

**San José State University**  
**Communication Studies 152I:**  
**Communication in World Cultures**  
**Section 01, Spring 2014**  
**Area: Inquiry**

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<b>Office hours:</b>	Tu 16:15-17:30, W 10:30-11:30, Th 16:15-17:30, & by appointment
<b>Class days/time:</b>	TuTh 15:00-16:15
<b>Classroom:</b>	HGH 225
<b>Prerequisites:</b>	Upper-Division Standing (Pre/Corequisite: COMM 101)

**Catalog Description**

Origins of human communication studies in early societies, including those of China, Egypt, Greece, India, Mesopotamia and Rome. Special attention to the cultural origins of classic texts and significant patterns of communication which continue to inform our contemporary experiences.

**Succeeding in this Four-Unit Class**

At SJSU, students are expected to spend two hours outside of class for every one hour of class time. In this four-unit class, you can expect to spend on average **12 hours per week** during a regular semester in class and on scheduled tutorials or activities. Careful time management will help you keep up with readings and assignments and enable you to be successful in all of your courses.

**Engagement Unit**

All four-unit courses in Communication Studies include a unit of engagement. This unit of engagement is designed to enrich students' learning experiences and to facilitate student achievement of course learning objectives. Students enrolled in four-unit courses are expected to spend on average 45 hours (or 3 hours per week over the course of a regular semester) outside of the classroom to complete engagement activities. This unit is worth 25% of the overall grade. For this class, the Individualized Research Paper is linked to the engagement unit, and the 30% of the course grade assigned to that paper will incorporate the 25% assigned to the engagement unit.

**Foundations, INQUIRY, Practice**

COMM 152I is an Inquiry course. Each course in the Department of Communication Studies primarily focuses on one of three areas: Foundations (theoretical underpinnings of the discipline), Inquiry (research in the discipline), or Practice (application of communication theories and concepts to real world contexts). Although COMM 152I also addresses theory (foundations) and practice (application), the primary purpose of this course is to familiarize you with the application of rhetorical methods of inquiry in the study of communication practices in a variety of world cultures.

### Inquiry Area Learning Objectives

This course satisfies the INQUIRY area of Communication Studies learning objectives. All INQUIRY courses, including COMM 152I, share these learning objectives:

Students will be able to demonstrate proficiency in methods of communication inquiry.

- *Research Methods*: Demonstrate understanding of methods of communication research and analyses, such as rhetorical, critical, interpretive, performative, and social scientific approaches.
- *Research Critique*: Develop and apply analytical skills for understanding and evaluating communication research studies.

### Course Goals

Within the INQUIRY area, COMM 152I is unique in providing students with an overview of the development of communication practices and reflections on communication in several world cultures, including those of the Americas, Australia, China, Egypt, Greece, India, Japan, the Near East, and Rome. We will pay particular attention to communication aimed at the resolution of disputes in judicial or quasi-judicial settings, as well as a broad range of public discourse, including socially significant narratives.

**In addition**, this course provides an opportunity to **enrich the student experience** in the understanding and use of research methods by giving students the opportunity to conduct an **individualized research project**, accompanied by **face-to-face tutorials with the instructor**, that enables them to link the learning goals of the course with their personal educational interests. This project will result in a **research paper**; the grade for this paper will contribute 30% to the course grade.

### Course Learning Objectives

Successfully completing this course will enable you to:

**LO1:** Demonstrate your **understanding of rhetorical methods of inquiry** as they are applied to communication artifacts from a variety of world cultures; the course will particularly help you to develop and apply rhetorical analytical skills for understanding and critiquing different forms of persuasive communication.

**LO2:** Enhance your **cultural literacy** by developing your ability to recognize and understand central features of a culture that you encounter through the study of significant communication artifacts of that culture.

**LO3:** Develop your capacity for **cultural comparison** by helping you to appreciate how diverse communication practices arise in response to recurrent and changing problem situations encountered and defined by different cultures, to understand how different cultures have influenced each other's communication practices, and how traditions from a variety of cultures have contributed to our contemporary patterns of communication.

