CMN 103: Intercultural Communication (Winter 2015)

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Course Description and Objectives

This course explores relationships among communication, intercultural cohesion, and intercultural conflict. We will consider the important role of context (social, cultural, and historical) in intercultural interactions across a variety of cultural groups (e.g., different nationalities, ethnicities, gender, sexualities, classes, and subcultures). Questions about cultural experience and meaning will primarily be located in everyday life, although we will connect the everyday to broader social, political, and economic issues. This course should facilitate greater understanding of the nuances of intercultural communication, enhancing self-reflection, flexibility, and sensitivity.

After completing this course, you will be able to:

1. Define intercultural communication
2. Differentiate among the social, economic, and political contexts that help and hinder intercultural communication
3. Explain the ethical and social justice features of varying intercultural communication contexts
4. Compare and contrast intercultural communication representations in popular culture texts.
5. List different features of one’s identity that shapes and frames intercultural communication.

Required Texts

All course readings are available on-line. Download (and print) the files.

Course Assignments

Class Participation 20% ____ (pts.) X .20 = ______
Intercultural Context Presentation 10% ____ (pts.) X .10 = ______
Reading and Media Quizzes 20% ____ (pts.) X .20 = ______
Mid-Term Paper (4-6 pages) 25% ____ (pts.) X .25 = ______
Final Paper (4-6 pages) 25% ____ (pts.) X .25 = ______

Final Grade= ______________
You are required to complete the reading assignments **before** you attend class. This will lead to more fruitful discussion.

**Weekly quizzes** will allow me to gauge how well you understand the arguments made in the readings and to make sure you have identified central plots, characters, and purposes in course media. Unlike your papers, presentations, and class discussion, where I am interested in your opinions about the issues and the strength of the writer's argument(s), the quizzes are designed for you to demonstrate your understanding of the course materials. Quizzes will cover assigned materials for that week only (i.e., you will not be quizzed on any course materials from a previous Unit). Quizzes will be made available at 5:30 PM on Monday night and will close at 5:30 PM on Tuesday evening, thus you must complete the on-line quiz in D2L by 5:30 PM each Tuesday. If you choose to take the quiz at the last minute and have technical problems or run out of time, I won't be able to do anything for you. You can take the quiz whenever you want within the 24-hour window but you can't login, take part of the quiz, logout, and log back in later to finish. Once you login the quiz begins and it runs until the time has expired. Make sure you take the quiz at a time when you won't be distracted by other things. In general, each quiz will feature 15 questions and you will have 17 minutes to take the quiz.

Please use the on-line discussion forum to ask questions about issues, concepts, terms, ideas, etc. that you do not understand in the reading. These discussion threads for the purposes of asking me questions prior to a quiz are open now. Specific threads close at 5:29 PM each Monday, immediately prior to the opening of the reading quiz. You are welcome to ask questions about course media as well, although all questions on the quizzes about media will simply seek to understand if you watched or listened to the media. If you watched and listened to assigned media free from other distractions, you should not miss any of these quiz questions.

**The Mid-Term Paper** is 4-6 double-spaced pages in length. This paper asks you to analyze an issue or concept that emerges for you based on your intellectual engagement with a course reading or set of readings from the first half of the class. While I want your paper to grow from a particular course reading, your approach to the topic should reflect your own theoretical interests. After completing the reading, you will seek out two different types of intercultural contexts that reflect the issue or concept (e.g., a current or historical political issue that is presented in a speech, a news report, or newspaper article; a film; an episode of a TV show; a National Public Radio story; etc.). The paper will show how the concept or issue is reflected in the two different examples you found through your research and/or if the examples show us some unique angle or new way to think about the concept or issue. You will also discuss how the issue or concept is addressed in similar and/or different ways when comparing the course reading with your outside sources. Finally, the paper will discuss why and how the issue or concept is important. Note: Make sure the issue or concept is grounded in intercultural communication, not just cultural communication and make sure your outside examples come from reputable (i.e., intellectually engaged and engaging) sources. Every major media outlet has a Web presence and there are multiple databases to which you have access via DePaul’s on-line database system. And, of course, there are plenty of non-Internet-based options. The point is that you should avoid Jane Doe’s Tumblr page.
Research Process:

