Course description/rationale
It can be difficult to establish the values and norms of different societies and it’s often equally hard to define those of our own cultures. Values may become clearest during intercultural encounters when we cross a line: breaking taboos can both reveal and sharpen our sense of what is important to a society. At the same time, transgression can cause conflict between groups, so there’s a tension between the productive and destructive possibilities of taboo-breaking.

In this interdisciplinary course, we’ll apply theories of cross-cultural management to literature, film, and current affairs to see to what extent we can predict conflict and develop strategies to prepare for intercultural encounters. We’ll consider how we identify cultural differences, not only between nations but also between regions, sub-groups and categories of diversity. Ultimately, we’ll investigate how we can walk the tightrope of taboo and transgression to maintain constructive intercultural experiences.

As this is a senior-level course, you can expect plenty of in-class discussion and more reading than in many of your courses to date. We will discuss reading techniques in class to help you.

This course should be useful if you hope to study, work or live in another culture, or want to develop the openness to diversity that we all need in our global village. I hope the subject motivates, intrigues, and challenges you as much as it does me.

Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

Course information
Course code: INST-480-02
# credits: 5
Location: PIGT 109
Class times: TTh 3:45–5:50
First session: T, Jan 8
Last session: T, Mar 19

Instructor information
*Instructor: David A Green, PhD
*Phone: (206) 296-5386
*Email: greend@seattleu.edu
*Office: HUNT 124
*Office hours: Th 11:30–1:30
Please phone or email to arrange appointments outside office hours.

I will check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. Generally, emails received before 3 p.m. will receive a response before I finish work for the day, and emails received after 3 p.m. will receive a response on the following business day. Business days are Monday–Friday, except for holidays.
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Learning outcomes

On successful completion of this course (i.e. by passing the course), you will be able to:
1. Identify some of your own cultural norms and taboos
2. Apply cross-cultural management concepts to a variety of settings
3. Use data to help predict situations and likely cultural responses
4. Evaluate the validity and usefulness of cultural theories in a range of settings
5. Express yourself clearly and succinctly in formal language for specific purposes
6. Generate ideas on how you can prepare yourself for future intercultural encounters

Core Curriculum learning objectives

[Would go here if this were a Core course.]

Instructional methods

Education research shows that your learning is greatest when you are actively involved in making sense of new concepts (“constructing knowledge”) and when you do this in social settings. This model is technically called “social constructivism.” We will use this model throughout the course, so you can expect to
- be engaged in plenty of classroom activities to build on the readings you have done for each class
- work in small groups during class and for those groups to change on a regular basis
- ask your instructor for clarifications, rather than expecting lectures.

If you find that you haven’t managed to complete a reading before class, you will likely find that particular class frustrating, since we will build on and apply the readings each time (including trouble-shooting the issues you found most perplexing), but class will not involve regurgitating the content of the readings. I hope you find this an engaging and enjoyable approach to learning.

Evaluation: overview of assignments

Each written assignments in this course is worth 5% more than its predecessor. This allows you to build up your confidence with new and complex material. All grades are given using grading rubrics which you will receive when

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>RELEVANT LEARNING OUTCOMES</th>
<th>RELATIVE VALUE</th>
<th>DUE DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Patch 1: Taboo and transgression in film</td>
<td>1, 5</td>
<td>15%</td>
<td>Th, Jan 17</td>
</tr>
<tr>
<td>2. Patch 2: Hierarchy and social groups in short fiction</td>
<td>2, 3, 4, 5</td>
<td>20%</td>
<td>Th, Feb 7</td>
</tr>
<tr>
<td>3. Patch 3: Gender roles and ambiguity in short fiction</td>
<td>2, 3, 4, 5</td>
<td>25%</td>
<td>Th, Feb 26</td>
</tr>
<tr>
<td>4. Take-home exam: Final reflexive paper</td>
<td>1, 2, 3, 5, 6</td>
<td>30%</td>
<td>T, Mar 19</td>
</tr>
<tr>
<td>5. Constructive contribution in class</td>
<td>5, 1, 2, 3, 4</td>
<td>10%</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
LEARNING JOURNAL

Keeping a "learning journal" throughout the quarter will help you fulfill the requirements of the final Reflexive Paper assignment more easily. This is a useful way of putting your thoughts into words, and recording how your ideas change over time. You will hand in your journal at regular intervals so that I can read it while you are working in your peer groups (see the schedule for details). In your journal, record your thoughts on such things as:

