

COMMUNICATION 3668: Intercultural Communication
Ramseyer Hall Room 059
Tuesdays and Thursdays: 12:45 p.m. – 2:05 p.m.
Fall 2019

Instructor: Lanier Frush Holt, Ph.D.	Office hours: 9:30 a.m. – 10:45 a.m. Tuesdays and Thursdays, and by appointment; 3080 Derby Hall
Best way to reach me: e-mail: holt.341@osu.edu	Phone: (614) 292-7438
Teaching Assistant: Sophie Kjaervik	Office hours: 11:00 a.m. – 12:00 am. Mondays and Wednesdays, and by appointment; 3001 Derby Hall
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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 almost 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.**

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 Canvas*) 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.

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 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 test) that cannot be made up. If you miss a 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.

PLEASE TAKE CARE OF YOURSELF (Mental Health Statement):

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing.

If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614--292--5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on-call counselor when CCS is closed at 614-292-5766.

If you are thinking of harming yourself or need a safe, non-judgmental place to talk, or if you are worried about someone else and need advice about what to do, 24 hour emergency help is also available through the Suicide Prevention Hotline (Columbus: 614-221-5445 / National: 800-273-8255); or text (4hope to 741741); or at suicidepreventionlifeline.org

Current events: As citizens of an ever-changing cultural world, students are **required to speak on current events at the start of each class and to read a daily news source before the start of each class.**

Trigger warning: Also, be advised, this course deals with controversial and hot-button topics that may cause you to feel anger, frustration, guilt, and a host of other emotions that you may not normally experience in an educational setting. If you are experiencing any of these emotions, please let me know and also seek help from a medical or mental health professional. Sharing such information with me will not be made available to the class and will not adversely affect your grade.

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). 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 feel they 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 Aug. 25th readings should be done prior to class on August 25th), 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 a major class-related news event occurs when we were slated to discuss a different topic, we would certainly address it rather than what was planned for that day). 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/ In-class work
Tuesday, Aug. 20 th	Course expectations detailed		Bring syllabus
LEARNING OBJECTIVE: Understand the role media play in perceptions of African Americans historically and in today's America		THEORIES USED: Priming, Social Dominance Orientation, Spiral of Silence, and Cultivation	
Thursday, Aug. 22 nd	Black and White Relations in the U.S., and is 'Reverse Racism' Real?	Metta – I, Racist	
Tuesday, Aug. 27 th	Reverse Racism: Is it real? Continued	Ingraham – Three-quarters of Whites Don't have any Non-White Friends Blake – Are Whites Racially Oppressed?	
Thursday, Aug. 29 th	Police shootings & Black Lives and Blue Lives Matter	Holt, L.F., & Sweitzer, M.D. (in press). More than a black and white issue: ethnic identity, social dominance orientation, and support for the Black Lives Matter Movement	
Tuesday, Sept. 3 rd	Black and Blue Lives Matter continued	Fox, J., & Holt, L.F. (2018). Fear of isolation and perceived affordances: The spiral of silence on social networking sites regarding police discrimination.	

Date	Topic	Readings	Responsibilities/ In-class work
Thursday, Sept. 5 th	Stand Your Ground or Self-Defense	Correll, J., Park, B., Judd, C.M., & Wittenbrink, B., (2007). The influence of stereotypes on decisions to shoot.	
Tuesday, Sept. 10 th	Media and your perception of the world: The effects of framing and priming on perception of marginalized groups	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.	
Thursday, Sept. 12 th	The meaning of MAGA, and the openness of old ideas	Craig, M.A., & Richeson, J.A. (2014). Corrigendum: On the precipice of a “Majority- Minority” America: Perceived status threat from the racial demographic shifts affects White Americans’ political ideology	
Tuesday, Sept. 17 th	The Browning of America? Hispanics in America		
Thursday, Sept. 19 th	Test 1 Review Session		
Tuesday, Sept. 24 th	Test 1: 50 points (25 questions; 2 points per question)		
Thursday, Sept. 26 th	Modern Racism: Today’s new Race Issue	Entman, R.M. (1992). Blacks in the news: Television, modern racism, and cultural change.	
Tuesday, Oct. 1 st	Modern Racism continued		

Date	Topic	Readings	Responsibilities/ In-class work
Thursday, Oct. 3 rd	What is Affirmative Action, why does it still exist, and does this really affect me?		Paper 1 is due
Tuesday, Oct. 8 th	Affirmative Action continued.		
October 10-11	FALL BREAK – NO CLASSES		
Tuesday, Oct. 15 th	War on Women’s bodies and political aspirations	Holt, L.F. (2012) – Hillary and Barack: Will atypical candidates lead to atypical coverage	
Thursday, Oct. 17 th	America’s genocide: Native Americans		
Tuesday, Oct. 22 nd	Native American mascots: Getting to the root of the anger		
Thursday, Oct. 24 th	Test 2 Review Session		
Tuesday, Oct. 29 th	Test 2: 50 points (25 questions; 2 points per question)		
LEARNING OBJECTIVE: Understand the effects of media coverage and how it is especially influential in areas in which people have no first-hand experience		THEORIES USED: Priming, Spreading Activation, and Framing	
Thursday, Oct. 31 st	Propaganda; Gulf War Two	Schwartz, J. “A cast of thousands: The media and staging of Gulf War Two Aday, S., Livingston, S., & Hebert, M. (2005). A cross-cultural analysis of objectivity and television coverage of the Iraq War.	

