



Study abroad.

SYLLABUS

INTERCULTURAL COMMUNICATION: CULTURAL HISTORY AND PUBLIC MEMORY

Instructor: Dr. Emily Plec

Contact Hrs: 40

Language of Instruction: English

MORELIA, MEXICO

Course Description

This course utilizes and builds upon foundational theories from the field of Intercultural Communication to consider the particular ways dynamics of history and memory shape culture, identity, and cross-cultural communication. Students will read about and discuss accounts of the 1968 Tlatelolco massacre in conjunction with a class excursion to Mexico City, then have the opportunity to conduct their own case studies of public memory and cultural history in Morelia and surrounding locales. Class trips to museums, mercados, performances, sporting events, and other planned excursions, as well as conversations with other students and community members will supplement our course materials and provide the basis for connecting course concepts to the study abroad experience. Students will study differences in communication patterns and practices while reflecting on the ways their own cultural identities are implicated in their understandings of, and interactions with, people from other cultures.

Course Objectives

By the conclusion of the course, students should be:

- ❖ Familiar with core concepts in intercultural communication.
- ❖ Skilled at examining the relationship between cultural history and public memory.
- ❖ Able to assess and respond to cross-cultural situations effectively.
- ❖ Equipped with the skills necessary to thoughtfully participate in conversations and debates about culture and difference.
- ❖ Knowledgeable about the processes and impacts of globalization and internationalization.
- ❖ Critical and self-reflexive in their evaluations of their own cultural identities and attributes.
- ❖ Reasonably expert regarding a particular case of Michoacán or Mexican cultural history.

Instructional methodology

In this course, you will experience mixed pedagogical methods including, but not limited to, small group discussion, film/video, lecture, experiential training, and ethnography of communication, self- reflection, and dialogue. Assignments include a personal essay, brief analyses of program and class excursions (“site reports”), short film assignments, discussion questions (participation), a journal, and final paper or project. Late assignments will be penalized one letter grade per class meeting past due.

Method of Evaluation (Grading)

Cultural Identity essay	= 10%
Film assignments	= 5%
Site reports	= 15%
Discussion questions	= 10%
Conversation Partner journal	= 20%
Final Paper or Project	= 40%

Course Readings

- Course readings will be selected from the following works.
* = Spanish language availability.
1. Antze, P. & Lambek, M., Eds. (1996). *Tense past: Cultural essays in trauma and memory*. New York: Routledge.
 2. Bodnar, J. (1992). *Remaking America: Public memory, commemoration, and patriotism in the twentieth century*. Princeton, NJ: Princeton University Press.
 3. *Condon, J. (1997). *Good Neighbors: Communicating with the Mexicans* (2nd ed.). Yarmouth, Maine: Intercultural Press.
 4. *Garin, R. A. (1998). *La estela de Tlatelolco: Una reconstrucción histórica del movimiento estudiantil del 68*. Mexico: Grijalbo.
 5. Hasian, M. & Frank, R. A. (1999). Rhetoric, history, and collective memory: Decoding the Goldhagen debates. *Western Journal of Communication*, 63, 95-114.
 6. Martin, J. N., Nakayama, T.K., & Flores, L.A. (Eds.). (2002), *Readings in intercultural communication: Experiences and contexts* (2nd ed). Boston: McGraw Hill.
 7. Lipsitz, G. (1990). *Time passages: Collective memory and American popular culture*. Minneapolis: University of Minnesota Press.
 8. Novinger, T. (2001). *Intercultural communication: A practical guide*. Austin: University of Texas Press.
 9. Paris, E. (2000). *Long Shadows: Truth, lies and history*. New York: Bloomsbury.
 10. *Paz, O. (1961). *Labyrinth of solitude: Life and thought in Mexico*. New York: Grove Press.
 11. *Poniatowska, E. (1975). *Massacre in Mexico*. Minneapolis: University of Minnesota.
 12. Rogers, E. & Steinfatt, T. (200). *Intercultural Communication*. Waveland Press.
 13. Turner, K. J. (Ed.). (1998). *Doing rhetorical history: Concepts and cases*. Tuscaloosa: University of Alabama Press.
 14. Vigil, J. D. (1997). *From Indians to Chicanos: The Dynamics of Mexican American culture* (2nd ed.). Waveland Press.

Course Schedule

Week 1

Introduction to Intercultural Communication
Sojourning and Culture Shock

Film assignment #1 due

Week 2

Culture, Memory, and History
Research Methods for Case Studies

Cultural Identity essay due

Week 3

History of Intercultural Communication
Mexican Mass Media

Week 4

Linguistic Relativity & Symbolic Interactionism
Conversation Partners assigned

Site report #1 due

Week 5

Identity, Privilege, and Normativity

Film assignment #2 due

Week 6

Nonverbal Communication
Architecture as Cultural History

Site report #2 due

Week 7

Public and Collective Memory
The Politics of Remembering and Forgetting

Project Proposal due

Week 8

Dynamics of Remembering and Forgetting

Site report #3 due

Week 9

Developing Cultural Literacy

Conversation Partner Journal due

Week 10

Final Paper and Project Presentations

Final Papers and Projects due