

COMM 425 Issues in Intercultural Communication Syllabus

Fall 2017 • CRN 43826 • MWF 2:30-3:50 a.m. • CF 229 • Western Washington University

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Office Hours: M 8:30-9:40; W 4-4:30; F 11:30-12:40, 4-4:30; and by appointment.

Course Description and Objectives

This WP1 seminar course focuses on the role of Whiteness and Westernization in intercultural and international communication pedagogy and research. Using the interpretivist and critical perspectives, you will explore the silencing of Whiteness in academic practice and mundane discourse. You will also evaluate selected critical issues involving Westernization in Southeast Asian communication and culture. The overarching goal of the course is to explore the constructed space of Whiteness in the communication discipline. The specific course objectives are:

1. To examine the relationship between mundane discourse and the social construction of the White identity.
2. To gain a better understanding of how history, glocalization, and globalization influence communication and culture.
3. To understand the major theories and research methods used in studying language and social interaction, with a focus on everyday talk and discursive practices.
4. To promote inclusive communication in which members of traditionally oppressed groups can engage in open dialogue without feeling afraid, hurt, resentful, ashamed, angry, and/or defensive.
5. To unmute, critique, and disrupt normative practices associated with the normalization of Whiteness.

This course supports the department need for substantive WP writing assignments (i.e., assignments that require multiple revisions); see details Appendix A of this syllabus. Objectives of this course that support the communication studies department mission, programmatic goals, and programmatic learning objectives are entailed in Appendix B of this syllabus.

Course Resources

Required readings including journal articles, book chapters, and reviews of scholarly works, and additional materials are available on the course Canvas. (See Appendix C of this syllabus for the reading list).

Prasso, S. (2006). *The Asian mystique: Dragon ladies, geisha girls, and our fantasies of the exotic*. NY: Public Affairs. ISBN: 1586483946

Publication manual of the American Psychological Association (6th ed.). (2009). Washington, DC: American Psychological Association. ISBN: 1433805618.

A recorder and a headset for data collection and transcription purposes.

Course Policies

Attendance and Participation. The success of this course depends on your active, informed participation. This class will be conducted in the seminar format. A detailed explanation of a seminar-based class is available on the course Canvas. Discussion, individual work, in-class exercises, out-of-class applications, lectures, and small group collaboration constitute a major portion of the learning experience in this course. Poor attendance, tardiness, and/or early departures impact your final course grade. Please arrive on time to class and stay for the entire class period. Late arrivals and early departures are disruptive. You are accountable for your choices, so I will always accept your right to choose what is best for you. I am unable to grant special privilege to excuse absences, late arrivals, or early departures for specific students while other students in the class are held to the standard. I will revise the policies for all class members when absences and tardiness adversely affect class atmosphere.

You will not be accommodated for missed assignment deadlines if you do not alert me to your condition and absences. If you have a medical or family emergency that affects your participation in class activities, notify me as soon as you are able to, preferably in advance of the missed class, to explain the circumstances. When this is done in a timely manner, such absences will be excused and may not impact your assignment grade, unless I have reasons to doubt your honesty and integrity. Contacting me well after an absence and claiming to have some sort of medical or family issue earlier in the quarter will not be accepted. I may ask you to support your absence(s) by official documentation; please consult with me. I do not require you to disclose the details of your personal situation to me; if I ask for official documentation in this situation, you can contact the [Office of Student Life](#), x3706. Students who participate in WWU-sponsored activities (e.g., debating contests, musical or theatrical performances, or intercollegiate athletic competition) are responsible for obtaining and submitting proper documentation. Your personal travel plans and job schedules that affect your attendance are not considered valid excuses for absencing yourself from class activities that are formally graded.

If you register late, whether or not you were on the Registrar's waitlist, any classes missed will be counted as absences. In cases where assignments were due before you were registered, I will not be able to give you exceptional treatment by extending deadlines. In addition to assignments missed, you will be required to complete works satisfactorily to make-up the missed class time in order to continue attending the course. I require enrolled students who skip the 1st and/or the 2nd class(es) to withdraw from the course when there are eligible students seeking enrollment in this course.

Classroom Citizenship. Empirical studies document that significant challenges arise in the classrooms when racial issues are discussed, especially in a predominantly White university. Defensiveness, denial, hostility, anger, guilt, and shutdown are part of the learning process as we progress this quarter. You will read selected literature regarding the associated pedagogy at the beginning of the quarter. As a class, we will then collectively define the "civility" guidelines for our conversations. The following are my general expectations and guidelines for conducting the class.

Since the class will be discussion driven, I expect you to make quality contributions by listening to and with others, offering honest and constructive criticism, investing effort in graded and non-graded assignments, participating in class activities, and asking appropriate and helpful questions, and integrating readings into discussion. Please do not assume that I understand your concerns without you communicating them to me. Ask if you need help, do not clearly understand assignments, or have other questions or concerns. Know that you are not a small part of this class. Each student has the right to learn, as well as the responsibility not to deprive others of their right to learn. Therefore, you are expected to show courtesy as required in a college-level classroom.

Unless I instruct you to do so, our communication in teaching and learning during class time does not involve the use of your individual, personal electronic devices (unless you have documented physical needs, see the ADA section in this syllabus). Therefore, turn off your electronic devices before I start class. If you use laptops to take notes during class time, you are required to move to a designated area in the classroom if you distract your classmates and/or me. Depending on the activity, I may impose the no-laptop rule in certain class sessions. Electronic devices are wonderful learning tools, but also great distractions to other class members and to the professor. A single disruptive act of anyone affects everyone else in the classroom and lessens the effective use of everyone else's valuable time.

Each class member deserves a fair learning opportunity without being disrupted by other students' misdemeanors that impede the class learning. Show respect to all class members, both your professor and your peers. Avoid unnecessary disruptions during class, such as private conversations, reading newspapers, and doing work for other classes. Be attentive to and participate in lectures and classroom activities. Please do not talk simultaneously when other students or I ask questions or make comments. Wait until class is completely over before putting your materials away in your backpack, standing up, or talking to your peers. Surfing online, checking e-mails, texting, and using social networking sites should be done at your own time, not in the classroom.

Displaying disruptive behavior(s) that adversely affect the learning environment will result in a deduction of ½ letter grade from your final course grade. I may or may not give you a verbal warning. Examples of disruptive behaviors include stating or implying physical or verbal threats, displaying erratic, loud, and/or aggressive behavior, refusing or unwilling to comply with the professor, repeatedly entering and leaving the classroom without medically-documented reasons that are brought to the professor's attention by the 3rd class meeting (also see [Appendix C](#) in WWU Catalog). When you visit me during my office hours, please turn off your electronic devices. I expect you to behave professionally as a student who is enrolled in the course, including when you communicate with me via e-mails and/or phone calls.

E-mail Etiquette. Please do not send me e-mail messages regarding issues that should be dealt with in person (e.g., asking me to read and critique drafts of your work, or requesting me to explain and send you lecture materials or quizzes you have missed). Do not expect my e-mail responses immediately; I usually respond to student e-mails during my office hours. ***I do not finish reading or reply to e-mail messages that are poorly written or disrespectful.*** You are expected to write as you would in any professional correspondence. My basic principle about e-mail communication as written form of communication is that if it is not worth the writer's time to send a thoughtful message, then it is not worth my time to read and respond to it. Please include a salutation so that it is clear to me that the message is not junk mail and deleted. When appropriate, I may ask my student assistant to reply to you if you ask me general questions regarding policies and/or matters that are already stated in the syllabus and related course documents posted on Canvas. The best way to reach me is through my WWU e-mail. I do not use Canvas chat.

Writing Proficiency (WP). This 1-point WP course is designed to offer practice in research and formal, scholarly writing that is used in the communication discipline. Therefore, your writing must demonstrate formal, scholarly voice used in communication research. You will be spending much time on multiple revisions for each draft. Terse, concise, clear, and error-free writing and attention to detail are big factors that will determine your success in this class. Much of your learning of your WP project occurs outside of class. Therefore, I strongly recommend that you to work with me individually to

reinforce your knowledge about scholarly writing and help enhance your writing skills. I also encourage you to get your drafts reviewed by a qualified person who can help with writing, revising, and editing.

The Americans with Disabilities Act (ADA) Statement. Please let me know by the 3rd class meeting if a reasonable accommodation for documented disabilities need to be arranged. To request disability accommodation, contact the [Disability Resources for Students](#), x3083.

Make-up Works and Incompletes. The nature of assignments used in the class renders make-up work impractical. Therefore, plan to prepare and submit your work on time. Details regarding requesting for and receiving an incomplete grade (K) are available in WWU Catalog.

Academic Integrity. I do not tolerate academic dishonesty. I assume any conversation between/among students during the exam as a violation of academic integrity policy (i.e., cheating). If you need to talk during the exam, approach me. Any use of resources and electronics during exams will *not* be permitted and is considered a violation of the academic integrity policy, unless otherwise instructed. You are responsible for familiarizing yourself with the university's policy regarding academic honesty (see [Appendix D in WWU Catalog](#) and the [Faculty Senate's Integrity Website](#)). A final course grade of an "F" will be assigned if academic integrity is violated. Students will also be asked to stop attending classes upon notification. ***All course works are individual assignments, unless otherwise stated. Discussing and sharing answers for class assignments without my written permission constitutes plagiarism.*** Please talk to me before working on the assignments if you are unsure of behaviors that may be considered plagiarism.

