This course is designed as an in-depth examination of the concept of culture. In relation to this all-encompassing goal, you should expect to accomplish the following learning outcomes: understand the habits of thought and emotion and action and reaction that distinguish cultures from one another and that are the foundation of differing perceptions of “reality”; understand and appreciate how such cultural difference influences human communication; understand concepts that describe cross-cultural differences at the personal, intranational, and international levels; and develop analytical skills appropriate to the study of intercultural relations. To meet these expectations, a variety of learning methods will be used, including lecture, guided discussion, individual exploration of varied readings in many different disciplines and practice in abstract writing, as well as group field and library research and presentation. This course is designed to rely heavily on each student’s participation in his/her own learning. Needless-to-say, the level of class participation in discussion will depend upon each student’s involvement--thorough reading of assignments and regular attendance in class will be critical. The course is reading intensive (50-70 pages per week) and (to a lesser degree) writing intensive.

Textbooks:  Gannon, M. J., *Understanding Global Cultures*  
Hall, Edward T., *Beyond Culture*  
Other readings are available on the Blackboard site for this course

Course Requirements for Undergraduates & Grad Students* Total Possible Points
Mid Term Exam 200
Final Exam 200
Article Abstracts—undergrad students 200
Article Analyses—grad students* 200
Culturegram--Group Project (Written & Oral) 300
Class Participation 100**
**Must have perfect attendance to earn all points, as well as make meaningful contribution to class discussion.
*Graduate students will work together on their team project and should exemplify a higher level of sophistication in all their work

**Must have perfect attendance to earn all points, as well as make meaningful contribution to class discussion.

TOTAL 1000

International Studies Departmental Policy on Late Work
The acceptance of late projects and subsequent penalties is subject to the International Studies Department policy. If unable to submit assigned work on time due to medical or serious family circumstances, the student must contact the professor promptly via email, office visit or telephone and provide a description of the circumstances (faculty confirmation receipt reply required). The professor’s decision based on merits of request will be communicated to students via email.
If an extension has not been granted by the professor, late work is subject to the following penalties:
1) One letter grade (10 pts.) within the first 24-hour period.
2) An additional letter grade for the period after 24 hours late and prior to the end of the seventh day late.
3) After a total of seven days late (including weekends), the required assignment will not be accepted and a "0" will be assigned for that assignment.
University of St. Thomas: Policy on Disabilities: Any student with a disability requiring accommodations in this course is encouraged to contact me after class or during office hours. Additionally, students will need to contact Counseling and Disability Services in Crooker Center. This office can be reached at (713) 525-6953 or 3162.

University of St. Thomas: Policy on Academic Honesty:
Every offense against academic honesty seriously undermines the teaching-learning process for which the University exists, and such offenses will be dealt with expeditiously according to the following criteria.

Definition: Academic dishonesty includes but is not limited to:

1. Cheating on an examination or test, for example by copying from another’s paper or by using unauthorized materials before or during the test; or by divulging the contents of an exam to students who still must take the exam;
2. Plagiarism, which represents as one’s own work the work of another, whether published or not, without acknowledging the precise source;
3. Knowing participation in the academic dishonesty of another student even though one’s own work is not directly affected;
4. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

Penalty: The penalty for an incident of academic dishonesty is, at the discretion of the professor, either a mark of zero for the work in question or the grade of “F” for the course.

ASSIGNMENT EXPLANATIONS

UNDERGRADUATE STUDENTS: ARTICLE ABSTRACTS: This assignment for undergraduate students requires timely and effective reading of the materials for this course. Each set of readings focuses on one or several subtopics related to culture. The authors come from a variety of disciplines. You will be writing an abstract for each article. A detailed description on how to write an abstract taken from: http://info.emeraldinsight.com/authors/guides/abstracts.htm is available on Blackboard. You should follow this guide with one exception: I would like you to include a couple of sentences for each article that relates the reading to insights you have gain and how you think the information fits into the overall goals of the course.

GRADUATE STUDENTS: ARTICLE ANALYSES: This assignment for graduate students requires timely and effective reading of the materials for this course. Each set of readings focuses on one or several subtopics related to culture. The authors come from a variety of disciplines. For each set of readings, prepare an analysis including answers to the following questions: what disciplines are represented? what are the main ideas/concepts advanced? what are the conclusions? what specifically do these articles have in common? what new insights did you gain from your reading of the articles? is there anything addressed by the authors that you did not understand or for which you need more clarification? what questions would you pose to your colleagues to “flesh out” the ideas of these authors? Some generic question-stems include:
"What is the main idea of...?"
"What if...?"
"How does...affect...?"
"What is the meaning of...?"
"Why is...important?"
"What is a new example of...?"
"Explain why...."
"Explain how...."
"How does...relate to what I've learned before?"
"What conclusions can I draw about...?"
"What is the difference between ... and ...?"
"How are ... and ... similar?"
"How would I use ... to ...?"
"What are the strengths and weaknesses of...?"

Finally—provide some creative integration of the Gannon metaphors where applicable.

Formats and Due Dates For Both Levels of Students: Each abstract (undergraduate students) should include 150-250 words—single spaced—and including as much bibliographic information as found in the article. Each analysis set (graduate students) should comprise 3-5 pages (typed—double spaced, one inch margins, 12pt font). I will collect your abstracts/analyses at four times (as noted on the syllabus) during the semester. Each round of grading will comprise 50 pts (or 200 pts total). Note that an additional 100 pts is assigned to class participation—the analyses are designed to assist your success in achieving these points as well. I am certain, too, that these exercises will greatly enhance your preparation for exams. If you are absent on the day I collect assignments, you should send an electronic copy before class begins and provide a paper copy as soon as possible (see the forthcoming departmental statement on acceptance of late work.)

