

Contact Information

Facilitator:	Dr. Quaiser Abdullah
E-mail:	quaiser@temple.edu – 215-204-6808
Office:	Weiss Hall 218
Office Hours:	Virtual Office is always open via email. Appointments available upon request
Course Website:	Via Canvas
Class Meeting Times:	Tuesdays & Thursdays: 9:30a to 10:50a Ritter Annex 700

**When emailing: Communicate appropriately and with requisite formality as the situation dictates. Identify yourself by name, course and reason for email*

Changes to the syllabus will be communicated via email and/or announcements in class

Course Description:

Intercultural and Cross-cultural conflict have long been regarded as mutually interchangeable concepts; they are not. In this course we will explore how these very different types of conflicts require different skillsets to manage the resultant conflict that has become essential part of living in an increasingly globalized and diverse society. As people from different cultures interact on a daily basis, intercultural and cross-cultural conflict likely arises from perceived cultural differences in beliefs, norms, and values, and from cultural misunderstanding or ignorance and different expectations. This course has been designed to look at the impact different cultural spaces/institutions on conflict namely religion, politics and race and ethnicity. These key cultural spaces will be analyzed from a local, national and international perspective to gauge impact and how we can intervene constructively.

Real World Conflict Application: While we will be doing conventional role plays in the class (where we use hypothetical cases and scenarios to have you work through analyzing the conflict dilemma and skills development where necessary), some of you will also be using conflicts in the real world. Some of these may occur during the semester, but some will require you to think about potential future scenarios.

Learning Objectives

At the completion of this course, students will be able to:

- Discuss ways in which intercultural and cross-cultural conflict impact communities
- Understand the theories of culture and diversity that define dimensions of difference that may trigger intercultural and cross-cultural conflict

- c) Understand the nature and power of a communication perspective on third party processes of conflict management as applied to intercultural conflict
- d) Discuss different frames of analyses for intercultural and cross-cultural conflict, with specific reference to religion, politics and race/ethnicity

Reading:

Required

- Readings and Articles posted to Canvas

Recommended:

- Pearce, W. B., & Littlejohn, S. W. (1997). *Moral conflict: When social worlds collide*. Thousand Oaks, CA, US: Sage Publications, Inc.

Assignments

Reflection Papers	Individual (12)	10 pts each
Reflection Lead	Individual (1)	50 pts each
White/Analysis Paper	Group (1)	100 pts
Attendance	Individual	50 pts (2 pts per class meeting)
Participation	Individual	100 pts

Grading Scale

95-100%	=	A	73-76%	=	C
90-94%	=	A-	70-72%	=	C-
87-89%	=	B+	67-69%	=	D+
83-86%	=	B	63-66%	=	D
80-82%	=	B-	60-62%	=	D-
77-79%	=	C+	0-59%	=	F

Course Expectations/Student Accountability

- You should approach the required work in this course with an understanding that there is a balance between theoretical knowledge and skill application. The class is intended to be an exercise in knowledge and skill development. You are expected to attend scheduled meetings with peers and the professor (as indicated on the syllabus), to engage with and assist your peers, and to meet all deadlines for written assignments.
- All written assignments are to be uploaded to Canvas on the designated date, unless noted otherwise.
- Any assignment, including revisions, not submitted will receive (zero) points.

**Klein College
of Media and Communication**

- Students with special educational needs should confer with the instructor at the beginning of the semester and communicate with the appropriate disability service provider on campus for assistance.
- Incomplete grades are not granted unless a written contract is arranged with the instructor before the end of the semester's 12th week.
- You are responsible for checking email and Canvas regularly. It is our primary means of communication.
- Temple University has guidelines for plagiarism. Please go to the university website: www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm that discusses plagiarism. In the event that a student is found guilty of cheating or plagiarism, the penalty will be a failing grade in the course

Attendance Policy

Courses in the CSI are intended to develop professional understandings, habits and attitudes. Since attendance and punctuality are of critical importance in a professional person, the faculty has a no cut policy. Attendance irregularities such arriving late or leaving early, and/or absences will result in a lowered final grade.

- Attendance is taken at each class.
- You will be awarded 2 points for each class you attend.
- Your final "Attendance" grade will be out of 50 points.

Participation Policy

Your participation grade will be based on your physical attendance in class, arriving on time and staying until the end, participating in discussions and exercises, paying attention to lectures and presentations, level of engagement in co-creating a learning space and demonstrated engagement with assigned readings.

Plagiarism

Temple University has guidelines for plagiarism. Please go to the university website: www.temple.edu/bulletin/Responsibilities_rights/responsibilities/responsibilities.shtm that discusses plagiarism. The following is an example of providing appropriate American Psychological Association (APA) citation when copying or borrowing significant amounts of someone else's work.