- readings for the course
- in-class discussions
- conversations with friends both during and outside of class
- films you have watched
- novels you have read
- news stories that relate to the content of the course

Required readings and materials

BOOKS:

ARTICLES (ALL AVAILABLE ELECTRONICALLY FROM SU LIBRARY):

Recommended resources for additional exploration

Further resources will be recommended after relevant classes and are posted on the CMS.
Academic resources

My goal is to create a learning environment in which you can be incredibly successful. I will work hard to create and improve the learning environment throughout the quarter/semester based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity. Please take advantage of the academic support services available to you at the university. Even if you have had excellent study skills in the past, it is easy to slip into suboptimal habits and these services can help you excel in your studies.

LIBRARY AND LEARNING COMMONS
http://www.seattleu.edu/learningcommons/

WRITING CENTER
The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

LEARNING ASSISTANCE PROGRAMS
Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

RESEARCH SERVICES
Need help finding research? Save time by starting with your Research Services Librarians. We are eager to help you at any stage of the research process. Contact us if you need help brainstorming keywords, using our databases, finding articles and books or sorting through the information you find on the internet. Students can receive help in person, by chat, phone, or email, or by scheduling a research consultation.

MATH LAB
The Math Lab is a drop-in service available to students enrolled in lower division mathematics courses. Students can stop by the lab to work with a tutor who will assist them with their particular mathematics assignments.

ACADEMIC INTEGRITY TUTORIAL
https://www.seattleu.edu/academicintegrity/
General course and university policies

SUPPORT FOR STUDENTS WITH DISABILITIES
If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

CLASSROOM NORMS
During our first class session, we will jointly create classroom norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment. We will also revisit these norms regularly during the quarter/semester. Regular examples from previous years include that we agree to:
• Start and end on time
• Come to class prepared
• Participate actively in discussion
• Show one another courtesy, including when we disagree.

MISSED CLASSES
If you expect to be absent or to be late, please e-mail me beforehand (or as soon as possible). I will pass on your apologies to the group at the start of class.

If for any reason you do miss a class, be sure to obtain notes from one of your peers to catch up. If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during office hours to discuss. Remember to bring those notes with you so that we can work on your specific, focused questions.

CELL PHONES, LAPTOPS, AND RECORDING DEVICES
So that we can all stay focused and get the most from our time in class, all cell phones – including my own – must be turned off except by prior agreement. (For instance, if you’re the primary caregiver for someone, a relative or close friend of someone who’s critically ill in hospital, or an expectant birth partner, please let me know so that we can make a suitable arrangement.)

There will be a few opportunities during class to use your laptops and I will let you know when these occur. If you want to use a laptop, other mobile device, or recording device in class at any other time, you need to ask for permission in advance. There are very few instances where I will agree (such as an accommodation through Disability Services), and there are good reasons for this:
• Good note-taking skills are vital for you in your future careers: You can’t always rely on technology being available, can’t expect to be given prepared summaries or notes, nor can you afford the time to write everything long-hand. It’s important that when you graduate, you have some good note-taking techniques and can differentiate essential facts from background information during a discussion. We will also discuss this in class.

• Using laptops can be a distraction, both for other students and for the instructor. The temptation to attempt to “multi-task” using technology in class can also be enormous, but to do so would be extremely discourteous to the entire class, and would be a waste of your own learning opportunity.

• Recording devices can make individuals feel less free to express themselves and can therefore constrain discussion.

Please be respectful of other students’ time and commitment to their studies by not breaching this policy so that we don’t end up in the embarrassing position of having to ask you to leave the class. If your phone does accidentally go off, I expect you to turn it off immediately, and not to answer the call.

ACADEMIC POLICIES ON THE REGISTRAR WEBSITE
https://www.seattleu.edu/registrar/academics/performance/

Be sure that you understand the following university academic policies, posted on the Registrar’s website:
ACADEMIC INTEGRITY POLICY
ACADEMIC GRADING GRIEVANCE POLICY

Grading procedures and policies

ATTENDANCE AND PARTICIPATION EXPECTATIONS
Numerous research studies have shown that when students actively ask and answer questions, they take greater interest in the material, they clarify shared misconceptions, and they retain more information. I would like to see all of you actively participating in the learning process during discussion, interactive micro-lectures, and small-group work.