TEAM PROJECT: A Culturegram—Each student will be assigned to a team of approximately 5 students from this course to produce a research paper (culturegram) and in-class presentation on a given culture. Before you begin the project, read carefully the extended explanation of the requirements of this paper. Each team will be comprised of diverse individuals to allow members to experience the dynamics of working in a culturally varied task-oriented group. The culture you choose must be different from the cultures of the members of the team and must be approved by Dr. Pett-Conklin. Your paper will be based on both library and field research. The field research will take the form of observation and interviews of individuals from the culture you are studying. This paper must be at least 15 pages in length, typed, complete with source citations (APSA Style) and a bibliography. The team presentation of the highlights of the paper must be 30 minutes long, with 10 minutes for questions from the class. One grade will be given for the paper and presentation as a unit. All team members will receive the same grade for this assignment from the instructor; team members will be given the opportunity to assess each other.

THE CULTUREGRAM PROJECT
Developing Guides to Understanding Other People

A culturegram is a concise learning aid designed to clarify some of the more common, but often complex challenges of intercultural understanding and behavior. It can help one develop sensitivity toward others as well as encourage a two-way flow of communication by enabling people to share their
ideas and experiences across cultural boundaries.

Estimates are that there are more than 20,000 cultures in the world today. Obviously, the task of trying to devise methods to understand all of these cultures is a formidable one. No one can do it alone. One way to accomplish this task is to begin small and locally. If many individuals develop their own guides to understand particular cultures with which they have become familiar, these guides can be amassed into a general resource center to be shared with anyone interested in communicating across cultures. With persistence and the work of many contributors, most, if not all cultures can one day be presented in a culturegram.

The contribution that our class will make to accomplishing this task is to create guides/analyses of the cultures living in Houston. Houston is clearly the most cosmopolitan city in Texas, and is perhaps more diverse than any other city on the U.S. Gulf Coast. The team project that you must complete this semester consists of gathering information on one of Houston’s international cultures and organizing that information into a culturegram.

The creation of the culturegram will consist of the following steps:

Step I: **Go to a library** to find out which international groups live in Houston, and then find books and articles about the culture of the country you choose to work on. (This cultural group must NOT be represented on your team.) Use the check list on the following pages as a guide to the kind of information you should look for. You do not need to gather information on every point listed in the guide, but you should try to be as comprehensive as possible. Be sure that the bibliographic information you obtain is up to date (not more than 10-12 years old). Do not limit yourself to the UST library. Foreign consulates in Houston will be an additional source of information. In addition, there are numerous cultural organizations in Houston that deal with international affairs, and that may have information to share.

Step II: **Interview at least five people** from the country you have chosen. Be sure that you ask each person basically the same questions. To be consistent, write up a list of questions to be answered before your interview. Use the interviews to:

- >>gather information you were not able to obtain from library sources;
- >>validate information you obtained from library sources and other interviews.

You also might want to interview others, such as experts on the culture you are researching. **Be sure to take good notes during these interviews, and to use the interviews in your footnotes and bibliography.**

Step III is optional, but highly recommended: **Attend meetings, festivals, performances** involving members of the culture you are studying in order to observe how they interact with each other. Take notes on their interactions and relate them to the information you gathered in Steps I and II. Such activity simply gives you more information and makes your presentation more credible.

Step IV: **Organize the information you have gathered into a research paper** with internal referencing and a bibliography. Use the concepts that have been presented in class in your analysis/explanation of the culture you have chosen. **DO NOT** turn in a paper that is simply a sequence of individual writings. Your paper must have the continuity and consistency of a group effort. To be sure the paper is consistent, it is a good idea to choose one or two members of the team to be editors of the paper. **The final version of the paper must be approved by all members of the team, with their names listed next to their signatures on the cover sheet.**
Check List For Gathering Information For the Culturegram (List available on Blackboard.)

The following list may at first seem overwhelming, but remember that it is simply a guide to the type of information you should gather about the culture your team is researching. The goal of your project is for the team to come to an understanding of a culture different from your own. That understanding should extend to the covert or hidden culture that E.T. Hall discusses in his book *Beyond Culture*. Before arriving at that depth of understanding you need to gather information on the overt, visible manifestations of a culture such as the way the members greet each other, and the way students and teachers interact in a classroom. Once this information is gathered, you should analyze it to see what kind of pattern of communication/interaction you see within the culture. In other words, through analyzing the information you gather through reading and observing, you should be able to identify the hidden culture that drives the people you are studying.