1. Read the course material(s) and think about the issues or concepts that are most interesting for you.

2. Locate two different types of outside materials that deal with the same issues or concepts. Note: you can’t select two different types of media that deal with the exact same story (e.g., a TV news clip about a new law and a newspaper article about the same law); however, you can select two different types of stories from the same medium (e.g., two different TV shows that deal with the issue or concept from two different perspectives). Of course, you can select two different types of media that deal with two different subjects that you think connect to the issue/theory/concept from our course reading. **Neither outside source can be the same source that is presented for your intercultural context assignment.**

3. Write a paper that puts forth a thesis about the issue or concept and explicates that thesis. The thesis should advance a value claim about the issue or concept and explicitly address some similarities or differences among the course materials and the outside materials. Value claims explicitly address whether something is good/bad, right/wrong, moral/immoral, beautiful/ugly (aesthetics), or just/unjust. Some intercultural issues can be a little of both (sometimes right and sometimes wrong, for example) but value claims move beyond stating whether something is or whether something isn’t, which is a claim of fact.

4. Make sure your paper (A) summarizes the issue or concept in the context of a review of course literature, (B) summarizes each outside source and explicitly addresses the ways that the sources deal with the issues or concepts, and (C) explicitly explores which of the materials allows for the best understanding of the issue or concept (course, outside material 1, or outside material 2). Comparing and contrasting the analysis in each source is necessary in this section. Finally, (D) include an explicit discussion of the reasons why the issue or concept is important.

All papers must be typed, paginated, and double-spaced throughout the entire essay. Use a consistent style (e.g., Chicago, MLA, or APA), one-inch margins, and 12-point font. See the course rubric for a description of my grading policies and expectations as well as further details about written assignments. **See the course schedule for due date/time.** (Submit a .doc, .docx, or .rtf file only via the D2L dropbox. I will not accept any other file types.)

Contact or visit the Writing Center for assistance with your writing: wcenter@depaul.edu; or Lincoln Park at 773-325-4272 and The Loop at 312-362-6726.

**For the Final Paper** you are asked to select three readings from the quarter from three different sections (one reading per section and three readings in total) and discuss the ways in which these three readings have facilitated your increased understanding of intercultural communication. (By sections I’m referring to Narratives about Intercultural Life, Communication and Age, etc.) Your essay should be 4-6 double-spaced pages in length. **You cannot write about the essay that provided the foundation for your Mid-Term Paper.**

This assignment is designed for you to write about relationships between specific intercultural concepts and intercultural communication more generally. I want to understand how the parts helped you learn about the whole. There are a number of ways to do this, but the following should be part of
everyone's analysis: (1) a description of the concepts/issues and some discussion of how those concepts/issues appear in course materials (this would be a pseudo-literature review: Shorris says, X; Lull says Y), (2) a discussion of how the concepts/issues can be viewed/understood/better appreciated/problematized through the lens of communication (i.e., how the concepts/issues come together to help you make sense of intercultural communication), and (3) a discussion of why the concepts/issues are important (and why your analysis of the concepts/issues matters).

For some folks it helps to do all of this in the context of some extended exemplar (e.g., to use popular music as a case study to discuss questions of race, gender, and age; to use education as a starting point to discuss power and privilege in society; or to use some of the dialectics to frame readings from three different sections). Other folks may decide to focus on the concepts themselves (finding a way to connect the concepts with transitional sentences and constantly linking the concepts back to the broader study of intercultural communication). You should choose an approach that allows you to write through the issues in the most methodical fashion; however, make sure you don't lose sight of the goal: to show how you understand intercultural communication vis-à-vis specific intercultural texts. For example, you shouldn’t turn in a discussion of popular music and why we need less censorship, or a paper that compares and contrasts a public education with a private education, losing track of the purpose of the paper: to describe how you understand intercultural communication. To that end, it is a good idea to stay within the course rather than bringing in a host of outside examples. The purpose of this paper is to demonstrate how well you understand intercultural communication, not the nightly news or “The OC.”

This paper truly is a final in that I want to get some sense of how you understand intercultural communication after studying this form of communication for 10 weeks. I will grade your papers based on your ability to make clear claims, ground those claims well, write clearly, provide some insights that move beyond the obvious, and identify why your analysis is important/unique. Additionally, I expect that you have read the grading criteria rubric.

All papers must be typed, paginated, and double-spaced throughout the entire essay. Use a consistent style (e.g., Chicago, MLA, or APA), one-inch margins, and 12-point font. See the course schedule for due date and time. (Submit a .doc, .docx, or .rtf file only via the D2L dropbox. I will not accept any other file types.) If you want detailed line edits and detailed comments, please contact me about submission requirements.