At a minimum, active participation requires regular and attentive class attendance. I will not take formal daily attendance, but if you are regularly absent or if you regularly appear to be inattentive in class, it will concern me so I will contact you. If attendance or attentiveness become a continuing problem, then please note: research studies indicate that this will negatively affect your grade.

Your participation in class will be graded using the following rubric. Halfway through the quarter, I will ask you to self-assess using this rubric and will then give you my own feedback so that you can improve further over the quarter.
### PARTICIPATION GRADING RUBRIC

<table>
<thead>
<tr>
<th>CRITERION:</th>
<th>POSITIVE ATTRIBUTES</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finds ways to connect own comments to the comments made by other students in class.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
<td></td>
</tr>
<tr>
<td>Answers questions in class posed by the professor or by other students OR offers helpful explanations when another student is confused.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
<td></td>
</tr>
<tr>
<td>Uses language that is appropriate for the classroom and is courteous towards other students and the professor.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
<td></td>
</tr>
<tr>
<td>Demonstrates that s/he is doing the reading through questions, answers and comments in class.</td>
<td>Frequently</td>
<td>Occasionally</td>
<td>Seldom</td>
<td>Almost never</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CRITERION:</th>
<th>NEGATIVE ATTRIBUTES</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Misses class.</td>
<td>Almost never</td>
<td>Seldom</td>
<td>Occasionally</td>
<td>Frequently</td>
<td></td>
</tr>
<tr>
<td>Shows up late to class.</td>
<td>Almost never</td>
<td>Seldom</td>
<td>Occasionally</td>
<td>Frequently</td>
<td></td>
</tr>
<tr>
<td>Exhibits disruptive behavior (e.g. interrupts others, falls asleep, dominates conversation, breaches to class-generated norms, etc.).</td>
<td>Almost never</td>
<td>Seldom</td>
<td>Occasionally</td>
<td>Frequently</td>
<td></td>
</tr>
</tbody>
</table>

### GRADING SCALE

- **A** 100–94 Superior
- **A−** 93–90
- **B+** 89–87
- **B** 86–83 Good
- **B−** 82–80
- **C+** 79–77
- **C** 76–73 Adequate
- **C−** 72–70
- **D+** 69–67
- **D** 66–63 Poor
- **D−** 62–60
- **F** 59 or less Failing

### SUBMITTING YOUR ASSIGNMENTS

All your assignments must be submitted to me in person at the beginning of class. If you are unable to do so (for instance, because you are sick), please email me your assignment BEFORE the beginning of class so that it is marked as being on time.

### FORMATTING YOUR ASSIGNMENTS

It is important that your work is clearly presented and easy to read. This will enable me to return your work more quickly. Equally, your efforts should be focused on the content, not the layout, so you must present your work as follows.
<table>
<thead>
<tr>
<th>HOW?</th>
<th>WHY?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word processed</td>
<td>When you graduate, you will be expected to have good IT skills, so it's important to practice for accuracy and speed. It's also much easier to read.</td>
</tr>
<tr>
<td>Font: 11 point Arial (for PC) or 11 point Helvetica (for Mac)</td>
<td>Sans serif fonts like Arial and Helvetica are easier to read than serif fonts (e.g. Times New Roman), particularly for people with visual impairment.</td>
</tr>
<tr>
<td>Left aligned</td>
<td>Left-aligned text is easier to read because the spaces between the words are equal. Justified text (where both margins squared) has uneven spaces that can cause problems, especially for people with visual impairment or with dyslexia.</td>
</tr>
<tr>
<td>Double spaced</td>
<td>This leaves room for people (including you) to add notes and make corrections.</td>
</tr>
<tr>
<td>Double-sided</td>
<td>This saves paper, so your environmental conscience is a little clearer. It also makes up for the fact that you’re double-spacing!</td>
</tr>
<tr>
<td>Black ink</td>
<td>Colored ink is expensive and wasteful. We’re also more interested in your ideas that your design flair.</td>
</tr>
<tr>
<td>Include a Word Count at the end of the assignment</td>
<td>So that your instructor can see how much you have written and so that you can gauge whether you are within 10% of the required word count.</td>
</tr>
</tbody>
</table>

**BIBLIOGRAPHY AND CITATION REQUIREMENTS**

All citations must follow the *APA Publication Manual* (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual’s citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

**ASSIGNMENT DEADLINES AND EXTENSIONS**

In this class, you are expected to conduct yourselves as professional, courteous, and well-organized individuals – this is what any organization will expect of you when you complete your degrees. Acting in this way helps give Seattle University graduates a reputation as excellent and reliable colleagues, and in turn it means that your degree is worth more in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is ALWAYS ON TIME.