Grade Records. Grades posted on the course Canvas are for instant communication purposes; they are not comprehensive. Canvas is not equipped with the tool to perform the needed mathematical calculations for this course. You are responsible for keeping track of your grades. Formulae for calculating your grades are available on the Canvas. Please do not e-mail or phone me to ask about your grades for individual assignments. I will return all graded items, except the exams, to you in class or otherwise designated. Your final grade will be available on Web4U after noon on the Tuesday following final exam week.

Assignment Submissions. I expect your work submitted to me to be scholarly and professional and in the format specified (i.e., as hard copies or via Canvas). Assignment submissions on Canvas are due 10 minutes before the start of class. When submitting hard copies, all papers must be submitted in person at the start of class on the indicated due date, unless otherwise instructed. I do not accept papers that are slipped under my office door or tacked to the bulletin board next to my office door. Papers handed in after all class papers are collected at the beginning of the class are considered late. See each assignment evaluation criteria and/or description regarding late submissions.

In cases where you must miss a class, submit your papers as hard copies prior to the due date. If an emergency and unpredictable medical, funereal, or law-related incident impedes your ability to submit a paper on time, you must have written, official documentation of the incident (see the Attendance section for documentation requirements). All documentation must be submitted together with your work for consideration. I will be glad to give feedback on drafts if you visit me during my office hours at least 3 business days before the deadline; I will accept *only* hard copies that follow the writing guidelines. Please do not e-mail me your drafts. Rewriting graded assignments is not an option.

Late Assignments. The tentative course schedule details assignment deadlines, and I have posted the schedule on Canvas before the first day of class. Please plan accordingly. I do not accept late assignments. You can always submit your assignments prior to the due date. Also see each assignment regarding consequences of late submissions. Technology (i.e., computer- and/or printer-related) and transportation issues, be they personal, public, and/or the university's, are no justification for late assignments. Please communicate with me prior to the deadline if you have a medical or a family emergency (see the Attendance section in this syllabus).

Assignment Returns. I will return all graded items, except exams and online exercises, to you in class or otherwise designated. You are responsible for retrieving your critiqued and/or graded assignments from me during my office hours if you were absent on days I return the assignments. When the quarter is over, I will keep your graded assignments until the end of the following quarter (not counting summer quarter) and will shred them after that. You are welcome to obtain your graded assignments from me during my office hours. Alternatively, I will mail your assignments to you provided that you give me a self-addressed, stamped envelope together with your final paper submission. You are responsible for ensuring you include sufficient postage. Be informed that I will not be responsible for any missing items once I mail your paper.

Requests for Reevaluation. The burden of proof in any disagreement over evaluation of student performance rests with the student. If you desire reevaluation of a grade for an assignment or activity, you must wait 24 hours before you submit your rationale in writing. The 24-hour cooling off period will allow you time to re-read the grading comments and to assess your performance. ***Violation of the 24-hour cooling off policy will result in a 20% deduction from your assignment***

grade. Your request for reevaluation should identify the specific change requested and provide a reasoned argument and evidence (e.g., photocopies of cited sources) in support of that change. You must see me to get a specific form to fill out. Any request for reevaluation must be made within 10 business days of receiving the original evaluation. Also see [Appendix F](#) in WWU Catalog. After you have received your final grade and would like to talk to me about your grade, you will see me during my office hours in the following quarter. You must give me all necessary documents, including a comprehensive grade record containing your individual assignment scores and all assignments I have graded. E-mail me ahead and follow all instructions that I give you. I am not opposed to re-evaluating your grade. Of course, a reevaluation may increase or decrease your scores, since I will scrutinize all submitted details, in addition to your original assignment.

Course Assignments

Your grade in the course will depend on the amount of work you wish to complete and will be largely determined by the depth you are willing to engage the material. WWU has established the credit load policy in which each hour in a course requires at least 2 additional hours of study (see [the Academic Policies in WWU Catalog](#)). Prepare to maintain a good, reliable work ethic to earn your desired grade. Prioritizing your life and managing your time is your sole responsibility. I am here to support your learning if you are here to learn and maintain a positive attitude toward learning. *Resisting the temptation to procrastinate and attention to details are key to success in this course.*

- Getting Started module. Ungraded; you must complete the module to access course assignments.
- Seminar preparation and participation (32%). In-class participation and professionalism during seminar session is weighted by 10%; seminar preparation via notes submission by 22%. Points earned in this group of assignments are calculated based on the percentage of your seminar attendance.
- WP research project (45%). Weighted by the following components: human subjects matters, data collection, and audio file submission, ungraded but compulsory; transcription, 12%; APA format, 10%; and final paper, 26%.
- Fishbowl discussion (10%).
- Extra credit activity: Reflexive notes and participation (8 points max to be added to your transcription assignment; this contributes to a 2.13% increment to your final course grade).
- Final exam (10%).

Grading Scale (Percentage of Total Course Points)

A 94 - 100	B 83 - 86.99	C 73 - 76.99	D 63 - 66.99
A- 90 - 92.99	B- 80 - 82.99	C- 70 - 72.99	D- 60 - 62.99
B+ 87 - 89.99	C+ 77 - 79.99	D+ 67 - 69.99	F < 60

Note. I will include up to two decimal points when calculating your points. There will be no deviation from this scale.

Detailed descriptions and associated evaluation criteria for course assignments are posted on Canvas. I may make changes on the assignments as necessary. Depending on student performance, I may distribute handouts or post additional materials on Canvas for the assignments. If you choose not to attend class, you are still responsible for the material distributed or assigned, and changes made during class time. I strongly suggest you keep all versions of your work, including electronic files, hardcopies, graded and non-graded papers, until you have received your final course grade. **You need to keep track of assignment changes and deadlines.** Active engagement in your learning will help you earn the grade you desire, presumably a good one. Lack of work ethics, including inconsistent course participation and performance, will adversely impact your grade.

I advise that you use a licensed Microsoft Office 2016 for word processing. Your preferred use of any other software (e.g., those in your cell phone, Word online, etc.) that produces any discrepancies in formatting and printing output does not give you outstanding privilege to be excused from the grading criteria that I use for the class. Course assignments submitted must be **typed and printed in a clear, readable format on white papers**. Unless otherwise stated, font type and size for assignments are to be set in **Times New Roman, 12**. When you submit more than 1 page, **please staple your work**. **Papers that are loose, paper clipped, dog-eared, or held together by some other mechanism that is not a staple will result in a deduction of ½ letter grade from your final course grade.** Write your name on your assignment. This is a 300-level communication course, and I expect professionalism in university-level student works. Please read and follow all instructions. **I do not grade assignments that show poor quality of work** (e.g., those that do not have proper line spacing, have multiple typos, contain ambiguous short phrases instead of complete sentences, etc.). My basic principle about assignment grading is that if it is not worth the student's time to submit quality work that shows care and attention, then it is not worth my time to grade, comment, and suggest areas for improvement.

Getting Started Module. The module contains the course syllabus and tentative schedule, and academic honesty and grievance policies. Read before you work on your first course assignment.

Seminar Preparation and Participation. Seminar readings consist of assigned journal articles and book chapters posted on Canvas. You will prepare for each seminar by preparing notes in advanced. Answer the questions I pose to guide our seminar discussion. You may also take your own notes consisting of the central argument and claims of the reading, key concepts and/or theories and their implications, and connect the ideas of the reading with those presented in other assigned readings. I also encourage you to pose additional thoughtful questions that may occur to you. Your questions and/or mine may be used to provide a general template or starting point for our discussion. I will conduct random sampling in selecting your notes to be evaluated. Evaluation criteria include your notes' comprehensiveness, clarity, depth, insight, and effort (also see Canvas).

Active and informed participation in course discussion is vital to your learning and the collective success of the class. Therefore, I expect you to contribute to our conversations by finding connections with the course readings. I do not conduct formal, traditional lectures during the seminar—that is, I do not perform the authoritative, stand-up teaching style using PowerPoint slides. My primary role will be to ask questions, clarify points raised in our discussions, and summarize the important issues that we discuss. Your participation in discussion (i.e., your contribution to class learning) will be evaluated. You and your peers will evaluate each other's in-class oral contribution; I, too, may do the same. As a class, we will collectively determine the seminar conduct criteria. I have provided on Canvas a starting template for evaluating your in-class oral contribution. I reserve the right to override student evaluations if the rigor of class performance is lacking. Also see Canvas regarding seminar conduct clarification and criteria.

WP Research Project. You will conduct an empirical study by engaging in the following tasks: participate in data collection, transcribe and analyze data, conduct literature review on the selected theoretical and methodological frameworks, and report the findings of the study. Course readings will provide you with fundamental understanding of the research project; literature review is crucial in enhancing your knowledge of the topic of inquiry so that you may write well. You are required to complete the human subjects training before you (and in order to) start the research tasks. You must participate in data collection in order to obtain the data set for transcription and data analysis. See Canvas for detailed description, assignment objectives, and evaluation criteria. If you miss the data collection day in class, you will be required to independently apply for human subjects' approval, conduct your own focus group outside of class, and transcribe all data on your own.

