

Intercultural Encounter Paper (10%): This paper requires the student to reflect on an intercultural encounter that has occurred in their own lives. The assignment utilizes *The Autobiography of Intercultural Encounters*, an exercise developed in response to the recommendations of the Council of Europe's White Paper on Intercultural Dialogue. It asks you to answer a series of questions designed to describe and assess an intercultural encounter own cultural learning and cultural identities. Students will use their answers to develop a paper. Students are asked to think carefully about their assumptions and habitual actions and write a paper describing these and discussing where they learned them and how they function in the social worlds in which they live. Length is 10 page.

Peer Review (10%). Students will exchange copies of their papers with other members of the class. Late papers are **NOT** acceptable, as they will affect other students' peer review grades. You will receive their comments and revise your paper taking this information into account. Instructions on peer review are available on Canvas. You will not be graded on your draft, but you WILL be graded on your evaluation of the students' paper you were assigned. Your peer evaluations will be graded on how well they demonstrate a close reading of the paper, the clarity of your comments, and the practicality of your suggestions for the paper's improvement. *Please note that a first draft is not an unfinished paper.* On the contrary, it is a finished, polished work, the best you can turn out without help. The peer review process is designed to make a good paper even better. *Unfinished papers will be given an F.*

Intercultural Reflexive Essays (20%). Students will write **two** essays about two separate events/situation to assess and analyze them applying and reflecting on what they have learned in class. Such event/situation should have an “intercultural” topic or feature. Each essay accounts for **10%** of the grade. Length is 2 page. The guidelines will be posted on Canvas. Other events will be announced in class as they come to my attention. Students are encouraged to bring to class announcements of appropriate events they hear about.

Group Project and Presentation (15%)

Students working in groups (typically 5 persons), will define a particular problem in intercultural relations and propose a solution. Project proposals will be due in class. These will not be graded but must be approved before you move ahead.

The results of your project will also be presented to the class. These presentations are to be about 15 minutes long. They will thus be summary presentations – they will highlight the project but not delve into all the details and complexities. Students will be evaluated both by the professor and student audience anonymously. Each part of evaluations accounts for 50% of weight.

Final Paper (20%): Each student will submit a final paper based on their group project research. The paper may focus on the same problem as the group project or tackle a different one if the student chooses to. Students should use Chicago 16th as the citation style format. Deadlines are listed in the course outline. Papers must be submitted both electronically, through Canvas assignment. Papers should be double-spaced with at least a one-inch margin. Length is 10 page.

Grading:

Students are graded on their performance in the activities described above. Students who do everything that is asked of them in a competent and timely manner should expect a grade in the B range. A is the grade reserved for students who exceed expectations, who push themselves, who do more than is asked of them, who take risks, or from whom the professor learns interesting and exciting things.

Student presentations will involve a peer review process. Students will be given a rubric and will evaluate their peers on their performance in this activity. Peer evaluations will constitute fifty-percent of the grade for that activity; the professor’s evaluation will count for the other fifty percent. Students will also be evaluated by the other members of their group as to whether they pulled their own weight in researching the topic and creating the presentation.

The grade breakdown is as follows:

Participation (Responses & e-comments)	25%
Intercultural Encounter Paper	10%
Peer Reviews of Paper	10%
First Intercultural Reflexive Essay	10%
Second Intercultural Reflexive Essay	10%
Presentation	15%
Final Paper	20%

Academic Misconduct:

The use of other peoples’ ideas and words without correct attribution is unacceptable behavior and will not be tolerated. Please read the Anthropology Department statement on academic misconduct below for more information on what constitutes academic misconduct. Students who are caught misusing source materials will be reported to the chair of the ATH department; the procedures outlined in the university handbook will be followed. Most of your written assignments will be assessed using a software package that detects misuses of cited material by comparing your paper to millions of other documents available on-line and through pay services.

Course Readings:

During the first half of semester, we will be reading Michael Agar's *Language Shock* (1994 HarperCollins Perennial 0-688-14949-9). It is fine to purchase used copy of this book from online retail websites such as Amazon. Additional readings will be posted on Canvas for the remaining weeks. Case studies will be handed out in class for in-class discussion or take-home practice. Readings and major assignments due dates are listed in the course outline below.

Learning Resources:**Course Canvas site**

Course readings, assignments, announcements, and other class material will be on the Canvas site. Log on to <https://miamioh.instructure.com/> to access the site.

Howe Writing Center

Website: miamioh.edu/howe/

Disability Services

Student disability services website: miamioh.edu/student-life/sds
513-529-1541

Learning Center

This center helps students in achieving their academic goals by offering a range of services. Students are encouraged to check out their website: miamioh.edu/student-life/rinella-learning-center/
513-529-8741

Student Counseling Service

Website: miamioh.edu/student-life/student-counseling-service/
513-529-4634

The instructor reserves the right to make small modifications to this syllabus as the semester progress.

Course Outline:

WEEK 1 (Jan 24, Jan 26) Introduction to the Course

Readings: This Syllabus.
Chapter 1 Agar, Michael. *Language Shock*. p1-30.

