

**COMMUNICATION 3668: Intercultural Communication**  
**Journalism Building Room 360**  
**Tuesdays and Thursdays: 11:10 a.m. - 12:30 p.m.**  
**Fall 2016**

|   |  |
|---|--|
| <b>Instructor:</b> Lanier Frush Holt, Ph.D.   | <b>Office hours:</b> 10 a.m. – 11 a.m.<br>Tuesdays and Thursdays, and by<br>appointment; 3080 Derby Hall |
| Best way to reach me:<br><b>e-mail:</b> <a href="mailto:holt.341@osu.edu">holt.341@osu.edu</a>                        | Phone: (614) 292-7438  |
| <b>Teaching Assistant:</b> Tiffany White<br><b>e-mail:</b> <a href="mailto:white.2045@osu.edu">white.2045@osu.edu</a> | <b>Office hours:</b> 1 p.m. – 3 p.m.<br>Tuesdays and Thursdays, and by<br>appointment; 3041 Derby Hall   |

**Course Description:** This course examines the theories and concepts related to the intersections of culture, race, gender, and ethnicity. It is a multidisciplinary course with information being culled from journalism, communication, scholarly articles, and, on occasion, popular literature. This is an upper-division course geared mainly toward juniors, seniors, and those students who are looking toward graduate school. Hence, this course requires a fair amount of reading and thought. A scholarly reading is required nearly every week, some of which include quantitative data. However, be advised, students are NOT required to know high level (or any level) of statistics for this course. All that is required for the readings that include statistical analyses is that you know the general gist of the paper, its conclusions, and are able to make reasonable inferences regarding the author's main idea and the implications of the article's findings.

Be advised in advance: there will be times in which the subject matter of this course will be uncomfortable, the ways in which material is presented will be unpleasant, and the topics discussed will be unpleasant. In order to learn from this course, you must keep an open mind and participate. **If you are not willing to hear the negative things your racial and/or ethnic group has done – regardless of your group – and/or are not willing to accept a paradigm that is different than you have coming into this class, this is not the course for you. Please drop it immediately.** This course is not always going to be pleasant; be prepared to change your viewpoint.

**Required Text:** There is no standard textbook for the course. All of the readings will come from scholarly communication articles (*all of which have been provided for you via Carmen*) and articles from contemporary news articles relating to the topic being discussed that day. If you have difficulty receiving or understanding the materials, please contact the instructor or the teaching assistant immediately. That is why you pay your money to attend OSU and why we are here.

**Course Website:** <https://carmen.osu.edu>. Check the homepage regularly for announcements, course changes, or other matters related to the course.

**Course Requirements:** Students are required to be active participants in discussions and to answer questions when called upon.

**Current events:** As citizens of an ever-changing cultural world, students are **required to be knowledgeable about current events that will be discussed in and outside of class, their knowledge on which will be tested on both the quizzes and exams. At times, students will be called upon to talk about current events at the start of class. Thus, in addition to attending each class, students should read a news source before each class.**

Here is a synopsis of the assignments and point values for the semester:

#### Point Values per Assignment

| Assignment | Point Value | Semester Points |
|------------|-------------|-----------------|
| Quiz 1     | 20          | 20              |
| Quiz 2     | 20          | 40              |
| Quiz 3     | 20          | 60              |
| Test 1     | 50          | 110             |
| Test 2     | 50          | 160             |
| Final Exam | 100         | 260*            |

\*Total number of semester points: 260

**Multiple Choice Exams:** The multiple-choice exams are very straightforward and are based on material discussed in class and current events (some of which will have been discussed in class). All exams are A-D, with no “all of the above,” “none of the above,” or “both A & C” type questions. There are also no trick questions. All exams require a #2 pencil and will be given on scantron forms.