Fishbowl Discussions. Each fishbowl discussion session will be conducted using the assigned Prasso's chapters. You will sign-up for an allotted day to be the participants in the "fishbowl." During the session, participants will share their ideas, listen carefully, and respond to others, whereas observers will listen and take notes. Observers will also get a chance to comment and ask questions of the participants. All class members will read and take notes by answering the questions I pose, although I expect to see extensive notes from the participants. Everyone's pre-discussion preparation and engagement in the sessions will be evaluated. I will provide further information and directions.

Extra Credit Activity: Reflexive Notes and Participation. At the end of the quarter, you will be asked to assess your own learning in the course using Yep's (2010) criteria of self-reflexivity (see the assigned reading). You will answer the questions that I pose and write a 3-5 page, double-spaced, essay (a) summarizing your learning, (b) positing critical questions, and (c) discussing your connections between your learning experience and selected course concepts and/or theories. I will provide the evaluation criteria. Attending small group discussion, audio-recording your group conversation, submitting your audio file in the .WAV format in a thumbdrive, and submitting your typed notes (hardcopy and online) will count towards your grades in this assignment category. Since this activity required planning and coordination in advance, you must sign-up by the assigned deadline on my bulletin board, CF 291 so that proper arrangement can be made (e.g., to allow me to reserve classroom space, to provide you with a physical space for discussion, etc.). Failure to sign-up disqualifies you from participating in this activity.

Final Exam. The exam must be taken on the scheduled date in our classroom or the designated computer lab. The exam may combine closed-ended items (i.e., multiple-choice, true/false, matching), fill-in-the-blank items, and short essays. Course readings constitute the exam contents. Please contact the Disability Resources for Students, x3083 for documentation if you cannot take the exam in the specified format. Make-up exams will be allowed in the most extreme cases and only with my permission. You must contact me 7 business days ahead of the exams, and take them 2–3 days before the scheduled dates specified on the tentative course schedule. See me in person and provide me with evidence that I request for my approval. You will be given a different exam (i.e., a different format with different questions) compared to the class. Make-up exams are to be arranged with the Testing Center. You will have to find out procedures involved and make proper arrangements. Visit <http://www.wvu.edu/assess/makeup.shtml> for information and service cost. Call the center (x3080) for scheduling.

This syllabus and schedule are subject to change as necessary to adapt to class size, student performance, and unexpected circumstances.

Appendix A. Substantive WP writing learning outcome. This course supports the department recommendations pertaining to writing exposure listed below. Listed in the following is an in-block quotation from the document “Writing rubric.”

1. *Conventions:* Adheres to appropriate conventions of formal writing (spelling, grammar, syntax, punctuation, etc.).
2. *Formatting:* Adheres to assigned citation style (for in-text citations and references page).
3. *Argument:* Has a clear and coherent thesis that is supported with appropriate evidence.
4. *Audience:* Communicates in an audience appropriate and context sensitive manner.
5. *Organization:* Has a clear coherent structure, logical development and sequencing of ideas, and effective transitions.

Appendix B. Course objectives. This course supports the department mission— “We teach communication studies that nurture inclusive civil discourse, critical thinking, and cooperative solutions in a diverse global community. We offer opportunities to develop strong communication skills within a challenging liberal arts program.” The course also fits the department programmatic goals of: (a) speech, students are able to speak proficiently in context; (b) writing, students are able to write proficiently at college level; (c) concepts, students are able to apply communication concepts; (d) methodology, students are able to understand methods for generating knowledge; (e) critical thinking, students are able to employ critical thinking skills; (f) ethics, students are able to reflect on the ethical dimensions of actions.

Appendix C. Seminar Reading List. In alphabetical order by author's last name.

- Arum & Roksa (2011). Limited learning on college campuses: Chs. 2 and 3.
- Carbaugh (2007). Cultural discourse analysis: Communication practices and intercultural encounters.
- Covarrubias (2008). Masked silence sequences: Hearing discrimination in college classroom.
- DuBois (2006). Representing discourse.
- Endres & Gould (2009). I'm also in the position to use my Whiteness to help them out:" The communication of Whiteness in service learning.
- Fears (2003). Hue and cry on 'Whiteness Studies.'
- Hendrix & Wilson (2014). Virtual invisibility: Race and communication education.
- Jackson & Moshin (2010). Ch. 20: Identity and difference: Race and the necessity of the discriminating subject.
- Jackson & Simpson (2003). White positionalities and cultural contracts: Critiquing entitlement, theorizing, and exploring the negotiation of White identities.
- Jackson (1999). White space, White privilege: Mapping discursive inquiry into the self.
- Jones (2000). Levels of racism: A theoretic framework and a gardener's tale.
- Kristof (2016). *New York Times*: When Whites just don't get it, Part 7.
- Lewis (2001). There is no "race" in schoolyard: Color-blind ideology in an (almost) all-White school.
- Lee (2016). Intercultural dialogue in theory and practice: A review.
- McIntosh (1988). White privilege and male privilege: A personal account of coming to see correspondences through work in women's studies.
- McPhail (2004). Race the and (im)possibility of dialogue.
- Moon (1998). White enculturation and bourgeois ideology.
- Moon (2016). "Be/coming" White and the myth of White ignorance: Identity projects in White communities.
- Nakayama & Krizek (1995). Whiteness: A strategic rhetoric.
- Simpson (2008). The color-blind double bind: Whiteness and the (im)possibility of dialogue.
- Simpson (2010). Blinded by the White: Challenging the notion of a color-blind meritocracy in the academy.
- Simpson, Causey, & Williams (2007). "I'd want you to understand it:" Students' perspectives on addressing race in the classroom.
- Starosta (2010). Reflections on "Race" and publication in communication journals: The case of *Howard Journal of Communications*.
- Takaki (1992). The Tempest in the wilderness: The racialization of savagery.
- Tatum (1994). Teaching White students about racism: The search for White allies and the restoration of hope.
- Tracy & Robles (2014). Ch. 1.
- Yep (2010). Toward the de-subjugation of racially marked knowledges in communication.

COMM 425 Fall 2017 Tentative Schedule

This schedule is subject to change as necessary to adapt to class size, student performance, and unexpected circumstances.

Readings to be read by day assigned.

Day	Day	Agendas	Assignment due
Week 1			
1	9/27 W	Course introduction and overview.	Complete the "Getting Started" module on Canvas (online)
2	9/29 F	Seminar #1: The challenges of Whiteness studies <u>Readings:</u> (a) Kristof, 2016; (b) Fears, 2003; (c) Jones, 2000. Read the "Research Project" folder contents on Canvas. Start NIH training.	Seminar notes #1 (online & hardcopy)
Week 2			
3	10/2 M	Seminar #2: The U.S. education and course expectations <u>Readings:</u> (a) McGray, 2006; (b) Graduate Connections, 2016.	Seminar notes #2 (online & hardcopy)
4	10/4 W	Seminar #3: The discourse about Whiteness <u>Readings:</u> (a) McPhail, 2004; (b) Simpson, Causey, & Williams, 2007. Research project: group assignment; plan and coordinate .WAV file submission in your group.	Seminar notes #3 (online & hardcopy)
5	10/6 F	Data collection. WWU IRB policy: You are not allowed to participate in data collection without the NIH training certificate.	Human subjects: NIH training certificate (online)
Week 3			
6	10/9	Seminar #4: The invisibility of Whiteness in communication scholarship <u>Readings:</u> (a) Hendrix & Wilson, 2014; (b) Starosta, 2010.	Seminar notes #4 (online & hardcopy)
7	10/11	Debriefing; transcription method. <u>Readings:</u> DuBois, 2006; contents in the "Transcription" folder on Canvas	.WAV audio file (thumbdrive; 1 per group)
8	10/13	Seminar #5: The ideological narratives in racial discourse. <u>Reading:</u> Lewis (2001).	Seminar notes #5 (online & hardcopy)

Week 4			
9	10/16	Seminar #6: The History of racial construction and Whiteness. <u>Reading #6a:</u> Takaki, 1992. TBD: Assign segments of transcription; start transcribing	
10	10/18	<u>E-video:</u> The house we live in, 2012. <u>Reading #6b:</u> McIntosh (1988). Start drafting your paper outline aka seminar notes #7	
11	10/20	<u>E-video:</u> The story we tell (2012).	
Week 5			
12	10/23	Seminar discussion will address last week's readings and video observation.	Seminar notes #6 (online & hardcopy)
13	10/25	Research project day 1. Recommendation: Transcription Q&A.	
14	10/27	Seminar #7: Discourse analysis: Theoretical and methodological framework // Research project day 2. <u>Readings:</u> (a) Jackson & Simpson, 2003; (b) Carbaugh, 2007. <u>Recommended readings:</u> (c) Jackson & Moshin, 2010; (d) Tracy & Robles, 2014.	Seminar notes #7 (aka your paper outline) (online & hardcopy)
Week 6			
15	10/30	Research project day 3. Recommendation: Improve on your paper outline.	Transcription (online)
16	11/1	Seminar #8: White silence – Part 1. <u>Reading:</u> Moon, 1998.	Seminar notes #8 (online & hardcopy)
17	11/3	Fishbowl Q&A Research project day 4. Recommendation: Bring your paper draft to class.	Read the fishbowl folder contents on Canvas.
Week 7			
18	11/6	Seminar #9: White silence – Part 2. <u>Reading:</u> Cavarrubias, 2008.	Seminar notes #9 (online & hardcopy)
19	11/8	Research project day 5. Recommendation: Bring your paper draft to class. 11/10: No class. Veteran's Day	APA exercise