WEEK 2 (Jan 31, Feb 2) What Is Culture?

Readings: Chapter 2 Agar, Michael. *Language Shock*. p31-48

WEEK 3 (Feb 7, Feb 9) Intercultural Dilemmas

Readings: Chapter 3, 4, 5. Agar, Michael. *Language Shock*. p49-88.

WEEK 4 (Feb 14, Feb 16) Learning About Culture

Readings: Chapter 6. Agar, Michael. *Language Shock*. p89-107
Chapter 7. Agar, Michael. *Language Shock*. p108-139.

Peers swap draft paper to review
draft of Cultural Encounter Paper due in class: Feb 16

WEEK 5 (Feb 21, Feb 25) Cultural Transparency

Readings: Chapter 8-9. Agar, Michael. *Language Shock*. p140-191.

Peer evaluation of Cultural Encounter Paper due: Feb 26

WEEK 6 (Feb 28, Mar 2) Globalization and Cultural Encounters

Readings: Chapter 10-12. Agar, Michael. *Language Shock*. p192-258.
Film: *Mardis Gras: Made in China*

Cultural Encounter Paper due: Mar 3

WEEK 7 (Mar 7, Mar 9) Representations

Readings: Lee, Robert G. 1999. Introduction: Yellowface. In *Orientalism: Asian Americans in Popular Culture*. Philadelphia: Temple University press.

Film: *Slaying the Dragon*

First Reflexive Essay Due: Mar 10

WEEK 8 (Mar 14, Mar 16)**School Encounters**

Readings: Chao, Xia. (2013), Class Habitus: Middle-Class Chinese Immigrant Parents' Investment in Their Newcomer Adolescents' L2 Acquisition and Social Integration. *Anthropology & Education Quarterly*, 44: 58–74.

Toom, Andrei. 2002. "A Russian Teacher in America." In *Distant Mirrors: America as Foreign Culture*. Philip R. Devita and James D. Armstrong, eds. Pp. 122-138. Wadsworth

WEEK 9 (Spring Break)**No class.****WEEK 10 (Mar 28, Mar 30)****Medical Encounters**

Readings: Capps, L. L. (1994), Change and Continuity in the Medical Culture of the Hmong in Kansas City. *Medical Anthropology Quarterly*, 8: 161–177.

Davidson, Brad. 2001. "Questions in Cross-Linguistic Medical Encounters: The Role of the Hospital Interpreter." *Anthropological Quarterly* 74(4): 170-178.

WEEK 11 (April 4, April 6)**Workplace Encounters**

Readings: George, Sheba. 2002. "'Dirty Nurses' and 'Men Who Play': Gender and Class in Transnational Migration." In *Global Ethnography*. Michael Burawoy, ed. Pp. 144-174. University of California Press.

Lee, Ching Kwan. 2009. "Raw Encounters: Chinese Managers, African Workers and the Politics of Casualization in Africa's Chinese Enclaves." *The China Quarterly* (199):647–666.

Second Reflexive Essay Due: April 7

WEEK 12 (April 11, April 13)**Tourist Encounters**

Readings: Maruyama, Naho and Amanda Stronza. 2010. Roots Tourism of Chinese Americans. *Ethnology*. 49(1): 23-44

Bruner, Edward. 2001. "The Maasai and the Lion King: Authenticity, Nationalism and Globalization in African Tourism." *American Ethnologist* 28(4): 881-908.

WEEK 13 (April 18, April 20)

Marketplace Encounters

Reading: Mankekar, Purnima. 2002. 'Indian shopping' : Indian grocery stores and transnational configurations of belonging. *Ethnos* 67(1): 75-97

Moeran, Brian. 2003. "Imagining and Imaging the Other: Japanese Advertising International" in Advertising Cultures. Tim Malefyt and Brian Moeran, eds. Oxford: Berg.

Group project proposals due in class: April 20

WEEK 14 (April 25, April 27)

Romantic, Sexual and Family Encounters

Readings: Imamura, Anne. 1988. "The Loss That Has No Name: Social Womanhood of Foreign Wives." *Gender and Society* 2(3): 291-307.

Harkness, Sara, and Charles M. Super. 1992. "The cultural foundations of fathers' roles: Evidence from Kenya and the United States." *Father-child relations: Cultural and biosocial contexts*: 191-211.

Draft of final papers are due in class: April 28

WEEK 15 (May 2, May 4) Student Presentations

Final Paper due: May 11

Grades Available May 13

Anthropology Department Statement on Academic Misconduct*

The Department of Anthropology is committed to supporting the intellectual growth and academic potential of students through the development of new skills, the capacity for self-assessment, and advice from instructors. This learning process is undermined when students submit work that is not their own. Students who do so deny themselves the opportunity to practice skills essential to success at university and beyond. Students who engage in academic dishonesty cannot receive accurate assessments of their skills and they may also prevent other students from receiving accurate assessments of their knowledge or abilities. As a form of theft or deceit, such conduct is unethical and violates the relationships of trust and respect among students, their peers, and their instructor. Students who gain a grade dishonestly are only pretending to become educated, and defraud themselves and others (Whitley & Keith-Spiegel, 2002).