### TENTATIVE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Reading Assignment (Best to read in order given.)</th>
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<tbody>
<tr>
<td>Wed, August 26</td>
<td>Introduction to the Class:</td>
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<tr>
<td>Reading Set 1</td>
<td>Initiating a Conceptual Overview—The Role of Perception</td>
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<td></td>
<td>Fisher: The Psychological Process: Perception &amp; Reasoning in <em>Mindsets</em></td>
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<td>Rosado: Cultural Relativism in a Multicultural World</td>
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<td>Bagish: Confessions of a Former Cultural Relativist</td>
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<td>Wed, Sept 02</td>
<td>Culture: The Invisible Framework for Patterns of Behavior</td>
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<td>Reading Set 2</td>
<td>Avruch, Kevin: Culture: Part I (From: <em>Culture &amp; Conflict Resolution</em>, 1998)</td>
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<td>Weaver: Contrasting and Comparing Cultures</td>
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<td></td>
<td>Tonnies: On Gemeinschaft and Gesellschaft</td>
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<td></td>
<td>Hills: Kluckhohn and Strodtbeck’s Values Orientation Theory</td>
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<td></td>
<td>Hofstede: Dimensionalizing Cultures: The Hofstede Model in Context</td>
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<td></td>
<td>Gannon: Preface &amp; Introduction</td>
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<td>Wed, Sept 09</td>
<td>Cultures Creating Mindsets: Identity</td>
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<tr>
<td>Reading Set 3</td>
<td>Jameson: Reconceptualizing Cultural Identity</td>
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<td>Fattah: Memo from Dubai</td>
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<td></td>
<td>Massey: A Global Sense of Place</td>
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<td></td>
<td>Gannon: Chapters 30 &amp; 31: Spanish/Portuguese Bullfight</td>
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<td></td>
<td>Abstracts/Analyses for Reading Sets 1-3 are Due</td>
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<tr>
<td>Wed, Sept 16</td>
<td>Intercultural Communication</td>
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<td>Reading Set 4</td>
<td>Singer: The Role of Culture &amp; Perception in Communication</td>
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<td>Ting-Toomey &amp; Chung: Chapter 7: What Are the Major Differences in Intercultural Verbal Styles?</td>
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<td>Mehrabian: Communication Without Words</td>
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<td></td>
<td>*A Risky Language: Actions Speak Louder than Words</td>
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<tr>
<td></td>
<td>Biever: Language may shape human thought</td>
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<td></td>
<td>Gannon: Chapter 12 Irish Conversations</td>
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</tbody>
</table>
**Reading Set 5**  
**Wed, Sept 23**  
**Culture: Thinking Styles & Education**  
- Ogbu: Understanding Cultural Diversity and Learning  
- Rogers and Wang: Cross-Cultural Issues in Online Learning  
- Nisbett & Masuda: Culture and Point of View  
- Sternberg: Cultural Explorations of Human Intelligence  
- Eakin: Writing as a Block for Asians  
- Benson: Intelligence Across Cultures  
- Gardner: Learning Chinese Style

**Wed, Sept 30**  
**Discussion on Hall’s Beyond Culture**  
(Hall’s book should be done as one longer abstract/analysis)  
**Reading Set 6**  
**Abstracts/Analyses for Reading Sets 4-6 are Due**

**Wed, Oct 07**  
**No Class—Prepare for Mid Term**

**Wed, Oct 14**  
**Mid Term Exam: all material covered up to this point.**

**Reading Set 7**  
**Wed, Oct 21**  
**Culture: Race, Gender, & Class**  
- Baron-Cohen: The Essential Difference: the male and female brain  
- Tannen, Deborah: Boys will be Boys: Gender and Opposition (From the Argument Culture. . . 1998)  
- Moller Okin: Is Multiculturalism Bad for Women?  
- Sassen: Culture Beyond Gender  
- Ford: Race and Culture  
- Sowell: Crippled by Their Culture  
- Kochman: Black & White Cultural Styles  
- Fredrickson: Models of American Ethnic Relations  
- Samuelson: The Culture of Poverty  
- Young: The Problem of Poverty

**Reading Set 8**  
**Wed, Oct 28**  
**Culture and Work**  
- Althen: The Intercultural Meeting  
- Chinese Business Culture: Guanxi  
- Wardrope: Beyond Hofstede: Cultural Applications. . . with Latin American  
- Harrison: Culture and Economic Development  
- Clark: The Universal Culture of Progress (Reaction to Harrison)  
- Boettke: The How, the What, and the Why of “Culture Matters” Thesis (Reaction)  
- Robinson: It’s Not Culture (Reaction)  
  (Harrison, Clark, Boettke, & Robinson can be done as a unit in one abstract)  
- Niskanen: The Role of Culture  
- Gannon: Chapters 10 & 21: The German Symphony & Italian Opera

**Reading Set 9**  
**Wed, Nov 04**  
**Culture: Conflict and Negotiation**  
- Huntington: Clash of Civilizations  
- Swidler: The Dialogue Decalogue. . .  
- Ting-Toomey: Intercultural Conflict Management  
- Fisher: International Negotiation: Cross-Cultural Perception
Tenhover: American-Japanese Negotiations
Irani: Islamic Mediation Techniques for Middle East Conflict
Gannon: Chapters 3 & 16: Japanese Garden & American Football

**Reading Sets 7-9 are Due**

**Wed, Nov 11**
**Culture and Change**

*Reading Set 10*
Gillman: Stages of Change...Illustrate the process of cultural change
Chavez: Culture Change and Cultural Reproduction
Stewart: Syncretism and Its Synonyms
*Iskandar & Rustom: From Paris to Cairo
Sussman: Sojourners to Another Country: The Psychological Roller-Coaster
Gannon: Chapters 23 & 24: Mexican Fiesta & Russian Ballet

**Wed, Nov 18**
**Culture and Globalization**

*Reading Set 11*
Pieterse: Three Paradigms (from: Global Melange: Globalization and Culture, 2003.)
Tomlinson: Globalization and Culture
Ritzer: Rethinking Globalization
Rothkop: In Praise of Cultural Imperialism
Cowan: Resistant to Imports
*Giulianotti: Soccer Goes Glocal
Crampton: Uncommon Culture
Van der Bly: One Heterogeneous Culture
Watson: China's Big Mac

**Reading Sets 10-11 are Due**

**Wed, Nov 25**
**No Class—Thanksgiving Holiday**

**Wed, Dec 02**
Team Presentations: This class may be a little longer than the normal class time so that all teams can present on the same evening. All Papers are Due.
Note: I do not accept late papers for any reason—do not procrastinate. Front page of paper should be signed by all team members indicating that each has read the final paper and approves its submission.