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20	11/13	Westernization in international communication Fishbowl discussion #1 covering Prasso's (2005) chs. _____	Fishbowl notes #1 (online & hardcopy)
21	11/15	Review APA exercise Research project day 6. Recommendation: Paper draft Q&A; arrange peer reviews for final paper	Paper draft
22	11/17	Paper draft Q&A	
			Week 9
23	11/20	Fishbowl discussion #2 covering Prasso's chs. _____ 11/22, 11/24: No class. Thanksgiving holidays	Fishbowl notes #2 (online & hardcopy)
			Week 10
24	11/27	Research project day 7. Bring your completed paper draft to class. I will be happy to answer your questions regarding your research project, but will not be reading and critiquing drafts starting today.	
25	11/29	Fishbowl discussion #3 covering Prasso's chs. _____	Fishbowl notes #3 (online & hardcopy) Sign-up for extra credit activity by 4:30 p.m. (at my bulletin board, CF 291)
26	12/1	Distribute final exam questions. Research project day 8. Wrap-up peer review of your final paper.	
			Week 11
27	12/4	Westernization in international communication Fishbowl discussion #4 covering Prasso chapters _____	Fishbowl notes #4 (online & hardcopy) Seminar participation for seminars 8, 9, and 10 Final paper (online & hardcopy)
28	12/6	Seminar #10: Dialogue among allies – Concluding remarks (data collection). Reading: Simpson (2008). The color-blind double bind: Whiteness and the (im)possibility of dialogue.	Seminar notes #10 (online & hardcopy)
29	12/8	Extra credit activity. Reading: Yep (2010). Toward the de-subjugation of racially marked knowledges in communication.	Extra credit: Reflexive notes
			Week 12
30	12/13	Final exam. 3:30-4:50 p.m. Location: _____	

Your name: _____

COMM 425 Seminar Notes #5

Readings:

- **Lewis (2001). There is no “race” in schoolyard: Color-blind ideology in an (almost) all-White school.**
1. *(Type brief notes)*. According to Lewis, whose responsibility is it to further progress toward racial justice? Explain if you (dis)agree with her argument and why. Support your argument with evidence.
 2. *(Optional)*. Describe the White space at the school of inquiry. Give examples of discourse used.
 3. *(Optional)*. Describe and explain the racial logic in operation at the school of inquiry.

Answer item 4 or 5 in the essay format. Additionally, for the item you did not answer in the essay format, type brief notes.

4. Explain the relationship between (a) the ideology of meritocracy and color-blindedness, and (b) the (ideological) narratives of racial relations. Address the effects of the ideologies and narratives in the current racial formation in the U.S. Additionally, discuss your observation of the ideologies and narratives in communication curriculum and scholarship.
5. What is “multiculturalism” as taught in school curriculum? Assess the usefulness of “multiculturalism” in education. Furthermore, address its similarities and/or differences with communication scholarship and curriculum; draw from your personal education as necessary. In your discussion, also compare and contrast to a previous seminar reading.
6. Additional comments and/or questions.

Your name: _____

COMM 425 Seminar Notes #8

Readings:

- Moon (1998). **White enculturation and bourgeois ideology.**

Answer item 1 or 2 in brief notes.

1. Explain how the White enculturative process simultaneously depends on contradictory but interrelated ideological discourses.
2. Explain how White womanhood contains both elements of resistance and acquiescence in the cultural space Moon mentioned.
3. *(Optional)*. How is White womanhood associated with “institutionalized Whiteness” or “Optic White, the Right White”?
4. *(Type brief notes)*. Define “bourgeois decorum.” Then, generate a list of bourgeois decorum based on Moon’s discussion.
 - a. Can you also add to Moon’s list of the decorum? Examples? Briefly mentioned how you learned about what you know (i.e., support your claim with evidence).
 - b. How does the list of decorum similar with or different from the decorum in higher education? In communication classes? At your workplace? In your family and friend interaction? Discuss 2 points.
 - c. How does the decorum related to the role of liberal Whites? Be sure you demonstrate a good understanding of “liberal Whites” based on the reading.
5. *(Type brief notes)*. Describe Whitespeak. Illustrate with examples to support your discussion. Demonstrate how Whitespeak is manifested and how it relates to the reproduction of Whiteness.
 - a. Discuss your (dis)agreement with specific points you mentioned in terms of Whitespeak.

Answer item 6 or 7 in essay format.

6. Given the penalties for racial betrayal and rewards for remaining silent in the face of enactments of White supremacy, it seems like, as Moon deliberated, “whitewomen [and men, and many of us] have nothing to gain by confronting racist behavior” (p. 185). React to this justification that people in power use as avoidance and in self-silencing.
 - a. Discuss 2 main ideas that seems especially significant to you for some reason. Relate one of your points to the current epistemological guidance in the mainstream communication research and education. In your connection, reflection, and discussion, cite 1-2 previous course readings as necessary and include page and paragraph numbers.
7. React to Moon’s book chapter. Discuss 2 main ideas that you disagree with. State exactly where it came from by page and paragraph so that our class can easily turn to it during the seminar. Discuss your disagreement and reasons; narrate and illustrate with examples. Be sure to support your claim with evidence (e.g., how did you learn that?); cite 1-2 previous course readings for support; including page and paragraph numbers.

Your name: _____

COMM 425 Seminar Notes #9

Readings:

- **Cavarrubias (2008). Masked silence sequences: Hearing discrimination in college classroom.**
1. *(Optional)*. Using theoretical concepts about masked silences from the reading, explain how silence reinforces White solidarity. Relate your discussion to any of our previous course readings; cite the reading and page and paragraph numbers.
 2. *(Optional)*. Critique the theoretical and methodological lenses that Covarrubias used. Additionally, address if such lenses are “biased” and if “objectivity” should be more important to be considered in the scientific inquiry.
 - a. If you suggest “objectivity” should take place, outline your ideas regarding *how* can that be achieved.
 3. *(Optional)*. Glean from Covarrubias’s writing. Point out 3-5 major components that you may apply in your own research project. Be sure you also refer to the “Writing Guidelines” of the research project.

Answer item 4 or 5 in the essay format. Additionally, for the item you did not answer in the essay format, type brief notes.

4. In summarizing Jackson and Heckmann’s (2002) conclusion, Covarrubias raised the point, “White students enjoy and expect the privileges of Whiteness, yet, although seeing Whiteness as a negative attribute that positions them at a social disadvantage” (pp. 231-232). Do you agree with the conclusion? Support your argument with evidence.
5. How do the participants enact resistance to injustice? Explain their reasoning for their chosen responses. Furthermore, address what can professors do in terms of inequities in classroom communication. Last, tell me what have you learned about what you can do for injustices as such.

Your name: _____

COMM 425 Seminar Notes #10

Reading:

- **Simpson (2008). The color-blind double bind: Whiteness and the (im)possibility of dialogue.**
1. *(Optional)*. Explain *dialogue* according to Simpson. Address how her discussion relate to any of our previous course readings; cite the reading and page and paragraph numbers.
 2. *(Optional)*. Critique the politically responsive constructionist theory of communication (PRCT). Be sure to cover all theoretical tenets and concepts as Simpson proposed.

Compose essay responding to item 3.

3. Define diversity. Assess WWU communication studies department progress in terms of diversity using the PRCT. Refer to Table 1 and Table 2 in the text and apply the key concepts and notions.

Type brief notes responding to items 4 and 5.

4. Using the knowledge you have accumulated thus far, tell me the ways you may enact resistance to injustice. Propose 4-5 strategies that are practical; be explicit in explaining the strategies. Cite previous readings as needed.
5. Reflect on our course description and objectives (see syllabus), check all course objectives you have accomplished in your learning. Respond to 2 objectives that particularly stand out to you as an individual and explain why.

COMM 425 Research Project Description

The overarching goal of this assignment is to challenge you into becoming reflective and informed intercultural scholars. The assignment involves substantial research work, in which you will conduct and write a full-range research study. Specifically, you will participate in data collection, transcribe and analyze data, and report the findings of the study. Course readings will provide you with fundamental understanding of selected theoretical and methodological frameworks. You will, however, need to conduct additional literature review in order to write your final paper. The final paper should be 8-10 double-spaced pages. Tasks are to be completed at various points in this quarter to help you structure your project progressively. A combination of individual, pair, and group works are required in order for you to successfully complete the research project. Your writing drafts must go through multiple revisions.

General Guidelines and Steps

Step 1: Understand human subjects' matters before data collection.

Complete the National Institutes of Health online training course; visit WWU [Office of Research and Sponsored Programs website](#). Then, upload your certificate of completion on Canvas. Last, read, sign, and submit the hardcopy consent form to me on the day when you participate in data collection (see Step 2 below). You are not able to participate in data collection without the completion of Step 1 tasks.

Step 2: Participate in data collection.

You will be assigned to groups. I may give you a few questions to think about before you attend your session. Late arrival or leaving early will forfeit you the entitlement from participating in data collection and completing the entire research project. Due to the tight schedule this quarter, I am not able to reschedule the data collection day, unless you can seek approval from the Office of Research and Sponsored Programs and then, with office's approval, conduct your own focus group outside of class.

