Communication Studies 630: SEMINAR INTERCULTURAL COMMUNICATION

Fall 2020

**Professor:** Jessica Abrams, PhD

**Contact Info:** Email: jessica.abrams@csulb.edu (allow 24 hours for a reply, except on weekends, which may be longer)

Office hours (on Zoom): T & Th 3:30pm – 4:45pm

 or by appointment

 Zoom link: <https://csulb.zoom.us/j/8063857581>

**Course Meets:** T & Th 5:30pm – 6:45pm on Zoom

The course Zoom Meeting ID is **982 4882 5194**.The password is **467179**. Zoom meetings can be accessed via your computer/laptop, tablet, smartphone, or regular phone. To participate, you have several options:

1. You can copy-and-paste the following URL into your internet browser: <https://csulb.zoom.us/j/98248825194>

Zoom password: 467179

1. You can sign in on CSULB’s single sign-on and click the chiclet called Zoom Video Conferencing and then enter the meeting ID, which is: 982 4882 5194
2. If you have the Zoom app (available for Android and iOS devices), you can open that, click Join a Meeting, and enter the meeting ID, which is: 982 4882 5194
3. You can call in on a regular/not smart phone, by dialing: +1 669-900-6833 or +1-669-219-2599. You will be prompted to enter the meeting ID, which is: 982 4882 5194

For additional resources on how to use Zoom, check out the following link: <https://www.csulb.edu/academic-technology-services/instructional-design/zoom>

For campus supported academic technology services for students: <https://www.csulb.edu/academic-technology-services/academic-technology-resources-for-students>

For campus supported technology services for students: <https://csulb.teamdynamix.com/TDClient/1993/Portal/home/>

**Course Description:** Analysis of cultural influences on interpersonal communication; emphasis given to cultural values, perception, social organization, language, and nonverbal codes; development of strategies of effective intercultural communication in international and domestic settings.Generally, the course will offer a survey of the concepts, issues, and theories associated with intercultural communication. Specifically, this class will introduce you to cultural identity as a way of understanding intercultural communication. You will explore your own cultural identity as well as the cultural identity of others in an effort to better understand intercultural contexts, relationships, and conflicts in your own lives and around the world.

**Course Goals:** The course goals include introducing you to: 1) cultural identity, 2) how language influences cultural identity, 3) the relationship between cultural identity and behavior, 4) stereotypes and prejudice surrounding culture, 4) the role of power in intercultural communication, and 5) the significance of media in how people learn about cultural groups.

**Course Objectives:** The objectives of the course are for you to: 1) identify your own cultural groups, 2) appreciate the relationship between language and cultural identity, 3) understand the relationship between cultural identity and behavior, 4) apply intercultural theory, 5) observe the power of media in intercultural relations, and 6) analyze intercultural relations around the world.

**Required Reading:** BeachBoard Readings are assigned weekly.

**Assessments:** Your evaluation in the course will be based on the following:

Theory Facilitation 25 points (24%)

Vitality Analysis Presentation 30 points (30%)

Media Analysis Presentation 20 points (20%)

“Who Are You?” Paper 25 points (25%)

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 **100 TOTAL POINTS**

# Course Policies

**Grading:** Grading is distributed via “points” rather than “letter grades” on BeachBoard (see <https://www.csulb.edu/beachboard-support> for help).

The final grade earned in the class will be determined by considering the point distribution for the entire class as well as a standard normal curve (e.g., 100%–90% = A, 89%–80% = B, 79%–70% = C, 69%–60% = D, anything below 60% = F). All questions (and potential errors) regarding the points earned for any assignment, discussion question, or exam must be brought to the attention of the professor within one week of earning the score. If you have questions regarding a grade received, please wait a day before speaking to the professor. Also, be sure to re-read your work and the professor’s comments before speaking to the professor. Remember that grades reflect the quality of the finished product, not the effort exerted on the product. No changes or adjustments in points will be allowed after one week.

**Late Work:** All assignments are due at the beginning of class. Any assignment turned in after the beginning of class is considered late. Importantly, not all assignments are accepted late (see the directions for each assignment). If the assignment is accepted late, then the following penalties will apply:

-2 points = The assignment is received on the due date but after the

beginning of class.

 -5 points = The assignment is received one day after the due date.

 -10 points = The assignment is received two days after the due date.

 -15 points = The assignment is received three days after the due date.

 -20 points = The assignment is received four days after the due date.

 -25 points = The assignment is received five days after the due date.

 The assignment will not be accepted after five days of the due date.