**LO4:** Further deepen your understanding of rhetorical methods of inquiry and critique by giving you the opportunity to conduct an **individualized research project**, accompanied by face-to-face tutorials with the instructor, that enables you to link the learning goals of the course with your own personal educational goals by carrying out a critical rhetorical analysis of a communication artifact of your choice from a world culture outside the contemporary United States.

### Required Texts

**Textbook:** George A. Kennedy, *Comparative Rhetoric. An Historical and Cross-Cultural Introduction*. New York & Oxford: Oxford University Press, 1998. (K) (ISBN: 0-19-510933-3 [pbk.]; available at Spartan Bookstore)

**Other Readings:** *Course Reader*. (CR) (Available at San Jose Copy, 11 S. 3<sup>rd</sup> St., San Jose, CA 95113, Telephone [408] 297-6698)

### **Library Research Help**

The Communication Studies Department encourages vigorous and ethical research as part of information literacy for all of its students. For assistance, you may contact Crystal Goldman, our Academic Liaison Librarian (Crystal.Goldman@sjsu.edu). In the library, go to the King Library Reference Desk on the 2nd floor; the telephone number is (408) 808-2100; there you can get immediate help with your questions about library resources (the library catalog, journal article databases, Link+, Interlibrary Loan, etc.). You may also utilize the Communication Research Guide available at <http://libguides.sjsu.edu/communication>.

### **Classroom Protocol**

Students are expected to come to class prepared by a thorough study of the reading assignments, ready to engage in focused and fully attentive discussion of the material. This also means that personal electronic devices are to be used only for purposes immediately related to the class at hand, such as note-taking. Please remember that sound or video recordings would require the permission of the person(s) to be recorded.

Students are also expected to complete all work on time and to submit it in person to the instructor; emailed work will not be accepted; late work incurs a grade reduction of one letter grade per week; there will be no makeup or extra credit work.

### **Dropping and Adding**

You are responsible for understanding the policies and procedures about add/drops, academic renewal, and similar topics found at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct).

### **Assignments and Grading Policy**

Readings Quizzes (20% of Course Grade) (Meet **SLO 1-2**)

Midterm Examination (20% of Course Grade) (Meets **SLO 1-3**)

Final Examination (30% of Course Grade) (Meets **SLO 1-3**)

Individualized Research Paper (30% of Course Grade) (Meets **SLO 1-4**)

Detailed information about each assignment will be provided in handouts in class which will also be made available online (at <http://www.sjsu.edu/people/hanns.hohmann/courses/COMM152I>).

Quizzes (20%) are graded on the following scale:

Quiz	Letter	Grade
Points	Grade	Points
4.0	AA	4.5
3.5	A	4.0
3.0	AB	3.5
2.5	B	3.0
2.0	BC	2.5
1.5	C	2.0
1.0	CD	1.5
0.5	D	1.0

## **University Policies and Student Learning Resources**

### **Academic Integrity**

You must be familiar with the University's Academic Integrity Policy, available at [http://sa.sjsu.edu/student\\_conduct](http://sa.sjsu.edu/student_conduct). "Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development.

Instances of academic dishonesty will not be tolerated. Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) will result in a failing grade and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

### **Campus Policy in Compliance with the Americans with Disabilities Act**

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the Accessible Education Center (or AEC, formerly known as the Disability Resource Center, or DRC) to establish a record of their disability.

### **Student Technology Resources**

Computer labs for student use are available in the new Academic Success Center located on the 1<sup>st</sup> floor of Clark Hall and on the 2<sup>nd</sup> floor of the Student Union. In addition, computers are available in the Martin Luther King Library. The COMM lab, located in Clark Hall 240, also has a few computers available for student use.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, screens and monitors.

### **Communication Center**

The Communication Center is located in Hugh Gillis Hall 229 and is open Monday -Thursday 10:30AM -4:30PM September 11th -December 6th. The Center provides support for all students interested in developing their personal and professional communication skills, and offers specialized support for those enrolled in Communication Studies courses. Services include in-person workshops and self-paced online modules via Canvas. Upper-division Communication Studies students staff the Center and are trained in coaching students on a variety of topics related to our department courses. Enrollment in COMM 80 provides support for the Center. More information can be found through the website <http://commcenter.sjsu.edu/> (<http://commcenter.sjsu.edu/>). You are strongly encouraged to use the Center. To add 1 unit of COMM 80, the section numbers are 01 – 07 and the course numbers are 40293, 40294, 40295, 42759, 42760, 42761, and 46522 respectively; no add code necessary.