Assignments must be submitted by the set deadlines and will typically be returned within 5 business days. It is essential that you plan ahead for all eventualities to ensure that none of your work is late. Check the session-by-session schedule at the end of this syllabus to see when assignment briefings will be given and when assignments are due. This enables you to plan now. Block out time in your calendar now so that you know exactly when you will be working on assignments for this course. Make sure you give yourself extra time just in case you run into difficulty with an assignment, have a computer problem, or feel unwell.
I have blocked out times in my own schedule specifically for grading your work so that I can return it to you quickly while the work is still fresh in your minds. Any late work will therefore receive a 0% grade.

If you are unable to complete course requirements because of extenuating circumstances, please notify the instructor on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor’s note, note from counselor).

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: https://www.seattleu.edu/registrar/Policies.aspx

**Student responsibilities for learning**

You can expect to devote an average of two hours outside of class to the subject matter (readings and preparation, as well as substantive assignments and participation exercises) for every hour in class. As this is a five-credit class, you can reasonably expect an average of 10 hours of homework each week. I have tried to ensure that the workload is evenly distributed throughout the course, but if you find you have less than the normal amount of work one week, I suggest you read ahead for future classes.

Please refer to other course policies on attendance, participation, missed classes, and assignment deadlines earlier in this syllabus.

---

**Detailed assignment descriptions**

[These would go here. In this example course, assignment briefings and rubrics are given out and discussed gradually during the quarter so as not to intimidate students at the start.]
Provisional schedule and readings

Abbreviations: C&O = *Cultures and Organizations*; AS = *Art of the Story*

<table>
<thead>
<tr>
<th>SESSION &amp; DATE</th>
<th>PREPARATION</th>
<th>ASSIGNMENTS</th>
<th>TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 T, Jan 8</td>
<td>Buy texts</td>
<td>–</td>
<td>Course overview</td>
</tr>
<tr>
<td>#2 Th, Jan 10</td>
<td>Read C&amp;O ch. 12</td>
<td>Learning journal</td>
<td>–</td>
</tr>
<tr>
<td>#3 T, Jan 15</td>
<td>Learning journal</td>
<td>–</td>
<td>[Patch 1 briefing from instructor]</td>
</tr>
<tr>
<td>#4 Th, Jan 17</td>
<td>Learning journal</td>
<td>Hand in Patch 1 to peer group/instructor</td>
<td>–</td>
</tr>
<tr>
<td>#5 T, Jan 22</td>
<td>Read peer group Patch 1 assignments; AS: Rushdie</td>
<td>Learning Journal</td>
<td>Discuss Patch 1 with peer group</td>
</tr>
<tr>
<td>#6 Th, Jan 24</td>
<td>Read C&amp;O ch. 3; AS Rushdie</td>
<td>Learning journal</td>
<td>–</td>
</tr>
<tr>
<td>#7 T, Jan 29</td>
<td>Read C&amp;O ch. 3; AS Bausch, Valenzuela</td>
<td>Learning journal</td>
<td>–</td>
</tr>
<tr>
<td>#8 Th, Jan 31</td>
<td>Read C&amp;O ch. 4; AS Atwood</td>
<td>Learning journal</td>
<td>Patch 2 briefing from instructor</td>
</tr>
<tr>
<td>#9 T, Feb 5</td>
<td>Read C&amp;O: ch. 4; AS Duong, Alvarez</td>
<td>Learning journal</td>
<td>–</td>
</tr>
<tr>
<td>#10 Th, Feb 7</td>
<td>Norton et al. (2006)</td>
<td>Learning journal</td>
<td>Hand in Patch 2 to peer group/instructor</td>
</tr>
<tr>
<td>#11 T, Feb 12</td>
<td>Read peer group Patch 2 assgts; C&amp;O ch. 5</td>
<td>Learning journal</td>
<td>Discuss Patch 2 with peer group</td>
</tr>
</tbody>
</table>

[schedule continues]