During data collection, you are responsible in audio-recording your group conversation. Your recorded conversation will be used in data transcription and data analysis. You are responsible in making sure that your recording equipment functions properly and that the conversation is recorded clearly enough for transcription. You will submit your recordings in a single .WAV file to me on a thumbdrive; other formats will not be accepted. Failure to submit the audio file as instructed will not allow you to further engage in the research project.

Step 3: Transcribe data.

Transcribe a segment of the assigned .WAV file. You may pair up with another student in this assignment; if so choose, you will then be assigned a lengthier portion of the recorded conversation for transcription. I will introduce you to the transcription theory and method in class. You will then transcribe your data and submit your transcription in a single MSWord file. Your transcription will be graded in terms of accuracy and formatting in addition to other criteria I specify on the evaluation rubric.

I will organize segments of transcriptions submitted to form a final transcription that is comprehensive of the group conversation. You will then use this complete version of the transcription for data analysis. The completeness of the transcription depends on the individual segments submitted by students in the group. Therefore, you are expected to pull your fair share. Collective effort by group is required so that individual students are able to complete the research project. Students who do not complete the data transcription assignment will, thus, obstruct the group to advance in the research project. At the same time, the particular student(s) will not receive the final transcription from me for data analysis.

Step 4: Analyze data.

According to the grounded theory, data transcription and data analysis should occur reiteratively. I will explain how this works later in the quarter. You will analyze the transcription using one of the theoretical and methodological frameworks discussed in the course readings. You will need to attest the trustworthiness of your study using the 4 main criteria of credibility, dependability, confirmability, and transferability; you should have learned this in communication research methods course. If not, you are responsible for the learning the contents, since the knowledge is pre-requisite for this class. If you choose to pair up with another student in data analysis, you will need to safeguard "confirmability audit" (see Jackson & Simpson, 2003). In direct quotations of discourse, you must cite the participant number and line number in your transcript. I strongly recommend that you share your preliminary findings in writing with me before your final paper submission.

Step 5: Conduct the APA exercise.

You should familiarize yourself with the APA formatting before submitting your final paper. This exercise consists of specifics in manuscript writing and editing that I expect in your final report.

Step 6: Complete writing the paper.

See the components stated in the "Writing Guidelines" for this assignment.

Writing Guidelines

I strongly encourage you to pair up with another classmate in writing your final paper; your co-author should have worked with you in data analysis. You will receive the same grade for your final paper if you work in pairs, unless arranged otherwise. You may then obtain feedback from me and your peers in order to improve on your writing. Be sure to keep up with class announcements because I may change guidelines for the assignment and/or add items for submission. I will provide evaluation rubric on the Canvas.

Your paper should contain the elements listed below.

1. Title page.

2. Abstract.

3. Introduction. Provide background information of your project. Specifically, write about the purpose(s) of your study and justify the importance of the study. You will also specify your research question(s) (RQs).

Write within 1 page.

4. Theoretical and methodological framework for data collection and analysis. Review pertinent empirical studies in order to explain the theory that you use to guide your inquiry. Explain steps performed in conducting the study.

Write within 1.5-2.5 pages.

5. Trustworthiness of your study. Attest the trustworthiness of your study. Address these 4 main criteria: credibility, dependability, confirmability, and transferability.

Write within 1-1.5 pages.

6. Findings. Organize your findings as guided by the theoretical components in your selected theory. Support your findings with quotes and evidence from your data. You will learn to apply complex reasoning and critical thinking skills in data analysis and report.

Write within 4-5 pages.

7. Summary. End your paper with a paragraph that concludes and reinforces the main points of your paper.

8. References. Create a references page that is based on the APA (6th ed.) style.

Your work must be typed using 12-point Times New Roman font, left aligned, with 1-inch margin on all sides (i.e., top, bottom, left, and right), double-spaced throughout, and printed in a clear, readable format on white papers. Use the APA (6th ed.) style. Staple your papers. Upload your paper in MSWord format (in one document) in the course Canvas. Additionally, upload your **final paper summary sheet** as a separate document.

Writing Guidelines in APA-Formatted Scholarly Paper

The following list is based on the APA (6th ed.) stylistic format. Different sources, including different professors, may give you contradictory information. Since I will be evaluating your paper, I expect that you conform to my evaluation criteria. **Check each blank space provided in order to verify that you have met the criterion in you writing.** You will be held responsible for each of your verification.

FORMATTING

- ___ Do not use quotation marks (“ ”) to emphasize the concept you are defining. *Italicize*; do not underline.
- ___ A tab should be set at 5-7 spaces.
- ___ Do not add extra spacing between paragraphs or sections. Double-space throughout.
- ___ A paragraph, in general, should contain 5-7 sentences. Do not write paragraphs that run longer than a double-spaced page.
- ___ Numbers one through nine are written as words; numbers 10 and greater are written as numerals, unless you being a sentence by writing a number.
- ___ Interpersonal communication and names of courses are not capitalized (e.g., not Interpersonal Communication or Intercultural Communication, but interpersonal communication or intercultural communication).
- ___ Do not capitalize the name of a theory, a theoretical framework, and its associated components or dimensions, unless it contains the theorist's name (e.g., not Social Comparison Theory, but social comparison theory; Hymes's speaking framework).
- ___ Watch correct spacing. Insert two spaces after period.

GRAMMAR

- ___ Do not use contractions (e.g., She's, they're, I'd, etc.).
- ___ Never use *you* in any type of paper in my class.
- ___ Avoid using *it* or *they* as the subject of a sentence without clear references.
- ___ Watch noun-verb number agreement. (e.g., A person uses....People use....)
- ___ Watch pronoun-noun number agreement. (e.g., A person must use his or her....People use their....)
- ___ Avoid passive voice.
- ___ Do not use an acronym without any explanation or clarification (e.g., assuming readers understand HO means humor orientation).

PUNCTUATION

- ___ When using quotation marks, the punctuation goes inside the marks (e.g., Ron wrote “Aloha! Welcome to Waikiki.”). Unless when you are quoting, then the punctuation goes after the page number, for example, DeVito (2005) wrote, “The only real alternative to force is talk” (p. 247).
- ___ The semicolon (;) separates two independent clauses or to separate a list which contains groups of words (e.g., There were three color combination options: yellow, green, blue; red, white, blue; black, white, yellow).
- ___ Avoid using exclamation mark (!) in literature review and research proposal (e.g., The findings of the current study are important!).
- ___ Watch the use of the comma.
 - Use a comma after a long introductory phrase. After working all day at the office, I went home for dinner.
 - Use the comma if the sentence would be confusing without it. The day before, I borrowed your calculator. When I have finished, I will go to your place.
 - Use a comma to separate items in a series. I need to pack my toothbrush, toothpaste, comb, and hair spray).
 - Use comma to separate two sentences that are joined by *and*, *but*, *or*, *nor*, *for*, *so*, *yet*. He wanted the promotion, but he was afraid to ask his boss. She liked her new job, and she respected her colleagues.
 - Use a comma to set off nonessential elements in a sentence. At the podium stood a man wearing a green tie. At the podium stood Frank, wearing a green tie.

Please do not rely on MSWord for spell-check (e.g., *pubic* is checked as correct instead of *public*; *compliant* is checked as correct instead of *complaint*).

COMM 425 Research Paper Submission Checklist & Evaluation Criteria

Technical Requirements

(Deduct up to 4 pts per violation)

The paper is

- Uploaded on Canvas in a single MSWord file.
- Printed in a clear, readable format on clean white papers.
- Typed using 12-point Times New Roman font
- Left aligned, with 1-inch margin on all sides (i.e., top, bottom, left, & right)
- Double-spaced throughout
- The pages are stapled.

The final paper summary sheet is

- Uploaded in a separate document on Canvas.
- Printed.
- Completed fully.
- Written clearly in full sentences.
- Written succinctly.

The application of the “Writing Guidelines for APA-Formatted...” handout is

- Effective.

Overall Writing and Conventions

(5 pts) Sources Used.

- Sources used & cited are strictly empirical, scholarly works (journal articles, chapters from comm. handbook or yearbook, meta-analysis).
- Does not include conference papers unless approved by the instructor in writing. Does not include book reviews.
- No secondary citation unless approved by the instructor in writing.
- Core sources cited were published within the last 10 years.
- Core sources used are within the comm discipline.

(5 pts) APA (6th ed.) stylistic format in the title page, in-text citations, & the references page.

- Shows mastery of the APA exercises.
- Works cited in text & those appear in References page are consistent.
- Paper elements are organized by the APA format.
- Double-spaced throughout.
- The composition of paper title adheres to the APA format.

(5 pts) APA conventions of scholarly writing (i.e., clear, concise writing & correct mechanics of style).

- Shows mastery of the “APA Format” exercise.
- Articulates clearly & concisely by adhering to organization, writing style, language, grammar & usage by the APA style (APA manual, ch. 3).
- Adheres to the mechanics of style (APA manual, ch. 4): Punctuation, spelling, capitalization, italics, abbreviation, numbers, metrication, statistical & mathematical copy, & equations.

(5 pts) Overall coherence in paper structure/organization, incl. the use of section subheadings, logical development, effective transitions.