### **Academic Counseling Center for Excellence in the Social Sciences (ACCESS)**

This is located in Clark Hall Room 240, 924-5363; the e-mail address is [socsci-access@sjsu.edu](mailto:socsci-access@sjsu.edu).

Dr. Hien Do, Faculty Director, [Hien.Do@sjsu.edu](mailto:Hien.Do@sjsu.edu), (408) 924-5461

Valerie Chapman, Academic Advisor, [Valerie.Chapman@sjsu.edu](mailto:Valerie.Chapman@sjsu.edu), (408) 924-5364

All COSS students and interested students are invited to stop by the Center for general education advising, help with changing majors, academic policy related questions, meeting with peer advisors, and/or attending various regularly scheduled presentations and workshops. Call or email for an appointment, or just stop by.

### **Learning Assistance Resource Center**

The Learning Assistance Resource Center is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The Learning Assistance Resource Center is located in Room 600 in the Student Services Center.

### **SJSU Writing Center**

The Writing Center in Clark Hall 126 offers tutoring services to San Jose State students in all courses. Writing Specialists assist in all areas of the writing process, including grammar, organization, paragraph development, coherence, syntax, and documentation styles. For more information, visit the Writing Center website at <http://www.sjsu.edu/writingcenter> or call (408) 924-2308.

## COMM 152I, Communication in World Cultures: Course Schedule (Spring 2014)

(Please note that this schedule is subject to change with fair notice)

(Readings marked K are from the Kennedy book; readings marked CR are from the Course Reader. The assigned readings are to be studied ahead of time in preparation for class on the date indicated)

Week	Date	Subject/Reading Assignment
1	(1/23)	Introduction: Studying Persuasive Communication from a Comparative and Historical Perspective The Comparative Study of Rhetoric (K pp. 1-7)
2	(1/28)	Communication in Australian Aboriginal Culture (K pp. 46-61) Berndt & Berndt, <i>The World of the First Australians</i> : Mythology (Excerpt pp. 198-205) (CR)
	(1/30)	Berndt & Berndt, <i>The World of the First Australians</i> : Mythology (Excerpt pp. 205-216) (CR)
3	(2/4)	Formal Communication in Some Other Oral Cultures (K pp. 62-80) Gulliver, Dispute Settlement Without Courts (Excerpt) (CR) Köbben, Law at the Village Level (Excerpt) (CR)
	(2/6)	Early Communication Traditions in North America (K pp. 83-100) <i>American Indian Literature</i> : Tales (The Origin Myth of Acoma) (CR)
<b>Individualized Research Paper Assigned</b> (Tuesday, 4 February)		
4	(2/11)	<i>American Indian Literature</i> : Tales (The White Buffalo Calf Pipe) (CR)
	(2/13)	Central and South America (K pp. 100-108) <i>Florentine Codex</i> (Excerpts) (CR) <i>Popol Vuh</i> (Excerpts) (CR)
5	(2/18)	Ancient Near East I (Mesopotamia) (K pp. 115-125) <i>Epic of Gilgamesh</i> (Excerpt) (CR)
	(2/20)	Lerner, <i>The Creation of Patriarchy</i> (Excerpt: Letters by Mesopotamian Princesses) (CR) Bottéro, <i>Mesopotamia: Writing, Reasoning, and the Gods</i> (Excerpt: Dialogue of Pessimism) (CR)
Individual face-to-face <b>tutorials with the instructor</b> to discuss individualized research paper <b>topic choice and research strategies</b> begin during this week (Schedule TBA)		
6	(2/25)	Ancient Near East II (Egypt) (K. pp. 127-133) Fables and Didactic Tales (A Dispute Over Suicide; The Protest of the Eloquent Peasant) (CR)
	(2/27)	Proverbs and Precepts (The Instructions of the Vizier Ptah-Hotep) (CR)
7	(3/4)	Ancient Near East III (Israel) (K pp. 133-138) <i>Genesis</i> (Excerpt) (CR) <i>Ecclesiastes</i> (Excerpt) (CR)
	(3/6)	<b>Midterm Examination</b> (Thursday, 6 March, 15:00-16:15, in our classroom, GHG 225)
8	(3/11)	Ancient China (K pp. 141-161) Confucius, <i>Analects</i> (Excerpts) (CR)
	(3/13)	Ancient China (K pp. 162-167) <i>Sources of the Chinese Tradition</i> (The Legalists) (CR)

