

**COMMUNICATION 3668: Intercultural Communication**  
**Journalism Building Room 270**  
**Tuesdays and Thursdays: 2:20 p.m. – 3:40 p.m.**  
**Spring 2016**

<b>Instructor:</b> Lanier Frush Holt, Ph.D.	<b>Office hours:</b> 11 a.m. - Noon Tuesdays and Thursdays, and by appointment; 3080 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 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 beyond just “White is bad,” and “non-White is good”; in fact, at rare times, the converse will be true, but if that is all you are expecting, either be prepared to change your viewpoint, or you should probably leave as this is not the class 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*) 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. Students will also participate in **the LFS**, which means “Lanier’s Favorite Students.” The course will be interactive and the LFS was created to expedite this process. Specifically, each class three students will be placed on the LFS. Whenever a question is asked of the class and no one answers the question, one of the students on the LFS is required to answer the question. Students on the LFS also have power in that if a question is asked of the class and multiple students have their hands up the student(s) on the LFS will have first priority in answering the question. Each student in the class will have an equal opportunity to be on the LFS. The instructor will determine who is placed on the LFS each day. Also, although the selection on who gets on the LFS is random, certain things increase a student’s chances of making the favorite student list including, most notably, being late for class. All students should be prepared for each class as students who do not perform well (i.e., frequently do not know the answer when called upon), will remain on the LFS for subsequent classes.

Also, be advised, due to the nature of the LFS, historically, students who do well when on the LFS also tend to do well in the class overall. Hence, the LFS is also a learning enhancement tool in addition to being a tool that facilitates class participation.

**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**. Additionally, grades will be awarded based on how students perform on a series of multiple choice exams that will cover course material and current events, as well as how well students synthesized and understood the assigned material.

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 Sep. 16 readings should be done prior to class on Sep. 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). 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.

## 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.

## 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

## Course Schedule

*Note:* All readings should be done BEFORE the date listed on the syllabus (i.e., the Jan. 19<sup>th</sup> readings should be done prior to class on Jan. 19<sup>th</sup>) as that is when material related to the readings shall be discussed. Also, be advised the readings will not be discussed in detail during the class. Readings augment what is discussed in class and do not merely rehash the topic.

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 Trayvon Martin 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). 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.

Date	Topic	Readings	Responsibilities/ In-class work
Tuesday, Jan. 12 <sup>th</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	

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Responsibilities/ In-class work</b>
Thursday, Jan. 14 <sup>th</sup>	Media Effects theories and Intercultural Communication: Agenda Setting and Cultivation	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.  Gerbner, G. & Gross, L. (1976). Living with Television: The Violence Profile. <i>Journal of Communication</i> , 1976: 173- 194.  Glasser, B. (2004). Narrative Techniques of Fear Mongering, <i>Social Research</i> , 71(4) Winter, 819-826,	
Tuesday, Jan. 19 <sup>th</sup>	Propaganda versus News and how the former became a bad thing		
Thursday, Jan. 21 <sup>st</sup>	The Jewish People and The Holocaust		The Nazis and the Holocaust (Movie)
Tuesday, Jan. 26 <sup>th</sup>	Genocide: Rwanda		
Thursday, Jan. 28 <sup>th</sup>	Genocide: Darfur		<b>Quiz 1 (End of class)</b>
Tuesday, Feb. 2 <sup>nd</sup>	America's genocide: Native Americans		

Date	Topic	Readings	Responsibilities/ In-class work
Thursday, Feb. 4 <sup>th</sup>	<b>Test 1 Review Session</b>		
Tuesday, Feb. 9 <sup>th</sup>	<b>Test 1: 50 points (25 questions; 2 points per question)</b>		
<b>LEARNING OBJECTIVE:</b> Understand theories related to media effects with regard to race, gender, and traditionally marginalized groups.		<b>THEORIES USED:</b> Priming, Selective Exposure, and Cultivation	
Thursday, Feb. 11 <sup>th</sup>	Media Effects theories and intercultural communication: Priming	Dixon, T.L. & Azocar, C.L. (2007). Priming Crime and Activating Blackness: Understanding the Psychological Impact of the Overrepresentation of Blacks as Lawbreakers on Television News. <i>Journal of Communication</i> , 57: 229-247	
Tuesday, Feb. 16 <sup>th</sup>	Modern Racism: Today's New Race Issue	Entman, R.M. (1992). Blacks in the News: Television, Modern Racism and Cultural Change. <i>Journalism Quarterly</i> , 69(2) Summer 1992: 341-361.  Robinson, M. (2000). The Construction and Reinforcement of Myths of Race and Crime. <i>Journal of Contemporary Criminal Justice</i> , 16, 133-156.	