Contact or visit the Writing Center for assistance with your writing: wcenter@depaul.edu; or Lincoln Park at 773-325-4272 and The Loop at 312-362-6726.

The Intercultural Context assignment is designed to offer material examples of intercultural practices and artifacts, allowing us to make connections between the realm of theory and our everyday lives. Each class member will share one (1) cultural artifact (song, clip from a film or TV show, excerpt from a newspaper, comic, documentary sound recording, piece of clothing, etc.) through a Screencast-O-Matic presentation. Your presentation should explicitly address why and how the artifact connects to intercultural communication. The presentation shouldn’t take more than 2-3 minutes. Your artifact can connect directly to a course reading or you can share something that reflects an intercultural context that is not covered in class.
Process:

(1) Find an artifact that you consider interesting and relates to intercultural communication.

(2) If that artifact already exists in digital form, decide how you will share it with us (i.e., Can you incorporate the artifact directly into your SOM? Or Do you need to share another link with us in addition to your SOM, such as a YouTube link or a Soundcloud link or a link to a news story?).

(3) Create your SOM and post it to the assignment’s discussion thread. If you can talk under the artifact, you can do that. Or you can record video of yourself talking and then post a separate link to your artifact. In short, we need to hear your explanation and we need to see/hear the artifact.

Your artifact cannot be used in your Mid-Term Paper (i.e., if you are writing about a film in your Mid-Term, you would not show a clip from that film for your intercultural context presentation). See the course schedule for due date/time.

Active Participation is expected and required. Participation grades are factored by considering three different types of contributions to on-line discussion boards.

First, each class member will serve as a discussion leader one time during the quarter. The discussion leader will provide detailed responses to the week’s discussion questions. A grading rubric is provided below and is listed separately on our course site, but these posts should reflect a deep engagement with course materials through a developed response to the discussion questions. On average, discussion leader postings should be roughly one single-spaced page in length. Discussion leaders are encouraged to engage classmates’ responses to your post but this is not required. You should preview the course topics below and sign up for a Unit that you will lead. Depending on our total enrollment, each week will have two or three discussion leaders. Please note that completing the quiz triggers the opening of the discussion board.

Sign up at the following link to lead a discussion:

https://docs.google.com/spreadsheet/ccc?key=0Aq49hLj0mNMgdGhPnjF6OHdBSHpkUWFiXRKSXIwcHc&usp=sharing#gid=0

Second, each class member will respond each week to the issues raised in the discussion leaders’ responses. Again, the grading rubric provides details about discussion assessment, but I will add that I do not expect class members to respond to every answer provided by the discussion leaders. Instead, you should respond to the issues raised in the discussion leaders’ posts that you find to be most important. Of course, I don’t want to limit how you respond, so if you want to make connections between a specific issues/topic/idea raised in the discussion leader’s post and connect those issues/topics/ideas to previous Units, to something happening in public discourse, make connections between different leaders’ posts, etc., that is great. With that said, your responses must show some engagement with course content and should not repeat what was already posted in the thread (i.e., I should get some sense from your post that you have read the discussion leaders’ posts and have engaged the course materials assigned that week).

Third, participation grades are factored by considering your contributions to a range of other interactive course features: posting your introductory Screencast-O-Matic (SOM) during Unit 1, asking questions prior to quizzes about passages in course readings that don’t make sense to you or that you
would like clarified in some way, or posting the in the “Share your stuff” threads about interesting current events that relate to some intercultural issue we have been reading about or discussing. Posting an introductory SOM is required but none of these other options are required. These types of posts will not replace the first or second type of participation grade previously discussed, but instead can serve to help flesh out a more nuanced and holistic form of participation that would certainly add to all of our learning and thus be considered favorably when assessing a specific week’s participation.

I ask you to consider participation in face-to-face classes and consider how those types of participation can transfer to our on-line class environment. I would not expect that you will respond to every single classmate’s post or SOM (or even a great majority) just as you would not respond to every comment made during a large or small group discussion in a face-to-face class, but I believe that class discussion is an important feature of learning from, with, and about one another. All discussion boards open and close the same day and time every week. The only differences will be participation opportunities surrounding our SOM assignments. See the syllabus and D2L schedule for more details.