**Course Policies:** There are very few course policies, but they are firm: Late assignments are **not** accepted, and are considered late if they are turned in a moment

after the assignment has started to be collected from the class. If you are late, miss an assignment, or miss class for any reason, **do not** expect me, or the teaching assistant, to catch you up or tell you what you missed. As you will hear several times, your education is your responsibility. Welcome to adulthood. On a related note, if you are planning to miss class, **NEVER** ask if you're going to miss something, if you should miss, or what you're going to miss. That is the purpose of classmates. Also, if you are going to miss class, you need not send the teaching assistant, or myself, an e-mail letting us know why unless you are missing something (i.e. a quiz or test) that cannot be made up. If you miss a quiz or test, you must have documentation to make up the assignment, examples of which include a signed doctor's note, the program from the event you are attending, or prior permission from the instructor, Dr. Holt, not the teaching assistant.

**Academic Integrity:** All students at The Ohio State University are bound by the code of student conduct (see [http://studentaffairs.osu.edu/resource\\_csc.asap](http://studentaffairs.osu.edu/resource_csc.asap)). Any evidence of academic misconduct will be reported to the Committee on Academic Misconduct in accordance with The Ohio State University Code of Student Conduct and the rules of faculty governance. Academic misconduct is any activity that compromises the academic integrity of the institution or subverts the educational process. Examples of academic misconduct can be found on the above website.

**Reasonable Accommodations:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact me privately to discuss your specific needs. Please contact the Office for Disability Services at (614) 292-3307 in Room 150 Pomerene Hall to coordinate reasonable accommodations for students with documented disabilities.

### **Course Schedule**

Note: All readings should be done BEFORE the date listed on the syllabus, (i.e., the Jan. 16 readings should be done prior to class on Jan. 16), as that is when material related to the readings will be discussed. Also, be advised the readings will not be discussed in detail during the class. Readings augment what is discussed in class and are not merely rehashing the topic.

As mentioned earlier, whenever possible, a link or the actual reading(s), will be made available to you via Carmen. However, in some instances, likely due to copyright infringement, you will have to look up some materials on your own. We will discuss how to find such readings in class as it will be an invaluable tool should you move on to graduate school.

The list of readings and dates they will be discussed is **tentative and may be changed** depending on the speed in which we get through the material, events that transpire in the real world (e.g., if the Michael Brown case occurred when we were slated to discuss a different topic, we would certainly address African-American/Hispanic and African-American/White relations rather than what was planned for that day). *Of note, the syllabus has already been changed to incorporate the shootings of the editor, cartoonist, and staff members at the satirical newspaper in Paris this past week.* Also, readings may be added to, and deleted from, the syllabus as the semester progresses. Changes will be announced either via electronic medium(s) or in class.

### TENTATIVE Course Schedule

| Date   | Topic   | Readings   | Responsibilities/<br>In-class work |
|--|---|--|------------------------------------|
| Tuesday, Aug. 23 <sup>rd</sup>   | Course expectations detailed  |  | Bring syllabus                     |
| <b>LEARNING OBJECTIVE:</b> Lay the groundwork for learning theories related to media effects with regard to race, gender, and traditionally marginalized groups. |   | <b>THEORIES USED:</b> Agenda-Setting, Priming, and Cultivation   |                                    |
| Thursday, Aug. 25 <sup>th</sup>  | Media Effects theories and Intercultural Communication: Agenda Setting and Cultivation (Part 1) | Gross, K. & Sean Aday (2003). The Scary World in Your Living Room and Neighborhood: Using Local Broadcast News, Neighborhood Crime Rates, and Personal Experience to Test Agenda Setting and Cultivation; <i>Journal of Communication</i> , September 2003; 411-425. |                                    |
| Tuesday, Aug. 30 <sup>th</sup>   | Media Effects theories and Intercultural Communication: Agenda Setting and Cultivation (Part 2) | Gerbner, G. & Gross, L. (1976). Living with Television: The Violence Profile. <i>Journal of Communication</i> , 1976: 173-194.   |                                    |