Date	Topic	Readings	Responsibilities/ In-class work
Thursday, Feb. 18 <sup>th</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  Blake, John (CNN): Are Whites Racially Oppressed?	
Tuesday, Feb. 23 <sup>rd</sup>	Counter-stereotypes	Holt, L.F. (2013). Writing the Wrong: Can Counter-Stereotypes Offset Negative Media Messages about African Americans? <i>Journalism &amp; Mass Communication Quarterly</i> , 90(1), March 2013, 108-125.  Ramasubramanian, S. (2007). Media-Based Strategies to Reduce Racial Stereotypes Activated by News Stories. <i>Journalism &amp; Mass Communication Quarterly</i> , 84(2), Summer 2007: 249-264	<b>Quiz 2 (End of class)</b>
Thursday, Feb. 25 <sup>th</sup>	Intercultural Communication in the Age of Obama	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.	
Tuesday, March 1 <sup>st</sup>	Race, Gender and Class	Marian Meyers (2004). African American Women and Violence: Gender, Race and Class in the News. <i>Critical Studies in Media Communication</i> , 21(2), June 2004; 95-118.	

Date	Topic	Readings	Responsibilities/ In-class work
Thursday, March 3 <sup>rd</sup>	<b>Test 2 Review Session</b>		
Tuesday, March 8 <sup>th</sup>	<b>Test 2: 50 points (25 questions; 2 points per question)</b>		
<b>LEARNING OBJECTIVE:</b> Explain the circumstances that lead to the Sept. 11 attacks and examine how media affects the way people perceive Muslims today.		<b>THEORIES USED:</b> Selective Exposure, Neo-Association, Spiral of Silence	
Thursday, March 10 <sup>th</sup>	The Future of Intercultural Communication: What we will face and where are we now.		
<b>March 15<sup>th</sup> and March 17<sup>th</sup> (Spring Break) – NO CLASS</b>			
Tuesday, March 22 <sup>nd</sup>	War, Coverage, and 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, <i>Press/Politics</i> , 10(1), 3-21.	
Thursday, March 24 <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.	

Date	Topic	Readings	Responsibilities/ In-class work
Tuesday, March 29 <sup>th</sup>	The Radicalization of Islam, our role, the prophet Mohammed, and what's been happening here and abroad		
Thursday, March 31 <sup>st</sup>	Muslims in America and Bourgeoning Fear	Unkelbach, C., Forgas, J.P., & Denson, T.F. (2008). The Turban Effect: The Influence of Muslim Headgear and Induced Affect on Aggressive Responses in the Shooter Bias Paradigm. <i>Journal of Experimental Social Psychology</i> , 44, 1409-1413.	<b>Quiz 3 (End of class)</b>
<b>LEARNING OBJECTIVE:</b> Understand how group identity and perception influence interpersonal communication and beliefs about different groups.		<b>THEORIES:</b> Social Identity Theory; Selective Exposure	
Tuesday, April 5 <sup>th</sup>	Stand Your Ground or self-defense?	Correll, J., Park, B., Judd, C.M., & Wittenbrink, B., (2007). The Influence of Stereotypes on Decisions to Shoot. <i>European Journal of Social Psychology</i> , 37, 1102-1117.	
Thursday, April 7 <sup>th</sup>	Can simply changing what we see change our perceptions?		Erasing Hate video

<b>Date</b>	<b>Topic</b>	<b>Readings</b>	<b>Responsibilities/ In-class work</b>
Tuesday, April 12 <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.  Hating Hillary: Mrs. Clinton Starts Her Presidential Race Facing an Army of People Who Loathe. Does it Matter?	
Thursday, April 14 <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, April 19 <sup>th</sup>	The Hermit Kingdom: North Korea		North Korea Video
Thursday, April 21 <sup>st</sup>	Hispanics: America's Growing Fear and What's Reality		
Wednesday, April 27 <sup>th</sup>	<b>Final Exam (Cumulative)</b> <b>100 points (50 questions: 2 points per question)</b> <i>...And no, you cannot take it early. Don't ask.</i>		

**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 Intercultural Communication, Media Law & Ethics, and Crisis Communication at OSU. He previously taught public relations at Butler University, business writing in the

prestigious Kelley School of Business at Indiana University, and several courses on writing, journalism, public relations, and media effects 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 Masters in Journalism, specializing in political communication, and his Ph.D. in Mass Communication, examining the effect media messages have on the perceptions of people of color, women, and other marginalized groups, at 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.