Date	Topic	Readings	Responsibilities/ In-class work
Tuesday, Nov. 5 th	Priming and perception: How media cues your perception and not just reality		
Thursday, Nov. 7 th	Priming and perception continued		
Tuesday, Nov. 12 th	Propaganda and the Holocaust – The Dangers of Pseudo- News in the Hands of a Maniacal Leader		Paper 2 is due
Thursday, Nov. 14 th	Propaganda and the Holocaust continued		
Tuesday, Nov. 19 th	Genocide: Rwanda		
Thursday, Nov. 21 st	Genocide: “The Killing Fields”: Khmer Rouge, Cambodia and Extreme Nationalism		
Tuesday, Nov. 26 th	Genocide: Darfur		
November 27-29 th	THANKSGIVING BREAK/INDIGENOUS PEOPLE’S DAY NO CLASSES		
Tuesday, Dec. 3 rd	The Future of Intercultural Communication		
Thursday, Dec. 5 th	Final Exam Review Session		
Tuesday, Dec. 10 th	Final Exam (Cumulative) 2 p.m. – 3:45 p.m. And no, you cannot take it early. Don’t ask.		

Grades:

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

Point Values per Assignment

Assignment	Point Value	Semester Points
Paper 1	20	20
Paper 2	20	40
Test 1	50	90
Test 2	50	140
Final Exam	100	240*

*Total number of semester points: 240

Grading Scale:

A	93-100%	C+	77-79.9%
A-	90-92.9%	C	73-76.9%
B+	87-89.9%	C-	70-72.9%
B	83-86.9%	D+	67-69.9%
B-	80-82.9%	D	60-66.9%
		E	59.9% and below

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.**

Course papers: Two course papers on topics related to the course are also required for this course. The papers should be approximately two pages – double-spaced, 12-point type – in length and be turned in to the teaching assistant BEFORE the date listed on the syllabus. Papers cannot be turned in after the due date and two papers cannot be turned in at the same time, after the first date is missed. In other words, after the first due date has passed, the maximum number of papers a student who did not do the first paper can do is one.

The papers are designed to give students a deeper understanding of the issues discussed in class and should demonstrate that the student actively watched the

assignment documentary rather than merely rushed through it in order to earn a grade. **Although the papers are worth 20 points, it is far from a given that students will earn all or even most of the points for perfunctory efforts.**

Each paper should include an introduction that explains what the documentary is about, when the events in the movie took place, how long the problem has occurred (or if it is still occurring), and/or other factors that led to the issue being discussed in the issue. From there, in the subsequent paragraphs, the student should detail some of the facts about the topic being addressed in the documentary or movie, if any of the issues in the documentary have any relevance today, and what, if anything, can be done to stop the issues discussed in the documentary/movie from re-occurring. If the issue is still occurring, what could/should be done to rectify the problem should be addressed in the paper. Ideally, students should include at least one outside source to support their argument for how to rectify the issue. In short, students are to write a response paper based on the documentary, without any of the sappy, “It made me feel ‘X’ stuff that usually accompanies such papers. For example, if a student is watching a documentary on the 13th, instead of discussing how said they felt about mass incarcerations, they could state something like, “One way to combat mass incarcerations would be to decriminalize XXX. According to XXX, there are currently 250,000 non-violent drug offenders in incarcerated today. Decriminalization would decrease this number by 75 percent therefore...” Students who merely provide opinions will receive lower marks than those who support their opinions with facts.

ALL PAPERS SHOULD BE E-MAILED TO THE TA **ON, OR BEFORE, THE DUE DATE.**

Options for the documentary include:

Netflix documentaries

- War Against Women
- Auschwitz: Blueprints for Genocide
- 13th
- When They See Us
- Beasts of No Nation
- First, They Killed My Father
- ISIS Women unveiled

YouTube:

- Visiting North Korea: <https://www.youtube.com/watch?v=reEZn3mJ-Fo>
- The Killing Fields:
https://www.youtube.com/watch?v=jbKBqLNosBY&has_verified=1
- Secret State – Inside North Korea:
<https://www.youtube.com/watch?v=9C0zTmjMxEq>

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 20 points on each 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.** 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.

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. 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 also 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.