**Extra Credit:**Extra credit will not be offered in the course.

**Attendance:**Attendance on Zoomis required. Part of the success of the course depends on you being present physically and mentally. Therefore, you are expected to actively participate in course discussion. Relatedly, you should show up on time, be prepared (i.e., have done the reading), and not be distracted. Students who miss more than two classes will have 10 points automatically deducted from their total points earned in the class.

Only in the case of an “excused absence” will make-up exams and late exercises be permitted. The University Attendance Policy defines an excused absence as illness or injury to the student, death, injury, or serious illness of an immediate family member or the like, religious reasons, jury duty or government obligation or university sanctioned or approved activities. In the rare instance of an excused absence, please contact the professor prior to any due dates. You will also be asked to provide written documentation of the absence (e.g., medical note from physician). See the policy at:

<http://www.csulb.edu/academic-senate/policy-statement-17-17->attendance-policy-supersedes-01-01

**Zoom Behavior:** You are strongly encouraged to turn your camera on during class on Zoom. Seeing each other will help us foster a more supportive classroom culture. Also, Zoom works more effectively when microphones are muted when you are not talking. So, unless you are speaking, please mute your microphone. When you want to speak, you can virtually raise your hand by clicking the “Raise Hand” icon beside your name. Also, feel free to interject when the professor is talking. Just wait for an appropriate pause in the lecture, then unmute yourself and make your contribution. Your contributions are desired. The course will be more engaging and enlightening if you participate! Like all communicative exchanges, please communicate with respect and civil, and practice active listening.

**Intellectual Property/Copyright**:In an effort to protect copyrighted material and intellectual property, please ask the professor about using any kind of storage or recording device. Federal and California law as well as University policies protecting intellectual property rights and use of instructional materials (including any recordings of class sessions) remain in effect during the Remote Instruction Period.

**Accommodation:** In accordance with university policy, students seeking accommodation for a mental or physical disability must verify their eligibility through the Bob Murphy Access Center. Students requesting accommodation should contact the center as soon as possible (562) 985-5401 or BMAC@csulb.edu.

**Withdrawal:** It is the student’s responsibility to withdraw from classes. Instructors have no obligation to withdraw students who do not attend courses and may choose not to do so. Withdrawal from a course after the first two weeks of instruction requires the signature of the instructor and department chair and is permissible only for serious and compelling reasons. During the final three weeks of instruction, withdrawals are not permitted except in cases such as accident or serious illness where the circumstances causing the withdrawal are clearly beyond the student’s control and the assignment of an incomplete is not practical. Ordinarily, withdrawals in this category involve total withdrawal from the university.

**Academic dishonesty** on any course assignment will result in receiving zero points on the assignment and will be reported to the university. See the university’s policy or ask the professor if you are unsure of what behaviors constitute academic dishonesty: <https://www.csulb.edu/academic-senate/policy-statement-08-02-cheating-and-plagiarism%C2%A0supersedes-ps-77-5-and-85-19%C2%A0academic>

 **Emergency:** Should an emergency occur on, or related to, campus, please be prepared by reading the following document: https://www.csulb.edu/sites/default/files/groups/university-police/web\_version\_2019.pdf

**Mental Health**: Your mental health is important. For many, the pandemic has been especially difficult. Please know that there are campus resources to help. Counseling and Psychological Services (CAPS) are available to you for free by calling 562-985-4001 (24-hour access to a counselor by phone) or visiting <http://web.csulb.edu/divisions/students/caps/> or <http://www.cla.csulb.edu/resources/now/>. Asking for help is a sign of strength, not weakness.

**Other Student Resources**:

* Student Center: <https://www.csulb.edu/enrollment-services/mycsulb-student-center>
* The Learning Center (Academic Coaching): <https://www.csulb.edu/academic-advising/the-learning-center>
* University Writing Center: <https://www.csulb.edu/university-writing-center>
* University Library: <https://www.csulb.edu/university-library>
* Academic Advising Services: <https://www.csulb.edu/academic-advising>
* Office of the Dean of Students: <http://web.csulb.edu/divisions/students/studentdean/>
* Student Health Services: <http://web.csulb.edu/divisions/students/shs/>

**TENTATIVE LECTURE AND READING SCHEDULE**

**Week Day Date Lecture Topic Reading**

**1** T 8/25 Course Introduction

**PART 1: Cultural Identity**

Th 8/27 What is Culture? BB#1

Social Identity Theory BB#2 & BB#3

**2** T 9/1 Self-Categorization Theory BB#4 & BB#5

Th 9/3 Group Vitality Theory BB#6–BB#8

**3** T 9/8 Media BB#9–BB#11

Th 9/10 Identity Theory BB#12 & BB#13

 Theory Facilitation:

**PART 2: Identity and Communication**

**4** T 9/15 The Communication Theory of Identity BB#14 & BB#15

 Theory Facilitation:

Th 9/17 Media Analysis:

**5** T 9/22 Communication Accommodation Theory BB#16 & BB#17

 Theory Facilitation:

 Th 9/24 Media Analysis:

**6** T 9/29 Media Analysis:

Th 10/1 Media Analysis:

**PART 3**: **Conflictual Intercultural Communication**

**7** T 10/6 Social Dominance Theory BB#18 & BB#19

Theory Facilitation:

 Th 10/8 Media Analysis:

**8** T 10/13 Co-Cultural Communication Theory BB#20

Theory Facilitation:

Th 10/15 Media Analysis:

**9** T 10/20 Contact Theory BB#21 & BB#22

Theory Facilitation:

Th 10/22 Media Analysis:

**10** T 10/27 Media Analysis:

 Media Analysis:

Th 10/29 Vitality Analysis:

**11** T 11/3 Vitality Analysis:

Th 11/5 Vitality Analysis:

**12** T 11/10 Vitality Analysis:

Th 11/12 Vitality Analysis:

**PART 4: Peaceful Intercultural Communication**

**13** T 11/17 Anxiety Uncertainty Management Theory BB#23 & #24

 Theory Facilitation:

 Th 11/19 Vitality Analysis

**14** T 11/24 Personal Network Approach BB#25 & #26

Network Theory

 Theory Facilitation:

Th 11/26 Thanksgiving Holiday – NO CLASS

**15** T 12/1 Interpretative Theory of Cultural Identity BB#27

Theory Facilitation:

Th 12/3 Vitality Analysis:

**16** T 12/8 Vitality Analysis:

 Th 12/10 Vitality Analysis:

**Final Exam is on THURSDAY, DECEMBER 17 from 5:00pm – 7:00pm**

# BEACHBOARD READINGS

**What is Culture?**

1. Martin, J. N., & Nakayama, T. K. (2018). *Intercultural communication in contexts*. McGraw-Hill.

**Social Identity Theory**

2. Tajfel, H. & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel, & W. G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7**–** 24). Nelson-Hall Publishers.

3. Ellmers, N. & Haslam, S. A. (2012). Social identity theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *The handbook of theories of social psychology* (pp. 379**–**398). Sage.

**Self-Categorization Theory**

4. Turner, J. C. (1987). A self-categorization theory. In J. C. Turner, M. A. Hogg, P. J. Oakes, S. D. Reicher, & M. S. Wetherell, *Rediscovering the social group: A self- categorization theory* (pp. 42**–**67). Basil Blackwell.

5. Reid, S. A., Giles, H., & Harwood, J. (2005). A self-categorization perspective on communication and intergroup relations. In J. Harwood, & H. Giles (Eds.),  *Intergroup communication: Multiple Perspectives* (pp. 241**–**263). Peter Lang.

**Group Vitality**

6. Giles, H., Bourhis, R. Y., & Taylor, D. M. (1977). Towards a theory of language in ethnic group relations. In H. Giles (Ed.), *Language, ethnicity, and intergroup relations* (pp. 307**–**348). Academic Press.

7. Harwood, J., Giles, H., & Bourhis, R. Y. (1994). The genesis of vitality theory: Historical patterns and discoursal dimensions. *International Journal of the Sociology of Language, 108*, 167**–**206.

8. Abrams, J. R., Barker, V., & Giles, H. (2009). An examination of the validity of the Subjective Vitality Questionnaire. *Journal of Multilingual and Multicultural Development, 30*, 59**–**72.

**Media**

9. Shiappa, E., Gregg, P. B., & Hewes, D. E. (2005). The parasocial contact hypothesis. *Communication Monographs, 72*, 92**–**115.

10. Mastro, D. (2010). Intergroup communication in the context of traditional media. In H. Giles, S. Reid, & J. Harwood (Eds.), *The dynamics of intergroup communication* (pp. 195**–**207). Peter Lang.

11. Abrams, J. R. (2018). Intergroup media. In Y. Y. Kim (Ed.), *The international encyclopedia of intercultural communication*. Wiley.

