

*INTERCULTURAL COMMUNICATION
IN LATINO CONTEXTS
COMM/LAMS 300
Spring 2007*

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Course Description

This graduate course takes an interdisciplinary approach to intercultural communication, as this area has been informed by various disciplines and specialties. Particular attention will be given to Latinos. Materials and assignments are geared toward individuals planning to serve diverse populations and conduct research in multiethnic societies. Goals of the course are multifaceted—to improve the understanding of difference, cultivate respect toward cultural others while planning and conducting projects, build knowledge, and refine research skills. Selected content sub-areas include: demographic changes; ethnic identifiers; situational ethnic identities; ethnic/racial conflict and cooperation; cultural maintenance and assimilation in communication processes; mass media use; ethics, and marketing.

Course Objectives

- Become acquainted with select intercultural literature in a broad, interdisciplinary field.
- Enhance skills to successfully conduct and complete research projects that are intercultural in scope.
- Increase understanding of conflict-cooperation patterns across cultures and implications of these processes in everyday work, family, education, religious, and entertainment contexts.
- Raise consciousness of ethical differences across cultures, not forgoing domestic and global human dignity and rights.
- Strive for moral and ethical sensitivity in research/professional practices with co-cultures in our domestic and global societies
- Heighten awareness of students'/emerging scholars'/emerging professionals' own culturally based values and communication styles and understand their implications when working with persons of different cultures.

Required

C. E. Rodriguez—Changing Race: Latinos, the Census and the history of ethnicity in the United States

N. Vaca—The Presumed alliance: The unspoken conflicts between Latinos and Blacks and what it means for America.

Articles: see below

Recommended

- The APA manual or the manual used in your discipline
- Booth, Colomb, and Williams *The Craft of Research*. Chicago, Ill: University of Chicago.
- D. Hacker *A Pocket Style Manual*. . NY: Bedford/St. Martin's.
- A. Lunsford *Easy Writer*. NY: Bedford/St. Martin's.

Coursework and Grading: Course performance will be evaluated based on Class participation 25%,
Annotated bibliography 25%
Term Paper Outline 10%
Term paper 40%.

Class participation includes participation in regular discussions, volunteering for responsibility, or co-sharing responsibility of 1 or more readings, and a presentation (15 minutes) on your term paper. When possible, students will attend specific campus guest lectures and campus events of relevance to the course.

The annotated bibliography of 10 pages is due at mid-term (week 7 of instruction). It contains three sections: I. Description of the topic to be investigated and the rationale for undertaking the critical review. The section must contain explanations as to how the topic fits in the area of intercultural communication or related interdisciplinary cross-cultural specialties. II. The actual annotated bibliography is what you construct based on data and literature source searches. III. Summation, concluding remarks, description of steps to take next.

The term paper outline of 4 pages is due week 10 of the semester. This contains a close semblance of the introduction that you will be improving and polishing for your term paper. The outline itself is a skeletal overview of the components of your term paper. Term papers are due on the last day of classes.

The Term Paper is a critical review of literature on an intercultural topic that is relevant to the course and to your personal/professional research goals. In your paper you will emphasize critical moments, quandaries, and the latest developments of your chosen topic. This is due on the last day of classes.

More detailed instructions for the presentation, annotated bibliography and lit review, etc. will be given as we progress.

Invited Experts will grace our class when their work obligations and schedules permit. We must be flexible and welcoming when they share their time with us.

Content Modules This is a new course. It is anticipated that we will be able to cover modules 1-5 as we approach the seventh week of instruction. Some readings take longer to cover than others. Modules 6-8 would be covered during the last half of the course.

	SCHEDULE	
	BY CONTENT MODULES	

Module 1. INTRODUCTIONS AND PLANS

Module 2. INTERC. COMM, AN INTERDISCIPLINARY FIELD

- J. Martin and T. Nakayama “The history of the study of intercultural communication” ch.2 in Intercultural communication in contexts.
- J. Stanfield “Epistemological Considerations” ch. 2 in Race and ethnicity in research methods.

Module 3. CULTURAL DYNAMICS,

- E. T. Hall—“The voices of time” ch. 1 in The silent language.
- E. T. Hall—“Context and meaning” ch. 6 in Beyond culture.
- Samovar and Porter “Understanding culture: alternative views of reality” ch. 2 of Communication between cultures.
- D. G. Ellis—“Media and political conflict” ch. 5 in Transforming conflict: Communication and ethno-political conflict.

Module 4. BROWN-BLACK DYNAMICS

- N. Vaca—The Presumed alliance
- B. Piatt- “Bringing us together” ch. 9 in Black and Brown in America: The case for cooperation.
- Carstarphen and Rios “Brown and black women in Nancy Savoca’s The 24-Hour Woman” ch. 3 in Brown and Black communication: Latino and African American conflict and convergence in mass media.
- Mindiola, Flores, Rodriguez, “Prospects for Black-Brown relations” ch. 6 in Black-Brown relations and stereotypes.

Module 5. ETHNIC/RACIAL IDENTITIES, US CENSUS

- C. E. Rodriguez—Changing Race
- Rosaldo and Flores “Identity, conflict and evolving Latino communities” ch. 3 in Latino cultural citizenship: claiming identity, space and rights.
- Marin and Marin “Issues in Identifying Hispanics” ch. 2 in Research with Hispanic populations
- Oboler “Hispanic ethnicity, the ethnic revival, and its critique” ch. 4 in Ethnic labels, Latino lives: Identity and the politics of representation in the United States.
- Krizek “Finding my whiteness: A narrative of cultural identification” p.61-70 in Intercultural communication: A reader.

-----*about half way through the semester*-----

Module 6. MEDIA CONTENT AND AUDIENCE USE OF MEDIA

- J. Martin-Barbero “Memory and form in the Latin American soap opera” ch. 14 in *To be continued: Soap operas around the world*
- D. Rios “US Latino audiences of telenovelas” pp.59-65 in *Journal of Latinos and Education*.
- D. Rios and S. Gaines “Latino media use for cultural maintenance” pp. 746-761 *Journalism and mass communication quarterly*.
- M. Johnson “Latinas and television in the United States” pp.289-313 *the Howard Journal of Communications*
- J. L. Lorence “Cold war unionism” ch. 2 in *How Hollywood, big labor, and politicians blacklisted a movie in Cold War America*.

Module 7. ADVERTISING AND MARKETING

- A. Davila ch. 7 “Selling marginality, the business of culture” from *Latinos inc.: The marketing and making of a people*.
- F. Subervi and D. Rios “Latino identity and situational latinidad” ch. 2 in *Hispanic marketing and public relations: Understanding and targeting America’s largest minority*.
- M. C. Tharp “Marketing in a multicultural environment” ch.3 in *Marketing and consumer identity in multicultural America*.
- L. E. V. Nevaer “The future of marketing and merchandising in the United States” ch.1 in *The rise of the Hispanic market in the United States*

Module 8. ETHICS

- Patterson and Wilkins “Picture this: The ethics of photo and video journalism” ch. 9 *Media ethics: Issues and cases*.
- B. J. Hall “Can judgments of right and wrong be made when dealing with other cultures?” ch. 11 in *Among cultures: The challenge of communication*.
- S. Ting-Toomey and L. Chung “How can we become ethical intercultural communicators?” ch. 13 in *Understanding intercultural communication*.
- W. Gudykunst “Our expectations of strangers” ch.3 in *Bridging differences: Effective intergroup communication*.
- S. Bok “Deceptive social science research” in *Lying: Moral choice in public and private life*.

PRESENTATIONS during the last week of instruction