Final Exam: Wednesday, December 09, 2015; 4:30-7:00 PM: All material covered.
### Article Set Abstracts (Undergraduate Students Only)

Name___________________________________  Number of Abstracts Sets______________

<table>
<thead>
<tr>
<th>ITEM</th>
<th>TOTAL POSSIBLE POINTS</th>
<th>YOUR SCORE ON EACH SET (depends on number of sets evaluated)</th>
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<tbody>
<tr>
<td>Shows effective reading and comprehension:</td>
<td>50%</td>
<td>_____   _____   _____   _____   _____</td>
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<tr>
<td>By identifying the disciplines represented</td>
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<tr>
<td>By stating in sufficient detail the thesis</td>
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<tr>
<td>(conclusion) and key points advanced by each author</td>
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<td></td>
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<tr>
<td>By identifying key concepts</td>
<td></td>
<td></td>
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<tr>
<td>Shows reflection on personal learning:</td>
<td>25%</td>
<td>_____   _____   _____   _____   _____</td>
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<tr>
<td>By citing new insights gained from reading</td>
<td></td>
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<tr>
<td>By relating the articles to course content</td>
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<td></td>
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<tr>
<td>By considering key points/conclusions that are not clear</td>
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<tr>
<td>Posing questions for class discussion</td>
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<tr>
<td>Quality of Writing:</td>
<td>25%</td>
<td>_____   _____   _____   _____   _____</td>
</tr>
<tr>
<td>Almost no spelling errors or typos</td>
<td></td>
<td></td>
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<tr>
<td>Almost no punctuation or capitalization errors</td>
<td></td>
<td></td>
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<tr>
<td>Almost no grammar errors</td>
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<tr>
<td>Good sentence structure</td>
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<tr>
<td>Coherent and well-organized</td>
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<tr>
<td>Effective transitions and fluency</td>
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<tr>
<td>Clear and specific wording (not vague)</td>
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<tr>
<td>Appropriate word choice</td>
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<tr>
<td>Careful and efficient wording</td>
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<tr>
<td>TOTAL</td>
<td>100%</td>
<td>_______________________________ (50 pts total possible)</td>
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</tbody>
</table>

**COMMENTS:**
### Article Set Analyses (Graduate Students Only)

Name_____________________________  Number of Analysis Sets__________________

<table>
<thead>
<tr>
<th>ITEM</th>
<th>TOTAL POSSIBLE POINTS</th>
<th>YOUR SCORE ON EACH SET</th>
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<tr>
<td></td>
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<td>(depends on number of sets evaluated)</td>
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</table>

**Shows effective reading and comprehension:** 50%  
- By identifying a unifying theme for the set  
- By identifying the disciplines represented  
- By stating in sufficient detail the thesis (conclusion) and key points advanced by each author  
- By identifying key concepts  
- Creative integration of Gannon

**Shows reflection on personal learning:** 25%  
- By citing new insights gained from reading  
- By relating this set of articles to course content  
- By considering key points/conclusions that are not clear  
- Posing questions for class discussion

**Quality of Writing:** 25%  
- Almost no spelling errors or typos  
- Almost no punctuation or capitalization errors  
- Almost no grammar errors  
- Well-developed paragraphs  
- Good sentence structure  
- Coherent and well-organized  
- Effective transitions and fluency  
- Clear and specific wording (not vague)  
- Appropriate word choice  
- Careful and efficient wording

**TOTAL** 100%  

(50 pts total possible)

**COMMENTS:**
The culturegram group project is worth a composite total of 300 points.

Of these points, your instructor will evaluate the project as a whole for up to 230 points, with each member of the team receiving the same grade.

For each student, the remaining 70 points will comprise the average of evaluations received from each of the other team members according to the following format.

Name of Team Member Being Evaluated__________________________

Country __________ Evaluator Code Number____________________

Contributed to the overall planning of the project (15 pts max): _______

Participated in team meetings (15 pts max): _______

Participated fully in research and assigned tasks (20 pts max): _______

Contributed creative ideas and suggestions (10 pts max): _______

Participated fully in the oral presentation (10 pts max): _______

Participated in the completion of the written portion (10 pts max) _______

TOTAL (max total 80 pts) _______
### Paper Grading Scheme

<table>
<thead>
<tr>
<th>ITEM</th>
<th>TOTAL POSSIBLE PTS</th>
<th>YOUR SCORE</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strong Thesis or Statement of Purpose</td>
<td>10% (14)</td>
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<tr>
<td>Summary/Conclusion</td>
<td>5% (07)</td>
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<tr>
<td>Readability (grammar, punctuation, comp)</td>
<td>20% (28)</td>
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<tr>
<td>Presentation (format)</td>
<td>5% (07)</td>
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<td></td>
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<tr>
<td>Logical Argument (fulfilled purpose)</td>
<td>35% (49)</td>
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<tr>
<td>Adequacy of Sources</td>
<td>15% (21)</td>
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<td></td>
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<tr>
<td>Correct Use of Source Citations</td>
<td>5% (07)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Correct Use of Quotes</td>
<td>5% (07)</td>
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**TOTAL 100% (140) ______**

**COMMENTS:**
GENERAL EVALUATION RUBRIC FOR PAPERS

Students sometimes do not understand how a paper is graded. The explanation of grading here derives from standards for Advanced Placement exams, and is called a "grading rubric". Note that this is the standard expected of good pre-college students. It outlines basic elements of a good paper, and attaches grades to them. The basic grade of a paper derives from its content. The difference between the higher and lower grades here may depend on issues such as presentation.

