

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS  
NEW COURSE PROPOSAL**

DATE 10.4.06  
PROGRAM AREA COMMUNICATION

**1. Catalog Description of the Course.** *[Follow accepted catalog format.]*

Prefix COMM Course# 321 Title CULTURAL CONVERSATIONS Units (3)  
3 hours lecture per week  
\_\_\_\_\_ hours lecture per week

- Prerequisites  
 Corequisites

Description Focuses on the ways that people from different cultures interact. Students will analyze and participate in conversations with people who claim different group members such as regional, religious, ethnic, or national backgrounds, age, gender and sexual orientations.

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|--|--|---|
| <input checked="" type="checkbox"/> Gen Ed | Graded<br><input type="checkbox"/> CR/NC             | <input type="checkbox"/> Repeatable for up to _____ units     |
| Categories C3b                             | <input checked="" type="checkbox"/> A - F            | Total Completions Allowed                                     |
| <input type="checkbox"/> Lab Fee Required  | <input type="checkbox"/> Optional (Student's choice) | <input type="checkbox"/> Multiple Enrollment in same semester |

**2. Mode of Instruction.**

	Units	Hours per Unit	Benchmark Enrollment	Graded Component	CS # (filled in by Dean)
Lecture	3	1	25	<input checked="" type="checkbox"/>	
Seminar				<input type="checkbox"/>	
Laboratory				<input type="checkbox"/>	
Activity				<input type="checkbox"/>	

**3. Justification and Learning Objectives for the Course.** (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) *[Use as much space as necessary]*

This is a required course for the Bachelor of Arts in Communication.

Learning Objectives: After actively participating in this course, students will be able to:

- a) find out more about cultures;
- b) interact cross-culturally;
- c) differentiate between ethnic, national and gendered styles;
- d) transcend stereotypes.

Field trips and Participant Observation will supplement lectures in order to provide students with sufficiently diverse contexts within which to learn about cultural differences.

**4. Is this a General Education Course** YES  NO   
If Yes, indicate GE category and attach GE Criteria Form:

- A (English Language, Communication, Critical Thinking)**
- A-1 Oral Communication
  - A-2 English Writing
  - A-3 Critical Thinking
- B (Mathematics, Sciences & Technology)**
- B-1 Physical Sciences
  - B-2 Life Sciences – Biology
  - B-3 Mathematics – Mathematics and Applications
  - B-4 Computers and Information Technology
- C (Fine Arts, Literature, Languages & Cultures)**
- C-1 Art
  - C-2 Literature Courses
  - C-3a Language

C-3b Multicultural

**D (Social Perspectives)**

**E (Human Psychological and Physiological Perspectives)**

**UD Interdisciplinary**

**5. Course Content in Outline Form.** *[Be as brief as possible, but use as much space as necessary]*

1. Definitions of Intercultural Communication
2. Relationship Between Communication and Culture
3. Learning about our Own and Others' Cultures?
4. Cultural Identities & Membership
5. Verbal Misunderstandings
6. Nonverbal Misunderstandings
7. Stereotypes and Inequities
8. Managing Conflict in Intercultural Settings
9. Intercultural Travel
10. Diversity in Intercultural Communication Research
11. Making Ethical Judgments about other Cultures

Does this course overlap a course offered in your academic program? YES  NO

If YES, what course(s) and provide a justification of the overlap?

Does this course overlap a course offered in another academic area? YES  NO

If YES, what course(s) and provide a justification of the overlap?

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

**6. Cross-listed Courses (Please fill out separate form for each PREFIX)**

List Cross-listed Courses

Signature of Academic Chair(s) of the other academic area(s) is required on the signature sheet below.

Department responsible for staffing:

**7. References.** *[Provide 3 - 5 references on which this course is based and/or support it.]*

Hall, B. J. (2004). *Among Cultures: The Challenge of Communication*. Wadsworth Publishing. 2nd Edition.

Carbaugh, D. (2005). *Cultures in Conversation*. Lawrence Erlbaum Associates

Martin, J. N.; Nakayama, T. K.; Flores, L. A. (2001). *Readings in Intercultural Communication: Experiences and Contexts* McGraw-Hill Humanities/Social Sciences/Languages; 2 edition.