- Structure/organization of the paper is sequenced logically.
- Section subheadings are labeled properly.
- Effective transitions are used in between (sub)sections, paragraphs, & sentences when needed.
- Articulates in scholarly voice by emulating writing style in published empirical pieces.
- Sentence & paragraph lengths are reasonable.
- Demonstrates exceptional fluency & use of language.

Essay Composition & Specific Writing Components

(6 pts) Abstract

- Is concise, accurate, coherent, & informative.
- Is comprehensive of paper contents.
- Is nonevaluative.
- Is between 150-250 words.

(10 pts) Introduction (approx. 1 page)

- Contains attention getter, but no fillers.
- Orients/previews readers to the contents of the paper with clarity, conciseness, & accuracy.
- Demonstrates exceptional fluency & use of language.
- Articulates clearly & summarize succinctly the background info of the study.
- Importance for the study is justified clearly: logical, coherent with the study, & supported by past research.
- Justification is supported by ≥2 distinctively different main arguments that are solid.
- Purpose(s) of study is (are) correct (i.e., reflects the understanding & requirements of the assignment).
- Purpose(s) of study is (are) framed clearly & concisely to capture paper contents.
- RQ is APA formatted & is written clearly, succinctly, & grammatical correct.

(15 pts) Theoretical & methodological framework for data collection & analysis (approx. 1.5-2.5 pages)

- Demonstrates exceptional fluency & use of language.
- Is written clearly & explicated.
- Demonstrates the review of adequate studies to form arguments that are well-reasoned.
- Not a pedantic summary of past studies.
- Paragraphs &/or subsections are structured logically & are transitioned well from one to another.
- Rationale is justified clearly: logical, coherent with the study, & supported by past research.
- Explanation of steps used in data collection is articulated clearly (i.e., in achieving transparency).
- Explanation of steps used in data analysis is articulated clearly (i.e., in achieving transparency).

(10 pts) Trustworthiness of study (approx. 1-1.5 pages)

- Demonstrates exceptional fluency & use of language.
- Is written clearly & explicated.
- Demonstrates the review of adequate studies to form arguments that are well-reasoned.
- Paragraphs &/or subsections are structured logically & are transitioned well from one to another.
- Contains the author's arguments about the applications of the concepts in the study.
- Discusses the applications of 2 of these criteria: credibility, dependability, confirmability, & transferability.

(35 pts) Findings (approx. 4-5 pages)

- 1st para orients/previews readers to the contents of the subsections with clarity, conciseness, & accuracy.
- Demonstrates exceptional fluency & use of language.
- Paragraphs &/or subsections are structured logically & are transitioned well from one to another.
- Contains the author's arguments explaining the themes emerged, not a pedantic summary of participants' speech lines.
- Contains 2-3 themes.
- Each theme is distinctively different from (the) other theme(s).
- Each theme is clearly written & well explicated.
- Each theme is grounded in the theoretical & methodological framework.
- Each theme is supported by quotations.
- Quotations used are labeled clearly.
- Quotations used are weaved well to support theme.
- Quotations used show logical connections with theme.
- Discussion shows careful & thoughtful analysis of data set.
- Discussion shows depth, critical thinking, & reasoning that are central to the understanding of the main focus of the course (i.e., culture, language, & social interaction).

(4 pts) Summary

- Is concise, accurate, & coherent.
- Is comprehensive of paper contents.
- Is within a paragraph.

Western Washington University (WWU)
Informed Consent Statement

Researcher: Dr. Ee Lin Lee, Communication Studies, WWU, (360) 650-4032.

Purposes and benefits of the research: This research is conducted by Dr. Ee Lin Lee at WWU. You are being asked to participate in a research study on the learning experiences of students taking COMM 425: Issues in Intercultural Communication. This study investigates students' perception of their understanding of the issues related to Whiteness studies as examined in the course. Student participants might benefit from learning about the course contents and through their engagement in conducting a research study.

Research procedures: By signing this consent form, you are agreeing to allow the researcher to include your answers to certain class coursework in her research. The coursework that will be use in the research includes your answers to the "COMM 425 Small Group Discussion Handout," which you completed during class time in the two group discussions audio-recorded during weeks 3 and 11 of the quarter.

Protection of participants: I am at least 18 years of age. My participation in this research is voluntary. As printed on the handout used in the group discussion and as reiterated in class, I could choose to answer any or all questions in the handout. I was given the option to complete a different assignment approved by the instructor if I wished to opt out of the small group discussions. I can choose to remove any of my comments from the final transcript used in the research.

Risks to participants: I understand that the known risks to me of this research are minimal. The questions that I answered might have triggered minor discomfort and/or anxiety associated with listening and speaking to peers about my personal experiences that are not necessarily public information. Examples include questions about my personal experiences and feelings related to the learning about White identity.

Confidentiality of data: My comments during group discussions that were audio-recorded by a designated student are confidential. The student maintained the security of the file and that the audio files were password protected in transit between the student and researcher. My name will not be associated with any of my responses at any time. My signed consent form will be kept in a locked cabinet in the instructor's office at WWU. The consent form will also be kept separate from my demographic information, the transcription, and audio files—all of which will be destroyed at the end of the study.

If I have questions or concerns about this study, I may contact the researcher, Dr. Ee Lin Lee at (360) 650-4032. If I have any questions about my participation or my rights as a research participant, I may contact the Office of Research and Sponsored Programs at compliance@wwu.edu or (360) 650-2146. This study has been described to me. I have read this informed consent statement and voluntarily agree to participate. My signature on this form does not waive my legal rights of protection.

Participant's Signature

Date

Participant's Printed Name

Note: Please sign both copies of the form and retain the copy marked "Participant."

Researcher Copy

Participant Copy



COMM 425 Small Group Discussion Handout (Revised/Finalized)

Instructions. In your small group, take turns answering the following questions. There are no right or wrong answers. You may answer any or all questions. Your responses will be kept confidential.

1. When did you first learn that White was a race?
 - a. How did you learn about it? Tell me about your experience.
 - b. When you learned about it, how did you feel?
 - c. How did others react to you in that situation?
 2. How has your knowing that White is a race impacted your life? Can you give me 2-3 examples?
 - a. *When discussing each example, probe:* How has the experience impacted the way you communicate with White people?
 - b. *When discussing each example, probe:* How has the experience impacted the way you communicate with non-White people?
 3. Have you ever been told to act like a White person or expected to behave like one?
 - a. How did that happen? *Probe for conversation that took place:* In that instance, what did the person say to you? How did you respond? How did that make you feel?
 - b. What kind of things do you do to keep yourself from violating others' expectations?
 4. Could you describe what it means to be White?
 - a. How are White people expected to behave?
 - b. What are the kinds of things that a White person is expected to do?
 - c. What are the kinds of things that a White person is not expected to do?
-

Instructions. Please complete and submit the following section to the instructor when your small group has completed the discussion. Thank you!

5. The racial group you identify with: _____
6. Your age: _____
7. Your biological sex: _____
8. Your academic major(s): _____
9. Your academic status: Junior / Senior / Other: _____
10. When you learned about the topics the instructor has selected for the course after the first day of class, was this a class you wanted to take? Yes / No / Neutral

COMM 425 Fishbowl Directions



PREPARATION: You will read Prasso's (2005) chapters for the day and prepare notes by answering questions that I post on Canvas before coming to class. Your notes will be graded the same way as in previous seminar classes. In your notes, you will highlight key concepts, claims, and evidence, write comments in the margins, and pose questions you wish to raise in class after the fishbowl discussion ends. Your goal is to engage in an "intellectual conversation" with the chapters and draw connections with previous seminar readings. Submit your notes to Canvas at least 10 minutes before class, and print and bring along a hardcopy for further note-taking and reference in class (see below).

IN-CLASS PROCEDURES: I will assign you to either the "participant" or "observer" role. Participants will sit in the inner circle of the "fishbowl," observers in the outer circle. I will give you a Fishbowl Discussion Sheet that you will submit along with your prepared seminar notes (see above) at the end of the session.

During the discussion, you will take notes in the left column of the sheet about the key points made, questions posed, differing viewpoints, and other comments. In the right column, you will write the questions that you have about disagreements with other students' viewpoints or new ideas or thoughts that occur to you while the fishbowl activity is taking place. Have your hardcopy notes ready for reference. I want to see evidence of your thinking process as you actively or passively (in the case of outer circle observers) participate in the discussion.

INNER-CIRCLE RESPONSIBILITIES: You will engage in the discussion directly and run the conversation almost entirely on your own. Occasionally, I will pose questions, correct a factual error, or referee a heated argument. Here are a few rules:

- Do not raise your hand. Do not look at me to call on you. You are in charge of running the conversation.
- If more than one person starts to speak at the same time, one should defer to the other to speak first. Then, the other participant will speak next before any other participant in the fishbowl chimes in.
- Don't hog the floor. I suggest that other participants call out the one who hogs.
- Disagree directly, but respectfully with each other. It is good practice to support your disagreement with appropriate evidence.

Here are tips on how to hold a conversation. Also see the "Sentence Starters: Responding and Asking Questions" sheet for language that you may use in the discussion.