Comments will be posted in your gradebook to narrate your participation grade during the first two to three weeks of the class. Grades will be guided by the rubric (see below). After the first few narrated comments, I will only assign a letter grade. Use those early narrative comments and the grading rubric to contextualize your participation grades. Additionally, I might email you at various points during the term with some updates about the quality of your participation to provide some sense of where your participation grade would be if you remained at the same level and quantity of participation. Please note that discussion boards turn on and off to help foster timely discussion and debate and to discourage posting that would be the textual equivalent of talking without listening. With that said, I hope that you will make connections across readings. If a previous discussion question continues to resonate for you, or a post from a colleague during a previous Unit seems to connect to something in a current Unit, please discuss the issue(s). From this standpoint, the on-line discussion board is not different than discussions you have in face-to-face classroom environments in that previous course materials continue to inform current class discussions.

Each participation week is weighted the same toward your total participation grade. I understand that the week you serve as Discussion Leader will require more work given the expected length of your post; however, you only lead the discussion one time, whereas you are expected to respond every week you do not lead. This means that your responses during the non-Leadership weeks will be much longer by the time the course is complete.

Here is a breakdown of quality assessment for discussion leader posts and responses:

**A** level participation will do the following:

(1) Expand the applications of the theories/constructs. Show how the theories and/or concepts in an essay (or multiple essays) can be applied to aspects of culture that the author neglected. However, your posts should do more than replace the author’s examples with your own (that’s called cookie cutting and it’s not very critical or creative). You should bring something to the table, so to speak, that allows us to examine the theories/constructs from a different angle.

(2) Expand the theories/constructs themselves. To do this well, you will need to explain what the author(s) theories/constructs left out. This approach should not function as an attack against the theorist (which is not very interesting) but should show the reader how you’re stretching the theorist’s
ideas (which is very interesting). In order to do this effectively, you need to provide evidence that shows why the author is wrong (or maybe just wrong in some cases) and your position is right. “Because I say so,” is not going to put you in the “A” range. See the syllabus addendum about writing more generally, including grounding claims properly.

(3) Show that you have critically engaged the course media and considered how these media converge with and/or diverge from issues discussed in course readings.

A posts will also serve as excellent creative interventions into the discussion, addressing a topic and/or providing examples that allow the reader to think about the theories/constructs/arguments in a new way.

A response posts will do more than “post and run” but instead show that you have paid attention to the tone of the conversation prior to your post so you do not simply repeat what has already been posted. Your post will help expand the conversation. Additionally, responding directly to other posts in a specific discussion thread demonstrates a commitment to our collective learning that would more generally distinguish an “A” post from other graded contributions.

Finally, asking questions prior to a reading quiz is another way to use the discussion board in a fashion that enhances the overall learning experience of all class participants. Similarly, posting something to the “Share Your Stuff” threads demonstrates a spirit of learning and curiosity that is considered when distinguishing between “A” participation contributions and other contributions for a given week.

B posts will come close to doing the above, but will fail to either give strong examples consistently, or to argue as clearly about the issues. These posts will serve as creative interventions into the discussion but at times will not introduce the reader to new ways of thinking about the theories/constructs/arguments. Similarly, “B” responses either do not engage other posts with as much depth or sophistication and/or are less developed.

C posts will demonstrate that you have read and tried to engage the material. These papers will feature either more summary than creative argument, rely too heavily on personal experience, or focus on less creative interventions into the discussion. These papers might also be more difficult to read because of problems with clarity, grammatical errors, and/or spelling errors. Similarly, “C” responses engage other posts with an average degree of depth or sophistication.

D and F show a lack of any real engagement with the material (as in trying to use the ideas in the reading without really thinking about them), will basically summarize the article only, rely solely on personal experience (writing an autobiography), or have so many problems with clarity, grammar, and/or spelling that the post is nearly impossible to decipher. Moreover, these posts lack sophistication and clearly show that engaging previously posted ideas is not a priority. I should note that past experiences show that repeated posts at the last minute often fall into this category. In other words, a student is seeking to avoid a 0 but really hasn’t spent much time engaging course content or the issues being addressed in that content.
Course Policies

All assignments are due on assigned days. There will be **NO MAKE UPS**. Documented illnesses or documented legal emergencies are the only exception to this policy. If you experience some type of illness or emergency that inhibits your ability to complete any graded coursework, and that situation can be documented, contact me to make arrangements that will facilitate the make up. Note: Although this is an asynchronous on-line class, this class follows the same policies that I would use in a two-day per week face-to-face course. Legal, medical, or official university documentation can be used to make up two missing assignments only (e.g., if you are sick and miss a quiz one week and that same week or later in the term miss another quiz, or can’t post to the discussion board, those would be the only two materials you can make up). If you need to make up more than two documented assignments because of a personal or family illness or emergency, you should meet with the Dean of Students office to discuss withdrawal options.