The Superior Paper (A/A-)

**Thesis:** Easily identifiable, plausible, novel, sophisticated, insightful, crystal clear.

**Structure:** Evident, understandable, appropriate for thesis. Excellent transitions from point to point. Paragraphs support solid topic sentences.

**Use of evidence:** Primary source information used to buttress every point with at least one example. Examples support mini-thesis and fit within paragraph. Excellent integration of quoted material into sentences.

**Analysis:** Author clearly relates evidence to "mini-thesis" (topic sentence); analysis is fresh and exciting, posing new ways to think of the material.

**Logic and argumentation:** All ideas in the paper flow logically; the argument is identifiable, reasonable, and sound. Author anticipates and successfully defuses counter-arguments; makes novel connections to outside material (from other parts of the class, or other classes) which illuminate thesis.

**Mechanics:** Sentence structure, grammar, and diction excellent; correct use of punctuation and citation style; minimal to no spelling errors; absolutely no run-on sentences or comma splices.

The Good Paper (B+/B)

**Thesis:** Promising, but may be slightly unclear, or lacking in insight or originality.

**Structure:** Generally clear and appropriate, though may wander occasionally. May have a few unclear transitions, or a few paragraphs without strong topic sentences.

**Use of evidence:** Examples used to support most points. Some evidence does not support point, or may appear where inappropriate. Quotes well integrated into sentences.

**Analysis:** Evidence often related to mini-thesis, though links perhaps not very clear.

**Logic and argumentation:** Argument of paper is clear, usually flows logically and makes sense. Some evidence that counter-arguments acknowledged, though perhaps not addressed. Occasional insightful connections to outside material made.

**Mechanics:** Sentence structure, grammar, and diction strong despite occasional lapses; punctuation and citation style often used correctly. Some (minor) spelling errors; may have one run-on sentence or comma splice.

The Borderline Paper (B-/C+)

**Thesis:** May be unclear (contain many vague terms), appear unoriginal, or offer relatively little that is new; provides little around which to structure the paper.

**Structure:** Generally unclear, often wanders or jumps around. Few or weak transitions, many paragraphs without topic sentences.

**Use of evidence:** Examples used to support some points. Points often lack supporting evidence, or evidence used where inappropriate (often because there may be no clear point). Quotes may be poorly integrated into sentences.

**Analysis:** Quotes appear often without analysis relating them to mini-thesis (or there is a weak mini-thesis to support), or analysis offers nothing beyond the quote.

**Logic and argumentation:** Logic may often fail, or argument may often be unclear. May not address counter-arguments or make any outside connections.

**Mechanics:** Problems in sentence structure, grammar, and diction (usually not major). Errors in punctuation, citation style, and spelling. May have several run-on sentences or comma splices.

The "Needs Help" Paper (C/C-)

**Thesis:** Difficult to identify at all, may be bland restatement of obvious point.

**Structure:** Unclear, often because thesis is weak or non-existent. Transitions confusing and unclear. Few topic sentences.

**Use of evidence:** Very few or very weak examples. General failure to support statements, or evidence seems to support no statement. Quotes not integrated into sentences; "plopped in" in improper manner.

**Analysis:** Very little or very weak attempt to relate evidence to argument; may be no identifiable argument, or no evidence to relate it to.

**Logic and argumentation:** Ideas do not flow at all, usually because there is no argument to support. Simplistic view of topic; no effort to grasp possible alternative views.

**Mechanics:** Big problems in sentence structure, grammar, and diction. Frequent major errors in citation style, punctuation, and spelling. May have many run-on sentences and comma splices.

The Failing Paper

Shows obviously minimal lack of effort or comprehension of the assignment. Very difficult to understand owing to major problems with mechanics, structure, and analysis. Has no identifiable thesis, or utterly incompetent thesis.

**Source:** Adapted from a internet post by Patrick Rael <prael@polar.Bowdoin.EDU>, "Re: what to say to students", [H-Teach@msu.net], 2 April 1996.
University of St. Thomas  
Center for International Studies  
Intercultural Issues: INST 3355/5355  
Oral Research Presentation, Grading Scheme  
Prepared by Dr. Linda Pett-Conklin

Each group will be allowed 30 minutes for their presentations and ten minutes to answer questions from the audience. Perhaps the most important aspect of any presentation (oral or written) is ORGANIZATION!!! The oral presentation critique form presented below will be used to grade your work. This portion of your assignment comprises 80 of the 1,000 total points for the class.

<table>
<thead>
<tr>
<th>Name</th>
<th>Total Pts./Section</th>
<th>Your Score</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Did the introduction gain attention and introduce your topic?
   - Was the attention of the audience obtained 1 pts
   - Clear outline of purpose/strategy 8 pts
   - Interesting and effective 1 pts

2. Was the body of the presentation organized and supportive of main points?
   - Recognizable organizational pattern 20 pts
   - Main points clear 16 pts
   - Appropriate supporting materials/examples 10 pts

3. Was the conclusion effective?
   - Summary apparent 6 pts
   - Ending statement effective 6 pts

4. Visual aids
   - Added to the clarity of content 4 pts
   - Aids used smoothly 4 pts

5. Delivery
   - Language clear and appropriate 2 pts
   - Vocal variety/pronunciation clear/good volume 1 pts
   - Posture, gestures, facial expressions effective 1 pts

80 Total

General Comments:
Critical Thinking Skills and the Intercultural Issues Course

(Adapted in part from: http://www.studyguidezone.com/criticalthinkingskills.htm)

One of the most important skills students should gain from a university education is the ability to think critically. You need to develop critical thinking skills in order to truly establish ownership of the knowledge base you are building in your studies and to prepare yourself for lifelong learning. But, what does it mean to “think critically”? Critical thinking involves the ability to articulate in your own words what you are studying; to be open to all possibilities of what you may discover; and to be able to assess, review, understand, and draw your own conclusions based on what you have learned. The development of the higher levels of this skill requires much more effort on the student’s part than when simply memorizing and regurgitating (and forgetting)—but the rewards will be enjoyed for a lifetime.