| Date  | Topic  | Readings   | Responsibilities/<br>In-class work   |
|---|--|--|--|
| <b>LEARNING OBJECTIVE:</b> Explain the circumstances that led to the Sept. 11 <sup>th</sup> attacks and examine how media affect the way people perceive Muslims today. |  | <b>THEORIES USED:</b> Selective Exposure, Neo-Association, Spiral of Silence.  |  |
| Thursday, Sept. 1 <sup>st</sup>   | War, Coverage, and Propaganda: Gulf War Two                      | Schwartz, J. "A Cast of Thousands: The Media and Staging of Gulf War Two<br><br>Aday, S., Livingston, S., & Hebert, M. (2005). A Cross- Cultural Analysis of Objectivity and Television Coverage of the Iraq War, <i>Press/Politics</i> , 10(1), 3-21. |  |
| Tuesday, Sept. 6 <sup>th</sup>  | Arabs, Muslims, and the Global War on Terror: How'd we Get Here? | Bates, B.R. (2004). Audiences, Metaphors, and The Persian Gulf War. <i>Communication Studies</i> , 55(3), (Fall 2004), 447-463.  |  |
| Thursday, Sept. 8 <sup>th</sup>   | Al-Qaeda, Isis, and the Taliban: What's Now and What's Next?     |  | <b>Quiz 1</b> (10 questions; 2 points each: 20 total points) at the end of class |
| <b>LEARNING OBJECTIVE:</b> Examine the effect media messages have on perceptions of race and how/why these effects can supersede reality in America today.              |  | <b>THEORIES USED:</b> Social Identity Theory, Framing, Agenda-Setting, & Priming   |  |

| Date                             | Topic  | Readings   | Responsibilities/<br>In-class work |
|----------------------------------|--|--|------------------------------------|
| Tuesday, Sept. 13 <sup>th</sup>  | Modern Racism, Media effects, theories and race: "We're not the n*ggers you saw on TV last night." | <p>Entman, R.M. (1992). Blacks in the News: Television, Modern Racism and Cultural Change. <i>Journalism Quarterly</i>, 69(2) Summer 1992: 341-361.</p> <p>Ford, T.E. (1997). Effects of Stereotypical Television Portrayals of African Americans on Personal Perception. <i>Social Psychology Quarterly</i>, 60(3): 266-275</p> <p>Anderson, L.M. (2001). Presumed Guilty: Or I Thought this was the Movie of the Week. <i>The Black Scholar</i>, 25(4): 40-42.</p> |                                    |
| Thursday, Sept. 15 <sup>th</sup> | "Colorism": Not just Black, but BLACK<br><i>Guest lecturer</i><br><i>Tiffany White</i>             |  |                                    |

| Date   | Topic  | Readings  | Responsibilities/<br>In-class work   |
|--|--|---|--|
| Tuesday, Sept. 20 <sup>th</sup>  | Affirmative Action or Reverse discrimination? How and Should this still exist?!? |   |  |
| Thursday, Sept. 22 <sup>nd</sup>   | Blacks and Whites Relations and is Reverse Racism Real?                          | Ingraham ( <i>Washington Post</i> , 2014) - Three-quarters of Whites Don't Have any Non-White Friends   |  |
| Tuesday, Sept. 27 <sup>th</sup>  | Can we really change what we think by changing what we see? Erasing Hate video   |   |  |
| Thursday, Sept. 29 <sup>th</sup>   | <b>Test 1 review session</b>   |   |  |
| Tuesday, Oct. 4 <sup>th</sup>  | <b>Test 1(25 questions; 2 points per question)</b>                               |   |  |
| <b>LEARNING OBJECTIVE:</b> Understanding the influence of media, the dangers of its misuse, and why a free press is so important |  | <b>THEORIES USED:</b> Social Identity Theory, Priming, Spiral of Silence, & Cultivation<br><br><b>Section theme:</b> Genocide: Misusing Media for Mass Murder |  |
| Thursday, Oct. 6 <sup>th</sup>   | Propaganda versus News and how the former became a bad thing                     |   |  |
| Tuesday, Oct 11 <sup>th</sup>  | The Jewish People and The Holocaust  |   |  |
| <b>Oct. 13<sup>th</sup> – Oct. 14<sup>th</sup></b>   | <b>Fall Break (No Class)</b>   |   |  |
| Tuesday, Oct. 18 <sup>th</sup>   | "The Killing Fields": Khmer Rouge, Cambodia and Extreme Nationalism              |   | <b>Quiz 2</b> (10 questions; 2 points each: 20 total points) at the end of class |
| Thursday, Oct. 20 <sup>th</sup>  | Genocide: Rwanda   |   |  |
| Tuesday, Oct. 25 <sup>th</sup>   | Genocide: Darfur   |   |  |