If you experience some type of technological problem with D2L when submitting course materials, you must (A) send me an email explaining the problem and include your paper or project as an attachment as evidence that the assignment was completed on time and (B) you must report the problem to the TSC (either by emailing them at TSC@depaul.edu and cc'ing me or calling them/placing a self-service ticket through Campus Connect and sending me the case number you receive). A problem with D2L is the only time I will accept an assignment via email and that assignment must be received by the due date and time listed in the course syllabus. Any materials submitted after the due date/time will not be accepted even if you have a problem with D2L or other technological issues. Once again, plan for technological problems rather than waiting until the last minute to submit your materials.

Students with disabilities must be registered with the Center for Students with Disabilities (CSD) office for me to work through assignment options that can best facilitate your learning. Please note that you might need to turn on your CSD profile in Campus Connect for your CSD coursework plan to show up in my Campus Connect. If you don’t know how to do this, please contact CSD right away: #370, Student Center, LPC or call (773) 325-1677.

**Extra Credit:** There will be 3 options for extra credit this term. In each instance the amount of possible extra credit points will be clearly demarcated and points will be added to the specific unit’s participation grade. Your first extra credit option is right now. Email me by Monday, January 12, 2015 at 11:00 PM and tell me: (A) when quizzes open and close and (B) the course policy on late work. I will assign up to 5 points extra credit points toward your Unit 1 participation grade.

The second extra credit option will happen when we do the Intercultural Context Presentations. The third extra credit option is to post one outside source of some kind that links issues raised in a specific unit to the world of work. That is, how do the issues we are dealing with in that specific unit connect to some kind of job, something happening in industry, some changes in employment, etc.? You will need to email me to let me know that your post during that specific unit is your extra credit work and then I will apply the extra credit (up to 5 points) to that specific unit’s participation grade.

**Academic Integrity**

I have often found that plagiarism becomes tempting if students are feeling pressured. Remember, when in doubt quote. If you are quoting somebody directly then you need to list the information within
quotation marks and cite a page number. If you are paraphrasing then you need to cite the person and a page number. Never copy and paste entire documents into your paper and do not quote others to the point where your ideas become indistinguishable from your source's ideas. There is no reason to plagiarize given the resources available to you (e.g., opportunities to meet with me; coaches in the writing center; my handout on writing for the class; and DePaul’s policy on academic integrity, which can be found at http://studentaffairs.depaul.edu/). If you do plagiarize, you will automatically receive a grade of “F” in this class. Moreover, the Academic Affairs office will be contacted. Additionally, please note that posting comments about course media that you have not viewed or listened to is also a form of academic dishonesty: fabrication. Don’t post about course media if you have not engaged that media.

**Grade Scale:** 93-100 A, 90-92 A-, 88-89 B+, 83-87 B, 80-82 B-, 78-79 C+, 73-77 C, 70-72 C-, 60-69 D, 0-59 F

You must make sure your preferred email address listed in Campus Connect is correct and make sure emails from me will pass through any spam blockers. I will only send email to you from dmakagon@depaul.edu.
Tentative Course Schedule

January 5-9        Unit 1: Course Introduction

Review course syllabus, assignments, and videos that set up the course

Course Introduction Video due by January 9, 2015 at 11:00 PM

(I encourage you to start watching the Road Scholar film that will be on our Unit 2 quiz.)