As you gather information about the subject, do not limit your resources only to textbooks. Today, there are many ways to access information—the world wide web can be a great resource, if you understand the limitations of some sites. When you read, study, and review the information you gather, ask questions. Do not simply accept what you are reading as the truth, just because it is in print. Who (what academic discipline, what political persuasion, from what think-tank) wrote the piece? Could they have any biases that would lead them to their conclusion on the topic? Could they have omitted important information relevant to the topic to fulfill an agenda? Pose questions that will help you to analyze the information critically.

Bloom’s Taxonomy and Critical Thinking

Benjamin Bloom (1956) developed a classification of levels of intellectual behavior in learning. This taxonomy contained three overlapping domains: the cognitive, psychomotor, and affective. Within the cognitive (thinking) domain, Bloom identified six levels or steps: knowledge, comprehension, application, analysis, synthesis, and evaluation. In the section below, I have described these levels of knowledge acquisition or facility, and for each I have provided the associated question cues from Bloom’s taxonomy. Beginning with knowledge acquisition, note that each step builds on the previous ones. As you read along, I will relate these steps to the required work assigned in the Intercultural Issues course. Nothing you do will be for naught!

The first step involves demonstrating that you have learned basic knowledge about the subject by being able to list and identify main components of the topic; sometimes it is necessary to memorize until you know this basic information. Even in freshman level courses, college professors generally assume that students will accomplish this step as a given, and they will require a show of higher level thinking to reveal that the student has mastered the study material.

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>collect</th>
<th>describe</th>
<th>identify</th>
<th>list</th>
<th>show</th>
<th>tell</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>define</td>
<td>examine</td>
<td>label</td>
<td>name</td>
<td>retell</td>
<td>state</td>
</tr>
<tr>
<td></td>
<td>enumerate</td>
<td>match</td>
<td>read</td>
<td>record</td>
<td>reproduce</td>
<td>copy</td>
</tr>
</tbody>
</table>

Examples: dates, events, places, vocabulary, key ideas, parts of diagram, 5 W’s: Who, What, When, Where, Why
**Step two** is to understand the topic. Can you summarize it in your own words? Can you explain it to someone who has no prior knowledge about the topic? This makes the information your own.

**Comprehension**

<table>
<thead>
<tr>
<th>associate</th>
<th>compare</th>
<th>distinguish</th>
<th>extend</th>
<th>interpret</th>
<th>predict</th>
</tr>
</thead>
<tbody>
<tr>
<td>contrast</td>
<td>describe</td>
<td>discuss</td>
<td>estimate</td>
<td>group</td>
<td>summarize</td>
</tr>
<tr>
<td>cite</td>
<td>convert</td>
<td>explain</td>
<td>paraphrase</td>
<td>restate</td>
<td>trace</td>
</tr>
</tbody>
</table>

*Examples:* find meaning, transfer, interpret facts, infer cause & consequence, examples

The **third step** is applying the knowledge you demonstrated in steps one and two. Can you take that information and apply it to a different set of circumstances? Now, you are operationalizing or applying knowledge—thus giving the information greater utility and making you more “facile” with the information in the so-called real world.

**Application**

<table>
<thead>
<tr>
<th>apply</th>
<th>classify</th>
<th>change</th>
<th>illustrate</th>
<th>solve</th>
<th>demonstrate</th>
</tr>
</thead>
<tbody>
<tr>
<td>calculate</td>
<td>complete</td>
<td>solve</td>
<td>modify</td>
<td>show</td>
<td>experiment</td>
</tr>
<tr>
<td>relate</td>
<td>discover</td>
<td>act</td>
<td>administer</td>
<td>articulate</td>
<td>chart</td>
</tr>
<tr>
<td>collect</td>
<td>compute</td>
<td>construct</td>
<td>determine</td>
<td>develop</td>
<td>establish</td>
</tr>
<tr>
<td>prepare</td>
<td>produce</td>
<td>report</td>
<td>teach</td>
<td>transfer</td>
<td>use</td>
</tr>
</tbody>
</table>

*Examples:* use information in new situations, solve problems

**Step four** takes thinking to another level because you need to be able to analyze the information. One way to do this is to **compare and contrast (or categorize)** it. Analysis will allow you to begin to add to or even change the information based on what you have learned. (More on this later.)