**Identity Theory**

12. Burke, P. J., & Stryker, S. (2016). Identity theory: Progress in relating the two strands. In J. E. Stets, & R. T. Serpe (Eds.). *New directions in identity theory and research* (pp. 657**–**680). Oxford University Press.

13. Warner, L. R., Settles, I. H., & Shields, S. A. (2018). Intersectionality theory in the psychology of women. In C. B. Travis, & J. W. White (Eds.), *APA handbook of the psychology of women* (pp. 521**–**539). American Psychological Association.

**The Communication Theory of Identity**

14. Hecht, M. L. (1993). 2002—A research odyssey: Toward the development of a communication theory of identity. *Communication Monographs, 60*, 76–82.

15. Hecht, M. L., Warren, J. R., Jung, E., & Krieger, J. L. (2005). The communication theory of identity: Development, theoretical perspective, and future directions. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp.257– 278). Sage.

**Communication Accommodation Theory**

16. Gallois, C., Ogay, T., & Giles, H. (2005). Communication accommodation theory: A look back and a look ahead. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication* (pp. 121**–**148). Sage.

17. Giles, H. (2016). The social origins of CAT. In H. Giles (Ed.), *Communication accommodation theory* (pp. 1–10).Cambridge University Press.

**Social Dominance Theory**

18. Sidanius, J., & Pratto, F. (1993). The inevitability of oppression and the dynamics of social dominance. In P. M. Sniderman, P. E. Tetlock, & E. G. Carmines (Eds.),  *Prejudice, politics, and the American dilemma* (pp. 171**–**211). Stanford University Press.

19. Sidanius, J., & Pratto, F. (2012). Social dominance theory. In P. A. M. Van Lange, A. W. Kruglanski, & E. T. Higgins (Eds.), *The handbook of theories of social psychology* (pp. 418**–**438). Sage.

**Co-cultural Communication Theory**

20. Orbe, M. P. (1998). From the standpoint(s) of traditionally muted groups: Explicating a co-cultural communication theoretical model. *Communication Theory, 8*, 1–26.

**Contact Theory**

21. Dovidio, J. F., Gaertner, S. L., & Kawakami, K. (2003). Intergroup contact: The past, present, and the future. *Group Processes & Intergroup Relations, 6*, 5**–**21.

22. Pettigrew, T. F., Tropp, L. R., Wagner, U., & Christ, O. (2011). Recent advances in intergroup contact theory. *International Journal of Intercultural Relations, 35*, 271**–**280.

**Anxiety Uncertainty Management Theory**

23. Gudykunst, W. B. (1995). Anxiety/uncertainty management (AUM) theory: Current status. In R. L. Wiseman (Ed.), *Intercultural communication theory* (pp. 8–58). Sage.

24. Gudykunst, W. B. (2005). An anxiety/uncertainty management (AUM) theory of effective communication. In W. B. Gudykunst (Ed.), *Theorizing about intercultural communication*. Sage.

**Personal Network Approach**

25. Kim, Y. Y. (1986). Understanding the social context of intergroup communication: A personal network approach. In W. B. Gudykunst (Ed.), *Intergroup communication* (pp. 86–95). Edward Arnold.

26. Yum, J. O. (1988). Network theory in intercultural communication. In Y. Y. Kim & W. B. Gudykunst (Ed.), *Theories in intercultural communication* (pp. 239–258). Sage.

**Interpretative Theory of Cultural Identity**

27. Collier, M. J., & Thomas, M. (1988). Cultural identity: An interpretive perspective. In Y. Y. Kim & W. B. Gudykunst (Eds.), *Theories in intercultural communication* (pp. 99–120). Sage.

**THEORY FACILITATION**

**Purpose:** The purpose of this assignment is to facilitate a roundtable class discussion about intercultural theory using a current cultural event/issue.

**Procedure:** You will select a theory in intercultural communication (see pp. 7**–**9 for options) and facilitate a 45-minute virtual roundtable discussion about the theory to the class that incorporates a current cultural event/issue. You are expected to utilize the assigned readings to learn about the theory. If you desire, you may also consult other reference material. In an effort to achieve praxis, you should select a current event/issue to share with the class as a conduit to discuss the theory and learn more about cultural events/issues across the globe. You have broad latitude when picking a cultural event/issue. For instance, the event/issue can be one that is occurring locally, regionally, nationally, or internationally. The scope of the event/issue may be macro-cultural (i.e., societal) or micro-cultural (i.e., individual or group). Facilitations will occur on the day the theory appears in the syllabus. This assignment will not be accepted late.