January 12-16    Unit 2: Introduction to Intercultural Communication

Required Reading: Judith Martin, Thomas Nakayma, and Lisa Flores, "A Dialectical Approach to Intercultural Communication"

Required Viewing: Road Scholar documentary film

Quiz opens Monday, January 12 at 5:30 PM
Quiz closes Tuesday, January 13 at 5:30 PM

Discussion leader post due by Tuesday, January 13 at 11:00 PM
Discussion response due by Friday, January 16 at 5:30 PM

January 19-23    Unit 3: Narratives about Sexuality and Identity

Required Readings: Jacqueline Taylor, "Performing Commitment"

Eduardo Santiago, "The Night Rodney King Kissed Me"

Required Listening: Mary Gould and Daniel Makagon, “Leatherman”

Quiz opens Monday, January 19 at 5:30 PM
Quiz closes Tuesday, January 20 at 5:30 PM

Discussion leader post due by Tuesday, January 20 at 11:00 PM
Discussion response due by Friday, January 23 at 5:30 PM
January 26-30  Unit 4: Communication and Age

Required Reading: Eric Klinenberg, "Dying Alone"

James Lull, "On the Communicative Properties of Music"

Required Listening: Daniel Makagon, “Bass/Super(sonic) Structure”

Quiz opens Monday, January 26 at 5:30 PM
Quiz closes Tuesday, January 27 at 5:30 PM
Discussion leader post due by Tuesday, January 27 at 11:00 PM
Discussion response due by Friday, January 30 at 5:30 PM

February 2-6  Unit 5: Immigration, Integration, and Conflict

Required Reading: Dwight Conquergood, "Life in Big Red: Struggles and Accommodations in a Chicago Polyethnic Tenement" (PDF is in 2 parts)

Quiz opens Monday, February 2 at 5:30 PM
Quiz closes Tuesday, February 3 at 5:30 PM
Discussion leader post due by Tuesday, February 3 at 11:00 PM
Discussion response due by Friday, February 6 at 5:30 PM

Intercultural context presentations due Friday, February 6 by 11:00 PM

February 9-13  Unit 6: Immigration, Integration, and Conflict (cont.)

Required Reading: Fernaanda Eberstadt, "A Frenchman or a Jew?"

Elaine Sciolino, "France Envisions a Citizenry of Model Muslims"

Manthia Diawara, "The Pretender"

Quiz opens Monday, February 9 at 5:30 PM
Quiz closes Tuesday, February 10 at 5:30 PM
Discussion leader post due by Tuesday, February 10 at 11:00 PM
Discussion response due by Friday, February 13 at 5:30 PM

Mid-Term Paper due by Friday, February 13 at 11:00 PM
February 16-20  Unit 7: Race, Class, and Gender in America

Required Reading: Lisa Jones, "Is Biracial Enough? (or, What's This About a Multiracial Category on the Census?: A Conversation)"

Quiz opens Monday, February 16 at 5:30 PM
Quiz closes Tuesday, February 17 at 5:30 PM
Discussion leader post due by Tuesday, February 17 at 11:00 PM
Discussion response due by Friday, February 20 at 5:30 PM

February 23-27  Unit 8: Race, Class, and Gender in America (cont.)

Required Reading: Earl Shorris, "On Education: As a Weapon in the Hands of the Restless Poor"
Laurel Sutton, “Bitches and Skankly Hobags: The Place of Women in Contemporary Slang"

Quiz opens Monday, February 23 at 5:30 PM
Quiz closes Tuesday, February 24 at 5:30 PM
Discussion leader post due by Tuesday, February 24 at 11:00 PM
Discussion response due by Friday, February 27 at 5:30 PM

March 2-6  Unit 9: Popular Culture as Intercultural Communication

Required Reading: Gilbert Rodman, "Race . . . and Other Four Letter Words: Eminem and the Cultural Politics of Authenticity"
Eileen Luhr, "Metal Missionaries to the Nation: Christian Heavy Metal Music, 'Family Values,' and Youth Culture, 1984-1994"

Quiz opens Monday, March 2 at 5:30 PM
Quiz closes Tuesday, March 3 at 5:30 PM
Discussion leader post due by Tuesday, March 3 at 11:00 PM
Discussion response due by Friday, March 6 at 5:30 PM
March 9-13  Unit 10: Popular Culture as Intercultural Communication (cont.)

Required Reading:  "Pro Vs. Pro: Vietnam Feature for gamepro.com"

Isabel Molina Guzman and Angharad Valdivia, “Brain, Brow, and Booty: Latina Iconicity in U.S. Popular Culture”

Quiz opens Monday, March 9 at 5:30 PM
Quiz closes Tuesday, March 10 at 5:30 PM
Discussion leader post due by Tuesday, March 10 at 11:00 PM
Discussion response due by Friday, March 13 at 5:30 PM

March 16  Final Papers due by 11:00 PM via D2L Dropbox