**Analysis**

<table>
<thead>
<tr>
<th>analyze</th>
<th>arrange</th>
<th>connect</th>
<th>infer</th>
<th>divide</th>
<th>separate</th>
</tr>
</thead>
<tbody>
<tr>
<td>classify</td>
<td>compare</td>
<td>contrast</td>
<td>select</td>
<td>explain</td>
<td>order</td>
</tr>
<tr>
<td>breakdown</td>
<td>correlate</td>
<td>diagram</td>
<td>focus</td>
<td>discriminate</td>
<td>illustrate</td>
</tr>
<tr>
<td>infer</td>
<td>outline</td>
<td>prioritize</td>
<td>points out</td>
<td>subdivide</td>
<td>prioritize</td>
</tr>
</tbody>
</table>

*Examples:* recognize and explain patterns and meaning, see parts and whole
The fifth step involves not only breaking down the information, but also being able to synthesize it with what you already know. Can you combine it with prior knowledge to create something new? The essay question will accomplish this step in this course.

**Synthesis**

combine, compose, generalize, modify, invent, plan
create, formulate, integrate, rearrange, design, speculate
adapt, anticipate, collaborate, compile, devise, express
reinforce, structure, substitute, intervene, negotiate, reorganize

*Examples:* discuss "what if" situations, create new ideas, predict and draw conclusions

Finally, the sixth and final step asks you to evaluate, explain, and assess the information to come up with your own conclusions. This is where the Passage paper and Culturegram project shine in this course.

**Evaluation**

assess, compare, decide, discriminate, measure, rank
convince, conclude, explain, grade, judge, summarize
appraise, criticize, defend, persuade, justify, reframe

*Examples:* make recommendations, assess value and make choices, critique ideas

Critical thinking is a skill that will allow you to take studying to a whole new level. Instead of accepting information at face value, critical thinking allows you to discover, question, formulate new ideas, and reach your own conclusions. Eventually, you will not need the teacher or learning mentor—you will become a lifelong learner on your own—that is the ultimate goal of a college education!!

**Critical Thinking: Step Four Expanded:**

The ability to analyze information is an important part of the critical thinking process. Analysis requires that you understand the basic facts and concepts of your subject, that you can articulate their meaning in your own words, and that you can apply the information of your subject to a new circumstance (the first three steps in critical thinking). Specifically, to analyze means “to separate a thing or idea into its component parts in order to discover their nature, proportion, function, and interrelationship” to each other and to other similar or associated things or ideas (Webster’s New World Dictionary). Comparing and contrasting two or more objects or concepts accomplishes this goal through categorization, which is one cognitive process humans use to understand things. Think about it, we use
categorizations or taxonomies that are both simple (animate vs. inanimate; plants vs. animals) and complex (the periodic table; Linnaean’s taxonomy of biological organisms; or the cultural values wheel!) in order to learn about, organize—even simplify the massive amount of data in our world.

Categorization reveals the component parts and functions of something in order to compare these aspects to another subject that is either in apparent opposition or direct relationship to the original thing. I say apparent here because comparing and contrasting two objects or concepts almost always uncovers similarities, as well as differences.

Cognitive theorists recognize three primary methods of classification. It is important here to point out that categories are not simply “out there”—but are defined conceptually by experience, perception (developed from reading, studying, contemplating), and reasoning (complex/creative thinking). In other words, you have to generate categories from the information you are given—and you have to be prepared to explain the infrastructure of your classification scheme!!

1. **Classical Theory** (Aristotle) says that natural concepts are sharply separated by certain defining features that are necessary and sufficient. A dog (even one with three legs) will always be distinguished from a snake. The problem with this system of categorization is that it does not allow for the “shades of gray” in the reality of ideas and objects. For example: would a carpet be considered a form of furniture? Or can you be concurrently sad and happy about a circumstance—what does “bittersweet” mean?

2. **Exemplar and Prototype theory** has evolved to deal with the fact that the reality of natural concepts is frequently ambivalent as to categorization. Categories can be defined by a distribution of subjects where some are more representative (exemplar) than others. A typical table, for example, has four legs; but legs are not necessary to define a table—think of one with a single central pedestal. Categories here have fuzzy boundaries.

3. **Conceptual clustering** (will be your main method in this course) is a modern process of generating a classification structure to explain how knowledge (tangible and abstract concepts) is represented. In this method, categories are developed as clusters of concepts involving the abstraction of a rule or rules regarding their qualities and properties. How does one do this? By looking at the concept in terms of, for example: form or morphology (pattern, color, composition), function (by itself and/or in a system), direct and indirect relationship to others, application, result of activity, absence or presence in a particular situation or context, location, and history of development. (These are my constructs—you might be able to add to this list.)

You might also contemplate a hierarchy or network of categories where subjects fit into more than one system. **Example:** Both Exxon and Greenpeace are nongovernmental organizations interested in the environment; both have offices and personnel in many different locations around the world; both are controversial, but to different constituencies; Greenpeace is the younger organization—but it developed in part in opposition to Exxon’s perceived wanton destruction of the environment; both operate strong lobbies that attempt to sway public, government, and corporate opinion. The differences between the two organizations need no elaboration! This concrete example is given to show in a direct way, how conceptual clustering is done. The next example will show you how to do this with more abstract concepts directly related to the subject matter of this course.
Example: this is the way you should approach the compare and contrast portion of your exams in the Intercultural Issues course.

time vs. space: both are elements of backstage culture, and not readily recognized when differentiating cultures; time and space seem to be functions of each other: polychromic cultures that value completion of action chains over adherence to schedules often value public space in order to maintain lots of contact for relationship building; monochromic cultures often segment time like space—rigidly private in order to accomplish a task—where space and time are thought of as commodities; both time and space constitute the situational frames; misuse of either can cause communication or action chain barriers; these associations show that both concepts have external manifestations with deep internal implications.