- Ask each other questions.
- Answer the questions, include examples, and back up with evidence.
- Take your classmates to the text; specifically, read a passage and analyze it. Be sure to first give directions on how to find the passage you are referencing.
- Pose alternative points of view.
- Make an interesting connection to another point made previously, or from something you read in the book or previous seminar readings or discussions. Your job is to connect the ideas grounded in the course contents.

OUTER-CIRCLE RESPONSIBILITIES: Your job is to listen to the discussion and make detailed notes on your discussion sheet, especially things that you feel should have been addressed by the inner circle or that you disagree with. You may also jot down questions that you would like answered based on what was said in the initial discussions; for example, a point that needs clarification by specific inner circle participants.

After 15-20 minutes (or less, it may depend on how much time we have), I will stop the discussion and turn to the outer circle. This will be your chance to make comments or ask questions of the inner circle. Depending on class size and time available, I may instruct the groups to exchange positions. We will proceed in the same manner as we did for the first round. At the end of the second round, you will submit your discussion sheet.

ASSIGNMENT EVALUATION: Your grade will be evaluated holistically based on the following criteria:

- The extent of your pre-discussion preparations (i.e., your notes): the quality of the "intellectual conversation" you have with the document(s) and the quality of the discussion questions you wrote.
- The frequency and quality of your participation in the fishbowl discussion.
- The depth of your discussion sheet notes, the quality of your thinking and analysis of the discussion (as shown in the right column of the sheet), and other criteria pertaining to professional conduct that contribute to the positive discussion atmosphere.

Your name: _____

Questions for Fishbowl Discussion #1

Introduction (starting p. xi in Prasso, 2005)

1. React to Prasso's discussion about her delayed response to the man's comments at the Broadway Theatre in New York City. What do you think about her response? Did it puzzle you? Surprise you? Enlighten you? What did you react to? How does her response have to do with your own learning in intercultural communication?

Part 1: The Asian Mystique (starting p. 3 in Prasso, 2005)

2. Describe the Asian mystique. How has this concept been shaped by history? How has it impacted communication across cultures? Furthermore, address how does casting Asia as "feminine" causes the romanticization of it.
3. Explain Said's theory of Orientalism. How does this perception relate to the Asian mystique and to international relations between the East and West in general? What does Said suggest as a partial solution to Orientalism?
 - a. Evaluate and react to Said's proposal. How are Said's theory and proposed partial solution applicable to you as a person? Do you think that his suggestion is useful? If yes, how? If no, why, and what do you suggest to replace his partial solution?
4. On p. 17, Prasso states, "(Of course, white and black women may have similar experiences, but they do not experience the additional complexity of the sexual imagery associated with Thai women.)" React to Prasso's assertion. Do you agree or disagree with her statement? Why? How does her assertion play a role in your life?
5. On p. 26, Prasso argues, "Because of this rich religious diversity, a more accurate way of dividing Asia would be into "Sinicized" and "Indianized." React to Prasso's argument. Do you agree or disagree with her statement? Why?
6. On p. 21, Prasso says, "Cultural differences can be misleadingly superficial. . . . what does a modern portrait of Japanese women look like? Is it even possible to describe a people's national character?" Answer Prasso's questions; relate to her discussion in the chapter.

Mystery, Sex, Fear, and Desire: A Brief History (starting p. 29 in Prasso, 2005)

7. Describe 2-3 examples of what Prasso describes as the *witchification* of Asian women. How did such "Dragon Lady" stereotyping suit the needs of Westerners during those times? Illustrate and explain clearly. Cite, from the chapter, names of specific individuals, groups, and/or ideas that were used in the witchification discussed.

8. Describe your impression of how the Asian mystique has evolved over time. What are some common themes in how these women are represented? Illustrate and explain clearly. Cite, from the chapter, names of specific individuals, groups, and/or ideas that have played a part in perpetuating the representation.

Hollywood, Burbank, and the Resulting Imaginings (starting p. 97 in Prasso, 2005)

9. Hollywood films featuring Asian Americans in stereotypical role are merely based on fiction, if not, historical fiction. In other words, the films do not present fact. Most college students are educated enough to know that viewing such films do not directly impact their personal lives. Educated people are taught to think that media consumption does not have such immediate and powerful effect. React and debate: Can you sort out the stereotypes from reality? If yes, how do you do so? Clearly explain your methods or skills. If no, why? Be sure you explain clearly. Additionally, address if you should be held accountable in sorting out the stereotypes?
 - a. Next, compare and contrast your arguments above with Prasso's (e.g., if Prasso is too sensitive in making a huge deal out the insignificance; or, such matter should not be taken lightly).
10. React to the following lines in Song Liling's comments presented on page 87. What do you think about the argument? Did it puzzle you? Surprise you? Enlighten you? What did you react to?

"Consider it this way: what would you say if a blonde homecoming queen fell in love with a short Japanese businessman? He treats her cruelly, then goes home for three years, during which time she prays to his picture and turns down marriage from a young Kennedy. Then, when she learns he has remarried, she kills herself. . . . because it's an Oriental who kills herself for a Westerner—ah!—you find it beautiful."

 - a. How do seeing things we take-for-granted on the opposite end of the continuum affect our learning in culture and communication? What does this say about our discussion session's talk about racism in the society at large? Make connections and show me your ability to think critically.
11. Prasso cited the disclaimer MGM-UA added to the opening scene that says, *"This film does not intend to demean or ignore the many positive features of Asian-Americans and specifically Chinese American communities. Any similarity between the depiction in this film and any association, organization, individual or Chinatown that exists in real life is accidental"* (p. 99). Explain and discuss the intent and purpose(s) of the disclaimer. Then, discuss if the disclaimer can be used effectively in educating the viewer. Additionally, address how disclaimer of such nature are manifested in our daily conversations (e.g., "I don't mean to say they are immoral, but they should not offend us in the first place"; "I don't think gay should be treated less than any other humans, but they cannot do everything they like in the public.").

Your name: _____

Questions for Fishbowl Discussion #2

Matters of Men and Country: The Incredible Lightness of Being Portrayed (starting p. 103 in Prasso, 2005)

1. Prasso challenged that Hollywood directors do not dare to depict African-American actor eating watermelon and “being called by an epithet, and performing other stereotypically racist conduct.” (p. 111). However, the demeaning portrayal of Asian males is prevalent. What do you think make the undesirable portrayal of Asian males possible and successful in Hollywood films? Relate your discussion to previous chapters in the book (i.e., make connections) that were rooted in the Asian mystique rooted in world and the U.S. history.
2. What is homosexuality to you? Where did you learn it? How? Do you think that people agree with your conceptualization and knowledge about homosexuality?
 - a. How are homosexuality and Westernization related? Explain.
 - b. How was homosexuality defined in the Chinese aristocracy? Does that seem bizarre to you? Do you think the Chinese aristocrats would feel this way?
 - c. If you were assigned to educate the Chinese aristocrats, what would you say to them about their practice of homosexuality? If you would not say anything, tell me why. Explain clearly your rationale.
3. Answer Prasso’s questions on p. 122: *What does it matter? If we underestimate and mis-portray, emasculate, and feminize the Asian male and Asian culture, does it make any difference—apart from the poor Asian guys who feel slighted by it all?*
 - a. Then, tell me why you need, and perhaps want, to learn about Prasso’s perspectives? Do you care? Why and why not? Connect your discussion with our course seminar readings. Highlight and apply 2 theories and/or key theoretical concepts; specify the reading(s) and page and paragraph numbers.

“Race-ism,” Fetish, and Fever (starting p. 132 in Prasso, 2005)

4. Explain Prasso’s conceptualization of racism and race-ism. In your opinion, is there a significant difference between the conceptualizations? Is it important that such differentiation be highlighted? Why or why not?
 - a. Additionally, speculate the reasoning behind such justification, “If I like their race, how can that be racist?” Would you consider that comment racist or race-ist? If yes, how? If no, why?

- b. Connect your discussion with our course seminar readings. Highlight and apply 2 theories and/or key theoretical concepts; specify the reading(s) and page and paragraph numbers. Do not repeat the theories and/or key theoretical concepts you covered in other items on this assignment.
- 5. How is anti-feminist rhetoric used among Caucasian men who seek out Asian women? Discuss and describe clearly to show me your understanding of Prasso's discussion. What do you think about the anti-feminist rhetoric? What are the consequences of using this type of rhetoric? Who gets affected and how?
- 6. Analyze and react to the list "thing white people say" on p. 149. What do you think about the things people say when they see an Asian "girl" with a white man? Are some of them more troubling or puzzling or surprising than the other? Why?
- 7. On page 141, Prasso states that preferences in sexual attraction are normal, but it is not normal "when Asian and Asian American women on the receiving end feel . . . objectified and valued not for who they are as people, but for their race or perceptions of the culture they come from." Do you agree with this statement? Why or why not? Do you see anything wrong with having a strong preference for people of a certain race? Why or why not?
- 8. Prasso cited comments that compared Asian fetish to the propensity to seek out women with certain physical characteristics (e.g., big breasts, round butt, etc.) and also pedophilia. What do you think about those comments? Do you agree with the comparisons? Why or why not? Do you see anything wrong with having preferences for people with certain type of physical characteristics and more importantly, of a certain race? Why or why not?