Facilitators should encourage learning and dialogue. With this in mind, facilitations are expected to be informative, interactive, and engaging. Facilitators should use whatever means and material to accomplish their goals (e.g., PowerPoint, handouts, role-play, media). Although facilitators have creative control of their facilitation, the facilitator should:

* Summarize the theory
	+ The facilitator should ensure the class comprehends the theory by *quickly* explaining the:
		- Goals of the theory
		- Central tenet of the theory
		- Key variables of the theory
		- Scope of the theory
		- Position of the theory relative to other intercultural theory
* Present the cultural event/issue to the class by explaining:
	+ What is the selected cultural event/issue
	+ Why the cultural event/issue was selected
	+ Why the cultural event/issue is relevant, and to whom it is relevant
* Pose questions and lead a dialogue with the class in a manner that induces learning more about the theory and the cultural event/issue. For instance, you might want to consider what, if any, insight the theory offers in explaining the cultural event/issue or where the theory falls short in explaining the cultural event.
* **Submit an outline of the facilitation to the Dropbox immediately prior to the facilitation.**

**Grading Rubric:**

* Demonstration of theory comprehension
* Presentation skills, including verbal and nonverbal communication, organization, and attitude and disposition
* Quality of questions
* Quality of discussion
* Leadership skills
* Class involvement
* Use of time (presentations significantly under or over time will be penalized)

**VITALITY ANALYSIS PRESENTATION**

# Purpose: One of the goals of this course is for you to realize the power dynamics underlying intercultural relations. Vitality is a theory that provides a useful framework for understanding cultural group status hierarchies. Therefore, the purpose of this assignment is to conduct an objective vitality analysis on a cultural group of your choice.

**Procedure:** You will conduct research on the cultural group and present your analysis to the class in a 45–60 minute presentation. Late presentations will not be accepted.

**Research**

* You should attempt to gather as much information as possible about the chosen cultural group’s vitality. Specifically, you should use the vitality chart as a guide, and research, from nonacademic and academic sources, every factor and variable comprising vitality.
	+ When conducting research, you should be cognizant about where the sources are from. Specifically, try to use credible sources. If you are not sure if the information is credible, ask the professor or attempt to locate additional sources to validate and verify the information. Or, when contradictory information is found, present the contradictions and the source from where those contradictions come.

**Presentation Specifics:**

* Format
	+ This is a formal presentation
	+ Length should be 45–60 minutes
	+ You may use whatever means they find valuable (e.g., PowerPoint, chalkboard, video, audio, overhead) to make the presentation more apparent or interesting to the class
* Analysis
	+ The vitality analysis (i.e., every factor and variable) should constitute the body of the presentation
		- Other issues you may want to address/integrate into your presentation:
			* Why the cultural group was chosen?
			* Does the objective vitality analysis match a subjective vitality analysis?
			* What does the vitality analysis suggest about the power of the cultural group?
			* What are the relative comparative cultural outgroups?
			* How does the groups’ vitality affect ingroup communication and outgroup communication?
			* How much collective self-esteem do members of the cultural group have?
			* Is one factor or variable in vitality more important than another for the cultural group?
			* What was learned from the exercise?
* Outline
	+ **Submit an outline, including the references, of the presentation to the Dropbox immediately prior to the presentation.**

**Grading Rubric**:

* + Demonstrated understanding of vitality
	+ Quality and depth of research
	+ Analysis offered
	+ Presentation skills, including verbal and nonverbal communication, organization, and attitude and disposition
	+ Use of time (presentations significantly under or over time will be penalized)

**MEDIA ANALYSIS PRESENTATION**

**Purpose**: Throughout the course, the role of mass communication is stressed as a rich source for highlighting, hindering, and helping different cultural groups. The purpose of this assignment is to research and analyze media representation of a cultural group of your choice.

**Procedure:** You will select a media artifact(s) on a cultural group of interest, research how the group has been represented in media, and then analyze the media artifact using concepts and theories from class and your research. Late presentations will not be accepted.