Now, let’s dissect the process used to develop this answer:

Both concepts are identified as part of a particular aspect of culture (backstage)—this is the first categorization noted; the second category is the dissection of time and space as elements of culture;

Time and space are related to each other—this is explained by noting the different forms of time (polychromic & monochromic) and space (private & public) (more categorization); monochromic-private space oriented culture segment & commodify time and space in order to complete tasks and polychromic-public space oriented cultures have an openness in both time and space—where each is used in concert to develop and maintain relationships;

Misuse of either time or space can result in miscommunication, a barrier to communication, or a disruption of action;

These associations show that both concepts are intimately related to other parts of culture—communication and relationship building—which determine how space and time will be thought of and used.

WOW!!! Now what does this answer tell me that you know?

1. You understand that culture consists of front and backstage aspects;
2. You know that time and space are representative of backstage culture—two cultural values that are not readily recognized as variable in different cultures;
3. You know what time and space are as cultural variations and can demonstrate that time and space are functions of each other in culture;
   - Time is categorized as polychromic (goal is relationship building) and monochromic (goal is task completion);
   - Space is categorized as private & public;
   - Polychromic-public space oriented cultures value relationship building so schedules are fluid and space is open;
   - Monochromic-private space oriented cultures value task completion—so time and space are typically segmented and commodified to support this goal;
4. You know that the use and conception of time and space are also related to other aspects of culture—such as communication—which can be seriously disrupted or misinterpreted via the misuse of either time and space in an action chain.
Yes, this is complicated—and involves much active and creative abstract-thinking on your part. This cognitive style, however, is what society expects from college-educated people. Through the compare and contrast exercise, this course will give you the opportunity to develop and hone your critical thinking skills especially related to analysis and synthesis.

Critical Thinking: Steps Five and Six:

The essay questions on exams for this course will require you to synthesize (to bring into a whole) the concepts you have learned thoroughly to prepare for the compare and contrast exercise. I will be looking for thorough, logical, well-organized statements with examples and support from a mix of the readings as you respond to a question.

Finally, the two writing projects: your weekly article analyses and your team Culturegram will require you to explain, evaluate, and assess information in order to reach your own conclusions about culture and its application to understanding and problem solving in a world of conflict.
JUST IN CASE you are interested: I’ve provided the Affective and Psychomotor domains of Bloom’s Taxonomy!! They do have an association with appreciating different cultures. . .
From: http://www.nwlink.com/~donclark/hrd/bloom.html

Affective: This domain includes the manner in which we deal with things emotionally, such as feelings, values, appreciation, enthusiasms, motivations, and attitudes. The five major categories are listed from the simplest behavior to the most complex:

<table>
<thead>
<tr>
<th>Category</th>
<th>Example and Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receiving Phenomena:</td>
<td>Examples: Listen to others with respect. Listen for and remember the name of newly introduced people.</td>
</tr>
<tr>
<td></td>
<td>Key Words: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.</td>
</tr>
<tr>
<td>Responding to Phenomena:</td>
<td>Examples: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them.</td>
</tr>
<tr>
<td></td>
<td>Key Words: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes.</td>
</tr>
<tr>
<td>Valuing:</td>
<td>Examples: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Inform management on matters that one feels strongly about.</td>
</tr>
<tr>
<td></td>
<td>Key Words: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.</td>
</tr>
<tr>
<td>Organization:</td>
<td>Examples: Recognizes the need for balance between freedom and responsible behavior. Accepts responsibility for one’s behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritizes time effectively to meet the needs of the organization, family, and self.</td>
</tr>
<tr>
<td></td>
<td>Key Words: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes.</td>
</tr>
</tbody>
</table>
Internalizing values (characterization):
Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).


Key Words: acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, verifies.

Psychomotor

The psychomotor domain includes physical movement, coordination, and use of the motor-skill areas. Development of these skills requires practice and is measured in terms of speed, precision, distance, procedures, or techniques in execution. The seven major categories are listed from the simplest behavior to the most complex:

<table>
<thead>
<tr>
<th>Category</th>
<th>Example and Key Words</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percepcion:</td>
<td>Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.</td>
</tr>
<tr>
<td>Key Words:</td>
<td>chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.</td>
</tr>
<tr>
<td>Set:</td>
<td>Knows and acts upon a sequence of steps in a manufacturing process. Recognize oneís abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the &quot;Responding to phenomena&quot; subdivision of the Affective domain.</td>
</tr>
<tr>
<td>Key Words:</td>
<td>begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.</td>
</tr>
<tr>
<td>Guided Response:</td>
<td>Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.</td>
</tr>
<tr>
<td>Key Words:</td>
<td>copies, traces, follows, react, reproduce, responds</td>
</tr>
<tr>
<td>Mechanism:</td>
<td>This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.</td>
</tr>
<tr>
<td>Key Words:</td>
<td>assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</td>
</tr>
<tr>
<td>Complex Overt Response:</td>
<td>The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players are often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.</td>
</tr>
<tr>
<td>Key Words:</td>
<td>assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches.</td>
</tr>
<tr>
<td>NOTE:</td>
<td>The Key Words are the same as Mechanism, but will have adverbs or adjectives that indicate that the performance is quicker, better, more accurate, etc.</td>
</tr>
<tr>
<td>Adaptation:</td>
<td>Skills are well developed and the individual can modify movement patterns to fit special requirements.</td>
</tr>
<tr>
<td>Key Words:</td>
<td>adapts, alters, changes, rearranges, reorganizes, revises, varies.</td>
</tr>
<tr>
<td>Origination:</td>
<td>Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.</td>
</tr>
<tr>
<td>Key Words:</td>
<td>arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.</td>
</tr>
</tbody>
</table>