Plagiarism is the unacknowledged use of another person's labor, another person's ideas, another person's words, and another person's assistance. Normally, all work done for courses -- papers, examinations, homework exercises, laboratory reports, oral presentations -- is expected to be the individual effort of the student presenting the work. Any assistance must be reported to the instructor. If the work has entailed consulting other resources -- journals, books, or other media --, these resources must be cited in a manner appropriate to the course. It is the

instructor's responsibility to indicate the appropriate manner of citation. Everything used from other sources -- suggestions for organization of ideas, ideas themselves, or actual language -- must be cited. Failure to cite borrowed material constitutes plagiarism. Undocumented use of materials from the World Wide Web is plagiarism. (Temple website, 2005).

To avoid any possible problems with plagiarism, all mini-assignments and the paper will be submitted to the electronic "SafeAssign". This program generates a report indicating how much, if any, of the paper was taken verbatim from other sources. PLEASE DO NOT PLAGIARIZE.

Incompletes and Withdrawals

Temple University guidelines for incompletes maintain that an instructor may file a grade of "I" (Incomplete) for a student only if the student has completed the majority of the work of the course at a passing level and only for reasons beyond the student's control. The student must sign a written agreement with the instructor and the department regarding completion of the work, including: the nature of the work to be completed, the means by which the final grade will be determined, and the date by which the work must be completed. The completion date may be no later than one year from the end of the semester in which the student took the course. The agreement shall also specify a default grade to be received if the work is not completed by the date indicated.

For instances in which students may want to withdraw from a course, please see the policy on withdrawals at <http://bulletin.temple.edu/undergraduate/academic-policies/withdrawal-policies/>.

STUDENT CONDUCT CODE:

The Student Conduct Code outlines the policies and procedures governing a student's education and his or her behavior as a student at Temple University.

To fulfill its functions of promoting and disseminating knowledge, the university has authority and responsibility for maintaining order and for taking appropriate action, including, without limitation, exclusion of those who disrupt the educational process. These general behavioral expectations and the university Student Conduct Code represent a reasonable regulation of student conduct. The Student Conduct Code recognizes that it is the student's responsibility to: Foster an environment conducive to continued intellectual and educational stimulation within the university free from unlawful harassment by other members of the community; and Foster the maintenance of physical and mental health, the safety and welfare of each member of the community; and Respect the rights of others.

Additional Help:

If you are struggling at the course at any time, you are encouraged to come to office hours as well as visit the Center for Learning and Student Success (CLASS), located on Liacouras Walk. The CLASS offers both individual and group tutoring, study sessions, and academic coaching. For more information, visit their website at <http://www.temple.edu/class/>.

Americans with Disability Act Policy: academic adjustments and accommodations are arranged for students with disabilities. Students with disabilities should inform the instructor of their need for accommodation at the beginning of the semester. Students with disabilities are encouraged to contact the Office of Disability Resources and Services at 215-204-1280 to discuss appropriate assistance.

STUDENT AND FACULTY ACADEMIC RIGHTS AND RESPONSIBILITIES POLICY:

A statement on the Student and Faculty Academic Rights and Responsibilities Policy (#03.70.02), such as: *Freedom to teach and freedom to learn are inseparable facets of academic freedom. The University has a policy on Student and Faculty and Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link:* http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Student Behavioral Expectation and the Conduct Code

The Temple University Student Code of Conduct sets forth enforceable rules for conduct, articulates those standards and delineates the process employed when standards are not met. You are expected to become familiar with this document and comply with it. Note that these standards are not exhaustive and you should be aware that your specific program, professional organizations you may join, licensing and/or local, state and/or federal statutory bodies may also set forth additional enforceable rules of conduct.

- (1) Temple University Student Conduct Code

<https://studentaffairs.temple.edu/student-conduct-and-community-standards>

- (2) Pennsylvania's Code of Professional Practice and Conduct for Educators, Chapter 235

· <https://www.pacode.com/secure/data/022/chapter235/chap235toc.html>

· <http://www.pspc.education.pa.gov/Promoting-Ethical-Practices-Resources/Ethics-Toolkit/The-Commission-Professional-Discipline-and-the-code/Pages/default.aspx>



**Klein College
of Media and Communication**

CSI 2401: Inter/Cross Cultural Conflict Syllabus

Student Support

If any student is managing a personal or social situation (financial challenges, food insecurity, racism and discrimination, etc) that is impacting/may impact performance in class, please contact professor or any of the services available at Temple (for example: Tuttleman Counseling Services).