**Presentation Specifics:**

* Format
	+ This is a formal presentation
	+ Length should be 30–45 minutes
	+ You may use whatever means you find valuable to make the presentation more apparent or interesting to the class (e.g., PowerPoint, chalkboard, video, audio, overhead, discussion)
* Artifact
	+ You may select one or more mass media artifact(s) in which the cultural group is represented
	+ Artifacts include, but are not limited to, advertisements, cartoons, comic books, newspapers, movies, television, music, literature (e.g., books or poetry), the Internet
* Analysis
	+ You should analyze you artifact(s) using any concept(s) and theory(ies) covered in class, especially those addressed in the readings on media. More generally, the analysis should address:
		- Where was the artifact found?
		- Why was the artifact selected?
		- Who created the artifact (e.g., ingroup or outgroup member)?
			* Are there underlying power dynamics between what happens behind the creation of the media artifact and what happens in the actual presentation of the media artifact?
		- What is the group represented?
			* Identity intersectionality
				+ What group identities are emphasized or deemphasized in the representation?
		- Who will have exposure to the artifact?
			* Social identity gratifications
				+ Selection
				+ Avoidance
			* Parasocial contact hypothesis
		- Does the representation reinforce or challenge prototypes of the group?
			* What attributes/traits of the group are represented?
				+ Are the attributes/traits stereotypical?
		- Effects of social identity gratifications
			* Positive or negative social identity
			* Vitality perceptions
		- Effects of parasocial contact with the group
			* Positive intergroup contact
				+ Cultural allies
			* Negative intergroup contact
				+ Cultural adversaries
			* Positive or negative ingroup identity
		- The strength of the media effects on the ingroup and the outgroup
* Research
	+ You are required to incorporate at least 3 scholarly articles that address (using any methodology) the media representation of the group you have selected. You should strategically utilize and creatively integrate the articles into your presentation.
* Discussion
	+ Following the presentation, presenters should open the virtual floor for questions from the class and facilitate a discussion about the artifact in an effort to gauge others’ viewpoints about the artifact and analysis.
* Outline & Articles
	+ **Submit an outline of the presentation and the three articles to the Dropbox immediately prior to the presentation.**

**Grading Rubric**:

* Selection of media artifact(s)
* Demonstrated understanding of concepts and theory
* Clarity of explanation of concepts and theory
* Analysis of how the artifact exemplifies concepts and theory
* Selection and integration of research articles
* Creativity
* Presentation skills, including verbal and nonverbal communication, organization, and attitude and disposition
* Use of time (presentations significantly under or over time will be penalized)

**“WHO ARE YOU?” Cultural Group Identity Analysis Paper**

**Purpose:** Throughout the semester you have been encouraged to think about your cultural group memberships. With this in mind, the purpose of this paper is to rely on theory and concepts from course readings to analyze and explore your own cultural group identities.

**Paper Specifics**: The paper should be written in first person, but should still be formal. The anticipated length is 7–10 pages. The paper should have a cover page, be written in Times New Roman with 12-point font, have 1-inch margins, and be turned in to the Dropbox on **Thursday, December 17 @ 5:00pm**. You should rely on course readings to reflect on your cultural identities and then offer a *nuanced* analysis of who you are by addressing the following the questions:

* Self-categorization
	+ In which cultural groups do you claim membership?
	+ Are the cultural group memberships to which you avow the same or different than those that are ascribed to you?
	+ Do you fit cultural group prototypes? Explain why/why not.
* Intersection of group identity
	+ How does the intersection of your group identities contribute to your multiculturalism?
	+ Which of your cultural group memberships are the most important to you and why are they important?
	+ Is one of your cultural group memberships typically more salient than the others?
	+ Which cultural group membership(s) influences your communicative behavior the most, and in what ways is your communication affected?
* Social identity
	+ Which of your cultural group memberships do you feel positive or negative about?
	+ How does the way you feel about your cultural group memberships influence your communication?
	+ Which cultural group memberships do you identify with the most and the least? How does your level of identification with your cultural groups affect you psychologically and communicatively?
	+ Which cultural groups do you consider your cultural allies and cultural adversaries?
		- How do your cultural allies and adversaries affect your groups’ status in cultural hierarchies?
		- How do you communicate with your cultural allies and adversaries?
* Vitality
	+ Do you belong to vital or non-vital groups?
	+ How does the vitality of your cultural groups intersect?
	+ How does the vitality of your cultural group memberships affect how you feel about your cultural identities?
	+ How do you communicatively behave around less vital and more vital cultural groups?
* Media
	+ Do you actively select or avoid media based on your cultural identities?
	+ How do media play a role in affecting how you feel about your cultural identities relative to other cultural identities?
* Intercultural networks/contacts
	+ How do your intercultural networks/contacts affect your group identities?
	+ How do your intercultural networks/contacts affect your communication with other cultural groups?
* Summary
	+ What have you learned about yourself as a result of this course?

**Grading Rubric**:

* Writing mechanics (e.g., grammar, punctuation, clarity, organization)
* Demonstrated competence of course content
* Depth of analysis