Dodd, C. H. (1997). *Dynamics of Intercultural Communication* McGraw-Hill Humanities/Social Sciences/Languages; 5 edition

Feldman, A. M.; Downs, N.; McManus, E. (2001). *In Context: Participating in Cultural Conversations*. Longman; 1st edition.

**8. List Faculty Qualified to Teach This Course.**

Dr. Trudy Milburn  
Other Communication Faculty

**9. Frequency.**

a. Projected semesters to be offered: Fall  Spring  Summer

**10. New Resources Required. YES  NO**

If YES, list the resources needed and obtain signatures from the appropriate programs/units on the sheet below.

- a. Computer (data processing), audio visual, broadcasting needs, other equipment)
  
- b. Library needs
  
- c. Facility/space needs

**11. Will this new course alter any degree, credential, certificate, or minor in your program? YES  NO**

If, YES attach a program modification form for all programs affected.

Dr. Trudy Milburn  
\_\_\_\_\_  
Proposer of Course

8/1/2006  
\_\_\_\_\_  
Date

## Request for GE Approval

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Course Title	COMM 230 Cultural Conversations
Units	3
Lab	No
New	Yes

### Request

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GE Category	C3b Multicultural
Submitter	Milburn, Trudy
Submission Date	09-13-2006
Status	Approved

### Criteria Justifications

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- Develop students' ability to respond subjectively as well as objectively to experience  
By using first-person narratives as well as research articles from intercultural communication studies, as well as by explaining communicative patterns in style, language use, and meaning construction, students will be able to respond to their new intercultural experiences both subjectively and objectively.
- Cultivate and refine students' affective, cognitive, and physical faculties through studying great works of the human imagination

While much of the literature within intercultural communication is based on participant observation and interviews, the "great works" within each culture often informs particular cultural interpretations of the world. For instance, in Philipsen's study about cultural norms in a Chicago neighborhood, he appeals to Greek classics such as the Illiad and Odyssey. Furthermore, when describing cultural identity, works such as Hunger for Memory by Richard Rodriguez, Maxine Hong Kingston's The Woman Warrior and When I Was Puerto Rican by Esmeralda Santiago will be used to cultivate and refine students' faculties.

- Increase awareness and appreciation in the traditional humanistic disciplines such as art, dance, drama, literature, and music.

Students will be given homework assignments that ask them to bring in music, art or dance from different cultures in order for the class to experience these cultural forms.

- Examine the interrelationship between the creative arts, the humanities, and self

As explained in a previous bullet, the relationship between self identity and cultural expressions is a major topic explored in this course. From a communication perspective, who one is, is defined by what one does. Therefore, the ways that people express themselves through art and the humanities (including mediated forms such as radio, TV, murals and cinema) create a sense of self. In order to explore these relationships, students will complete a homework assignment that asks them to write about some of these different forms and their self development.

- Include an exposure to world cultures

Communication studies about world cultures including: China, Mexico, Finland, Japan, and Germany will be assigned, supplemental reading.

- Expose students to other cultures by addressing issues, "ways of knowing" and perspectives from at least two cultures. Must address contemporary issues. A culture is broadly defined to include aspects of ethnicity, class, gender, ability/disability, and community.

This course exposes students to a diverse range of communication styles and patterns from different cultural groups (such as regional: Camarillo community, farmworkers, Ventura county, etc; religious: Western & Eastern traditions; ethnic self identifiers such as chicana/o, Hmong, Athabaskan; or national backgrounds: Cherokee, Blackfeet, Navaho; age cohorts such as ¿babyboomers¿ and ¿tweens¿ to ¿retired persons¿ and infants; gender and sexual orientations). Through participant-observation fieldtrips, interviews and film, students will learn about how responses in conversation are often perceived based on cultural assumptions. After successfully completing the course students will be able to recognize the way that interaction itself functions to create new ways of being and understanding others.

## Approval Sheet

**Program/Course:**

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Program Chair(s) Date

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General Education Chair(s) Date

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Curriculum Committee Chair(s) Date

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Dean of Faculty

Date