Academic misconduct, as defined by the Miami University Student Handbook, covers a wide variety of activities, including copying or allowing others to copy one's exams or assignments, turning in an assignment that the student has not written, and submitting the same material for more than one class. Instances of academic misconduct will be dealt with in accordance with the procedures outlined in the Student Handbook, which is available on-line at: http://www.miami.muohio.edu/documents_and_policies/handbook/

One form of academic dishonesty is plagiarism, which is presenting the work, words or ideas of another person as though they were one's own, without giving the originator credit. For example, it is plagiarism to paraphrase material from another source without proper citation. Consider the following statement from Barbara Myerhoff's 1980 ethnography *Number Our Days*: "Thus, in addition to being an intrinsic good, learning was a strategy for worldly gain." It is plagiarism for the student to write the following in a paper: "Learning was not only inherently good, but a way to acquire worldly things." Although a few words have been changed, the sentence is basically the same, and Myerhoff is not given credit. An acceptable sentence in a student paper would be, "Myerhoff (1980:92) notes that although learning was valued for its own sake, it was also "a strategy for worldly gain." Here, Myerhoff is given credit for the idea, and her exact words are placed in quotation marks. The same rules apply to material from websites, and student work may be subject to online plagiarism searches.

Why do students cheat?

- Students sometimes cheat because they procrastinate on studying for a test or writing a paper. The Bernard B. Rinella, Jr. Learning Assistance Center in 23 CAB gives students help with time management and study skills.
- Students sometimes plagiarize because they are embarrassed to ask for help on writing assignments (Whitley, Jr. & Keith-Spiegel, 2002). The anthropology faculty encourage you to ask them for help, and the Center for Writing Excellence also provides a number of links on how to write a paper, including proper citation and how to avoid plagiarism: http://www.units.muohio.edu/cwe/Online_Resources.html.
- Students sometimes plagiarize because they believe instructors will think they are stupid or unoriginal if the paper is full of citations to other people's work (Whitley, Jr. & Keith-Spiegel, 2002). This is a misconception: good scholarly work consists of organizing the ideas and evidence presented by other people as

the foundation or support for argument. An extensive References Cited section is a strength in any paper.

- Students sometimes commit academic misconduct because they are unsure of the rules in a particular class, e.g., how much “working together” is acceptable. It is important to ASK your instructor for clarification of any questions you have about assignments. If you don’t ask, instructors will assume that your understanding of the assignment is the same as theirs. According to the Student Handbook, “Misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic misconduct.”

Many students recognize that academic dishonesty hurts the student who does it. Students have noted the following: “You miss out on opportunities to master research and writing skills—two essential abilities in today’s marketplace” “You do not experience the gratification that comes from creating something that is distinctly your own,” and “If you commit plagiarism and it is discovered, your career is ruined before it starts” (Whitely, Jr. & Keith-Spiegel, 2002). Academic integrity is the foundation of self-respect and is the responsibility of every member of the Miami community.

* This statement is copied, *verbatim* in some paragraphs, from Miami University’s Department of Psychology ad-hoc committee report on Academic Dishonesty, May 1, 2003.

Anthropology Grading Criteria

A: General: Outstanding performance; consistent excellence in both written assignments and class participation. Exceeds course expectations by showing creativity, originality, critical thinking, understanding of relevant anthropological concepts, and insight.

Written work: Exhibits a superior understanding of relevant issues, information, and concepts, as well as an ability to link these to larger analytical and theoretical approaches. Papers are well organized, clear, well-written, and show mastery of course concepts and original insight.

B: General: Strong performance in both written and oral work. All assigned work is completed competently and in a timely manner; both written and oral work demonstrate knowledge and understanding of relevant issues, course themes, and the larger anthropological context.

Written Work: Demonstrates a firm grasp of relevant information, issues, and concepts and an effort to draw on larger analytical and theoretical concerns. Papers are generally well organized, clear, and competently written.

C: General: Adequate performance in both written and oral work. Shows understanding of many of the basic concepts of the course but there is frequent inaccuracy or error.

Written Work: Basic average writing and understanding of subject matter. Papers show an understanding of basic course information and concepts and make some effort to link these to larger anthropological concerns. Writing may show some mechanical or organizational problems. Conversely, writing may be strong, but may contain significant gaps or inaccuracies.

D: General: Mediocre performance in both written and oral work. Work demonstrates some familiarity with basic concepts but is only barely acceptable.

Written Work: Shows insufficient or incomplete understanding of basic course information, issues, and concepts while failing to link these in a satisfying way to larger anthropological concerns. Papers may also be poorly organized, unclear, and contain significant errors of content and form.

F: General: Unacceptable performance in written and oral work. Work is missing or fundamentally deficient.

Written Work: Little effort shown. Little or no understanding of basic course information, issues, or concepts. Fundamentally inaccurate or showing minimal relation to class goals. Plagiarism.