| Date   | Topic   | Readings   | Responsibilities/<br>In-class work |
|--|---|--|------------------------------------|
| Thursday, Oct. 27 <sup>th</sup>  | America's genocide: Native Americans                          |  |                                    |
| Tuesday, Nov. 1 <sup>st</sup>  | Native Australians: Aborigines and England's Penal Colony     |  |                                    |
| Thursday, Nov. 3 <sup>rd</sup>   | <b>Test 2 review session</b>                                  |  |                                    |
| Tuesday, Nov. 8 <sup>th</sup>  | <b>Test 2 50 points (25 questions; 2 points per question)</b> |  |                                    |
| <b>LEARNING OBJECTIVE:</b> Examine the media's role in influencing how people feel about traditionally marginalized groups and other minority populations. |   | <b>THEORIES USED:</b> Agenda-Setting and Framing, and "Evil Woman" hypothesis<br><br><b>Section theme:</b> Media's influence on the perception in general and perception of groups in particular   |                                    |
| Thursday, Nov. 10 <sup>th</sup>  | Sexism, politics, and the media                               | Holt, L.F. (2012) – Hillary and Barack: Will Atypical Candidates Lead to Atypical Coverage. <i>The Howard Journal of Communications</i> , 23, pp. 272-287.<br><br>Hating Hillary: Mrs. Clinton Starts Her Presidential Race Facing an Army of People Who Loathe. Does it Matter? |                                    |
| Tuesday, Nov. 15 <sup>th</sup>   | Hispanics: America's Growing Fear and What's Reality          |  |                                    |

| Date   | Topic   | Readings   | Responsibilities/<br>In-class work   |
|--|---|--|--|
| Thursday, Nov. 17 <sup>th</sup>                    | Asians: America's "Model Minority."   | Zhang, Q. (2010). Asian Americans Beyond the Model Minority Stereotype: The Nerdy and the Left Out. <i>Journal of International Communication</i> , 3(1), 20-37.                             |  |
| Tuesday, Nov. 22 <sup>nd</sup>                     | Dog Whispering through the Press: The Influence Media have on Candidate Perception during Elections                               | Brown, C.B. (2011). Barack Obama as the Great Man: Communicative Constructions of Racial Transcendence in White-Male Elite Discourses. <i>Communication Monographs</i> , 78(4), pp. 535-556. | <b>Quiz 3</b> (10 questions; 2 points each: 20 total points) at the end of class |
| <b>Nov. 23<sup>th</sup> – Nov. 25<sup>th</sup></b> | <b>Thanksgiving and Columbus Day Break (No Class)</b>   |  |  |
| Nov. 29 <sup>th</sup>                              | The Hermit Kingdom: North Korea   |  | North Korea Video  |
| Dec. 1 <sup>st</sup>                               | The Future of Intercultural Communication   |  |  |
| Dec. 6 <sup>th</sup>                               | <b>Final Exam Review Session</b>  |  |  |
| Monday, Dec. 12 <sup>th</sup>                      | <b>Final Exam (Cumulative: 100 points; 50 questions)<br/>12 p.m. – 1:45 p.m.<br/>And no, you cannot take it early. Don't ask.</b> |  |  |

## Grades

Be advised, grades are not discussed immediately after an assignment is returned. Students must wait until the next class period to discuss their grades. All grades are final after one academic week. *Appeals should first be made to the teaching assistant who will then have a say on whether the grade moves on to the instructor.* **Professor Holt has the final say on all grades and grade appeals in this course.**