Course Schedule

WEEK	WEEK OF	WEEKLY FOCUS	READING/NOTES	ASSIGNMENT
Week 1	8/27/2019	Definition of Terms		
Week 2	9/3/2019	Theoretical Frameworks – Conflict and Culture		Reflection 1 Ref. Lead 1 & 2
Week 3	9/10/2019	Religion and Cultural Conflict I		Reflection 2 Ref. Lead 3 & 4
Week 4	9/17/2019	Religion and Cultural Conflict II		Reflection 3 Ref. Lead 4 & 5
Week 5	9/24/2019	Role and Responsibility of Religious Institutions in Conflict Management		Reflection 4 Ref. Lead 5 & 6
Week 6	10/1/2019	Politics and Cultural Conflict I		Reflection 5 Ref. Lead 7 & 8
Week 7	10/8/2019	Politics and Cultural Conflict II		Reflection 6 Ref. Lead 9 & 10
Week 8	10/15/2019	Role Politics in Conflict Management		Reflection 7 Ref. Lead 11 & 12
Week 9	10/22/2019	Race and Cultural Conflict I		Reflection 8 Ref. Lead 13 & 14
Week 10	10/29/2019	Race and Cultural Conflict II		Reflection 9 Ref. Lead 15 - 17
Week 11	11/5/2019	Race and Cultural Conflict III		Reflection 10 Ref. Lead 18 - 20
Week 12	11/12/2019	Race and its Role in Conflict Resolution		Reflection 11 Ref. Lead 21 - 23
Week 13	11/19/2019	Class Presentations/Discussion		Reflection 12 Ref. Lead 24 & 25
Week 14	11/26/2019	Fall Break/Thanksgiving		
Week 15	12/3/2019	Class Presentations/Discussion		Group Paper Due

Fall Break: 11/25-12/1 | **Classes End:** 12/9 | **Study Days:** 12/10-11 | **Exams:** 12/12-18

Additional Information on each assignment including rubrics and guidelines will be posted on Canvas. All assignments are due by Midnight on designated dates unless specified otherwise. Double space all papers. I reserve the right to require additional work during the semester.

Reflection Papers: Where do you fit in? (INDIVIDUAL) - WEEKLY

This assignment asks you to look at yourself and how the content to be covered that week in the assigned/chosen reading applies/will apply to you. Using the information provided, discuss the following:

- What were the major insights obtained from this content segment?
- How did it impact my understanding of conflict and culture?
- Where have I seen this or experienced this before?
- Discuss any additional general reactions to the content.

Each Tuesday, students will be paired to briefly discuss their reflection papers. You must be present in class to discuss to receive the grade for this assignment. Students who are absent will not receive a grade for the reflection that week. Each student should be prepared to ask their partner 1 question. This will begin in Week 2 of the semester.

Deliverable: ONE paper per STUDENT (including specific question asked). 1 page

Upload by midnight on Tuesday.

Reflection Lead Activity – (INDIVIDUAL) – ONCE FOR THE SEMESTER

Each meeting (Tuesday AND Thursday), 1 student will lead the class in a reflection activity. We will adopt a reverse alphabetical order – based on last names – for this assignment. This will begin in Week 2 of the semester.

The reference material for the reflection should not be the same as the WEEKLY REFLECTION material. Find a news article, a current event, a reference to an historical event, something specific that YOU experienced – anything that highlights inter/cross cultural conflict or an intervention into a cross-cultural conflict that fits with the theme/topic of the week. It needs to clearly depict a cultural conflict.

1. Each meeting, 1 student will lead the class in an activity around a reflection.
2. The activity should invite classmates to reflect on something specific you shared in your reflection activity
 - a. You can ask student to discuss, write and share, think and share or even create and store something for future reference.
3. The activity should touch on a cultural and conflict challenge or opportunity for classmates
4. The activity – including your summary of your personal reflection – should take no more than 7 minutes.

Deliverable: ONE paper - REFLECTION PAPER and the ACTIVITY INSTRUCTIONS. 2 pages

Upload by midnight on the day you lead your activity.

Analysis Papers/White Papers: Pick a Real World Case - (GROUP) – ONCE FOR THE SEMESTER

White papers are brief research reports that address applied problems and/or offer possibilities or options for how to address them. These reports are used as background pieces to educate practitioners on specific topics and to guide them in making decisions about pressing issues. Some organizations have their own internal specialists who write white papers as problems or challenges arise. Others hire external consultants who specialize in writing white papers for targeted topic areas. This assignment asks you to write a white paper that does the following:

1. Identifies a clear intercultural or cross-cultural conflict that emerged in the past 50 years – anywhere in the world
2. Identifies a peace/reconciliation movement or practice or organization that emerged or is emerging as a direct result of that conflict
3. Draws from existing social science theory and research (a focused literature review) to assess the impact of this movement or practice – How has it been used? Where is it used? Discuss the level of success or lack thereof and account for why it has been successful or unsuccessful
4. Discusses the cultural impact on the target groups

This paper is intended to get you to:

- Think broadly of real world/life conflict situations, that are relevant to your learning, career or lifestyle
- Discuss the conflict situation, the causes of the conflict, the parties in the conflict and the attempts used to resolve the conflict
- Discuss the peace/reconciliation movement or practice that emerged (is emerging) in response to this particular conflict
- Discuss the effectiveness of the movement or practice and its impact on the culture of the group(s)
- Suggest other uses or ways in which this practice or movement can be used or even modified to have a positive impact on other inter/cross cultural conflicts

Deliverable: ONE paper per GROUP. 3-4 pages.