Ten People, Ten Colors (starting p. 167 in Prasso, 2005)

- 9. Akiko talked about her perception of personal freedom by comparing women in Japan and in the U.S. (pp. 186-187). She commented how actually everyone in the U.S. is not totally free even it is a free country. Life, in different aspects that Akiko mentioned, can be more restrictive and tough for U.S. women. Her opinion was also supported by mothers at the park (p. 197). Analyze Akiko's and the mothers' viewpoint of freedom.
 - a. Do you agree or disagree with their viewpoint? Why or why not? Which perspective of conceptualizing freedom is more agreeable with and practical to you? How and why?
 - b. How does it make you feel to be able to "see" (not necessarily agree) with a different viewpoint?
- 10. What is meant by *junin toira*? Expand your discussion and explain beyond just the literal translation. Then, propose why Prasso's made the phrase the central

theme of the chapter? How does the phrase play a role in our understanding of culture and communication? Connect your discussion with our course seminar readings. Highlight and apply 2 theories and/or key theoretical concepts; specify the reading(s) and page and paragraph numbers. Do not repeat the theories and/or key theoretical concepts you covered in other items on this assignment.

11. Based on Prasso's description, summarize what you know about Yukie and Akiko. How are they similar? How are they different?
 - a. Then, discuss how one's cultural upbringing is associated with choices people make later in life in your culture. Give 2 examples to support your argument.
 - b. Last, compare your discussion above with Yukie and Akiko. Do you see a necessary connection between one's cultural upbringing and the choices they make in life?

Your name: _____

Questions for Fishbowl Discussion #3

The Real Memoirs of Geisha (starting p. 200 in Prasso, 2005)

1. On p. 210, Prasso reported Miss Iwasaki's comment about how a person's profession (i.e., job) does not dictate the person's nature (e.g., in being submissive). Miss Iwasaki compared the geisha's profession to being a waitress or a flight attendant.
 - a. What do you think about Miss Iwasaki's comparison? Is her comparison fair? Adequate? Unreasonable? Illogical? Why?
 - b. Tell me the profession that you would like to be in. Discuss the criteria and work ethics that are needed for you to thrive in that profession.
 - c. Then, compare the core requirements in your desired profession to that of a geisha. Consider core aspects such as time commitment, discipline, training, and others that you deem important. How is the nature of your desired profession (dis)similar with/from the geisha's?
2. Miss Iwasaki criticized that Dalby, Golden, Downer's written works do not correctly translate the geisha's world to the reader (p. 212). In particular, she stated that the authors' three months or so stay in the community is insufficient for the authors to observe and learn the geisha's world.
 - a. How important do you think that the authors need to correctly reflect the geisha's world in their written works? Is it necessary that they stay longer in the community to learn the geisha's world? Why or why not?
 - b. Connect your discussion above to the production and learning of knowledge in the field of culture and communication. Do you think authors of intercultural communication works are held responsible for the commitment (i.e., time and accuracy of report) like Miss Iwasaki suggested? Why or why not?
 - c. Last, discuss your learning in our course. How is your learning of intercultural communication possible in an academic quarter? Do you think you are able to learn, think critically about, and apply the contents of our course packaged in a quarter in your personal life (now and in the future)? If yes, how? If no, why?

The Other Side of Miss Saigon (starting p. 223 in Prasso, 2005)

3. Do you think people's (particularly Westerners') image of Asian women would change or remain the same if stories like Miss Hoa's were well known? Will stories like hers dispel

myth about the Asians? Or, will they create and reinforce different stereotypes? How will the stories benefit or harm Asians?

4. What are the similarities and/or differences in Miss Hoa's true life-story and *Miss Saigon/Madame Butterfly*'s character? Summarize within 4-6 sentences.
 - a. If you have the privilege to write about a real *Miss Saigon*, what part of Miss Hoa's life would you publish (e.g., turn into a book, a film, or performance of some sort)? Would you turn her life story into fiction, nonfiction, or a combination of both? Why? What agendas and assumptions do you have in your work?
 - b. What part of Miss Hoa's life do you find most interesting? How do those aspects contradict the Westernized stereotype of Asian women? How do the aspects you mentioned similar to and/or different from any of the heterosexual romantic relationship in your culture?
5. (*List in number format*). Specify 10 rules for women that girls grow up learning in your culture. The rules are the *shoulds* and *should nots* that guide the women's behavior. Particularly, focus on speech and nonverbal communication (e.g., the ways to maintain and use some sort of nonverbal cues, such as eye contact, posture, volume, etc.).
 - a. Then, compare and contrast the rules to the *Chapp Srey* mentioned in the book chapter. Are there similarities and/or differences? How?
 - b. What do you suspect to cause the similarities? What do you suspect to cause the differences? Are there specific values and logical, well-thought out reasons for the rules? Discuss and explain your standpoint.

Glamour of the Skies, Sorority of Service (starting p. 241 in Prasso, 2005)

6. React to the last paragraph of the chapter. Do you find the paragraph significant? Did it puzzle you? Upset you? Surprise you? Enlighten you? What did you react to? What do you think about the women? The women themselves? Their work and living conditions, and other pertinent aspects of their lives?
 - a. How is the description in the paragraph similar to and/or different from the experiences of women in the service industry in your own community and/or in the U.S.? Give at least 2 examples to support your illustration.
 - b. Do you think that you contribute to, whether directly or indirectly by the most remote chance, the women's life in the service industry in your own community and/or in the U.S.?

- i. If you state that you contribute to their conditions, tell me what you do (i.e., how do you contribute to their conditions)? Do you think that you can make a difference? If yes, how? If no, why?
 - ii. If state that you do not contribute to their conditions, explain to me why. And, who are the people you have heard of contributing to the situation? What did they do? Do you think that they could have acted differently? How?
- 7. *This item requires you to refer to the current and also previous chapters in Prasso (2005).* Consider the roles played by women in contributing to the growth of their society in the Southeast Asian locations that Prasso discussed. Highlight 4-6 etic aspects of the roles of women in Southeast Asia.
 - a. Compare those etic aspects in the Southeast Asian cultures to your own culture. How are they similar? What do those similarities suggest about intercultural interaction between Westerners and Asians?
- 8. Airlines in various parts of the world are known to still have weight and appearance requirements for their flight attendants. How would you consider these practices, given the fact that they may be similar to the ways industries might hire models or actors? Explain your answer. How are these practices associated with those in other workplace, such as educational institutions, law firms, news organizations, and the like?

Your name: _____

Questions for Fishbowl Discussion #4

Screwing, Getting Screwed, and Getting Ahead (starting p. 262 in Prasso, 2005)

1. Explain how Asian mystique plays a role in the prevalence of prostitution in the Philippines. What are the consequences of the mystique on human lives in the Philippines and globally? Consider the ethical dimensions of the issue, such as who benefits and who gets hurts and how.
2. React to the life choices made by Cherry and Belinda as prostitute. Do their choices puzzle you? Surprise you? Are their choices ethical? Why and why not?
 - a. How are Cherry's and Belinda's choices related to the statistics and facts in the country (e.g., growth rate, religions, literacy rate, globalization, etc.) that Prasso discussed? Show me your understanding of the chapter contents and Prasso's arguments. If they are not related, state so and explain your response.
 - b. Based on your discussion above, assess if Western imperialism is justifiable (e.g., ethically, politically, economically, etc.). Discuss the impacts of Western imperialism and colonialism. Critique if Western cultural values (e.g., *freedom*, *individualism*, *human agency*, *human rights*, etc.) can be used to improve the life conditions of people who live in countries where Westerners think are not adequate.

Who's Playing Whom (starting p. 296 in Prasso, 2005)

3. Based on Prasso's discussion, tell me your standpoint: Who is actually playing whom? Who is the one being played? Who is the one knowing and manipulating strategies in the game? Debate and discuss. Cite 2 main ideas from the book chapter. State exactly where it come from by page and paragraph so that I can check your work and our class can easily turn to it during the discussion.

China Doll, Dragon Lady (starting p. 334 in Prasso, 2005)

4. Discuss 2 main ideas that seems especially significant to you for some reason. State exactly where it came from by page and paragraph so that our class can easily turn to it during the seminar. Discuss why you found the lines significant. Did it puzzle you? Surprise you? Enlighten you? What did you react to?

Power Women (starting p. 363 in Prasso, 2005)

5. The power women mentioned in the chapter did not necessarily cite feminism as the reason that they fought and rose. Tell me your understanding of feminism. Are you a

feminist? How are the actions of the women similar to or different from the U.S. women? Women whom you know? Women from your community?

Epilogue: Demand Creates Supply (starting p. 389 in Prasso, 2005)

6. React to Prasso's last paragraph in the chapter.

We are avid consumers, literally buying it as well as buying into it. So, to stretch the metaphor, *caveat emptor*. Beware. Be aware. Without awareness we risk continued vulnerability to the dangers of seeing through its distorted prisms. We miscalculate, we underestimate, we misjudge, we stereotype, we foster subconscious racism, and we misunderstand. Our relations and relationships—both business and personal—feel the impact. We slight others, and we slight ourselves. The true price of indulging this consumerism, of keeping up the demand, and of maintaining the Asian Mystique is far higher than we know.

- a. Tell me what you think about the paragraph. Do you (dis)agree? How? Why? Did you think that her discussed implications are true to you? True to people in your community? How?
- b. How do you find her argument connect to what is taught in COMM 425? What are the valuable points you take away from the book? From the course in general and in specific?