**Penalties (re. social media especially):** Initially I am allowing students to bring their laptops and cell phones to class, as there will be times when students are called upon to look for material beyond the assigned readings online during class. However, students found using their devices for purposes beyond what is called for in class will be **docked 20 points** for **each** instance. Should this problem become prevalent throughout the semester an individual or ALL students' right to bring laptops, cell phones, etc., will be revoked for the semester. Students may **NEVER** text during class. **Violators will be kicked out of class for the day** and lose 5 points on their second offense and every subsequent offense. In the event that your cell phone rings in class, I can either answer it and/or you can answer it and leave with it. If my cell phone rings in class, a student will get to answer it. *There will be some special times in which I will allow students to have their cell phones on in class. I will often let you know at the start of class when this is the case.* **The determination about what counts as directly and not directly related to course work will be made solely by myself and the teaching assistant and is not up for debate with the student(s).** Students having problems with this issue should not just consider but also actually drop this course immediately.

As this course deals with a topic that is sensitive, can be controversial, and at times can be combative, students are asked to treat each other with decency and respect. Although students can speak with candor, and are indeed encouraged to do so, students should not belittle or berate their classmates, or use excessive profanity.

Also, side conversations are to be kept to a minimum unless they relate to the topic discussed in class.

**Extra credit points:** It is solely at the discretion of the instructor to award extra credit points. At this time, there are no extra credit points, but some may arise as the semester progresses.

**School of Communication & Diversity:** The School of Communication at The Ohio State University embraces and maintains an environment that respects diverse traditions, heritages, experiences, and people. Our commitment to diversity moves beyond mere tolerance to recognizing, understanding, and welcoming the contributions of diverse groups and the value group members possess as individuals. In our School, the faculty, students, and staff are dedicated to building a tradition of diversity with principles of equal opportunity, personal respect, and the intellectual interests of those who comprise diverse cultures.

**About your professor:** Dr. Lanier Frush Holt is an award-winning professor having earned the College of Arts and Sciences Outstanding Teacher of the Year Award – the only totally student-nominated award at The Ohio State University – in his first year at OSU. The award recognizes Dr. Holt as the top professor amongst more than 1,000 eligible faculty members at OSU. Dr. Holt was also nominated by several students in Fall 2015 for the award but was ineligible as a past winner. In addition, he has been recognized for teaching excellence at both Butler University and Indiana University, where he taught prior to coming to OSU.

Holt teaches Crisis Communication, Intercultural Communication, and Media Law & Ethics at OSU. He previously taught public relations at Butler University, business writing in the prestigious Kelley School of Business at Indiana University, and several journalism, writing, and public relations courses at IU.

Holt earned his undergraduate degree in African American studies and a minor in political science at the University of Minnesota where he also ran the 400 meters for the Gopher track team. He earned his Master's Degree in Journalism, specializing in political communication, and a Ph.D. in Mass Communication, examining the effect media messages have on the perceptions of people of color, women, and other marginalized groups, from Indiana University.

In addition to teaching, Holt is an award-winning researcher and scholar having earned the Top Faculty paper award in the Electronic News division at a national American Educators for Journalism & Mass Communication conference for a paper that examines if public attitudes toward the Don't Ask Don't Tell policy moved in lockstep or discordant with the media's coverage and political elite's opinion of the issue.

Prior to his return to academia, Holt was an award-winning newspaper reporter. He has worked as a staff reporter for the Rochester *Post-Bulletin*, was one of only a handful of students selected nationally to intern at the *Chicago Tribune*, and was a freelance reporter for the *Indianapolis Star*. He also worked for several years in communications at World Headquarters for Honeywell Inc., the company's aerospace business unit Sensor & Guidance Products, and done public relations for the Minneapolis NAACP.

He hails from Ford Heights, Illinois, which is located south of Chicago roughly between the city's south side and Gary, Ind.