- 9 (3/18) Ancient Japan  
     Murasaki, *The Tale of Genji* (Excerpt) (CR)  
 (3/20) *The Tale of the Heike* (Excerpts) (CR)

**SB Spring Break & Cesar Chavez Holiday (Monday, 24 March to Monday, 31 March 2014)**

- 10 (4/1) Ancient India (K pp. 171-189)  
     *Ramayana* (Excerpt) (CR)  
 (4/3) *Rig Veda* (Women) (CR)  
 11 (4/8) *Kama Sutra* (Excerpts) (CR)  
 (4/10) Ancient Islam  
     *The Koran* (Excerpts) (CR)

Individual face-to-face **tutorials with the instructor** to discuss **draft** of individualized research paper begin during this week (Schedule TBA)

- 12 (4/15) Ibn Ishaq, *The Biography of the Prophet* (Excerpts) (CR)  
 (4/17) *The Thousand and One Nights* (Excerpts) (CR)  
 13 (4/22) Ancient Mediterranean I (Greece) (K pp. 191-210)  
     Gorgias, *Defense of Helen* (CR)  
 (4/24) *Dissoi Logoi or Dialexis* (Excerpts)  
 14 (4/29) Lysias, *On the Murder of Eratosthenes* (CR)

**(5/1) Individualized Research Paper Consultation**

- 15 (5/6) Ancient Mediterranean II (Rome) (K pp. 210-212)  
     Cicero, *Against Lucius Sergius Catilina* (First Speech) (CR)  
 (5/8) Cicero, *In Defense of the Poet Aulus Licinius Archias* (CR)  
 16 (5/13) Petronius, *Satyricon* (Excerpt) (CR)

**Individualized Research Paper Due** (Tuesday, 13 May)

- FE (5/21) **Final Examination** (Wednesday, 21 May, 14:45-17:00, in our classroom, HGH 225)

### COMM 152I: Analytical Questions for Readings

In reading the assigned primary texts from the course reader and preparing for class, as well as in writing your term paper, you may find it helpful to consider questions such as the following:

- Which functions does the text fulfill in its culture of origin? Which purposes does it serve, which problems does it address, which needs does it satisfy?
- To what extent does the text help to maintain and justify the existing views, practices, and power structures of the culture, and/or to what extent does the text promote a critique and change of traditional world views and behavior patterns, and of established political and socio-economic arrangements?
- How is the text designed to fulfill these functions by communicating effectively with the audiences for which it is intended?
  - How is the content related to these functions? How have the major themes and topics of the text been selected to construct a persuasive message that will serve the text's purposes?
  - How are specific means of persuasion and patterns of (explicit or implicit) argumentation used in the text to have the desired impact on its intended audiences?
  - How has the form of the text been chosen to fulfill its functions? How does the text rely on or modify the constraints of a particular communicative genre (e.g., prose myth, religious poem, dispute settlement discussion, etc.) to achieve its ends?
  - How does the structure of the text, the arrangement of its major parts and elements, help it to achieve its persuasive intentions?
  - How does the text use particular stylistic devices and types of language (formal or informal) to ensure the appropriate impact for its persuasive messages?
- What does the text tell us about central features of the culture in which it arose?
  - What does it tell us about the natural environment, the physical living conditions, and the economic activities and arrangements of that culture, and about the historical situation confronting it at the time the text was developed?
  - What does it tell us about the personal, civic, and religious values of the culture, what it admires and rejects, how different people and groups in the culture are supposed or not supposed to behave towards each other and towards the natural and supernatural worlds?
  - What does it tell us about the socio-political structure of the culture, its political organization and hierarchies of authority and power?
  - What does it tell us about the culture's conceptions of the relative roles of different individuals and groups (and especially about the respective social status of women and men), about who is or is not allowed to speak about or to do what, and in what way?
- How does the text and the communication tradition in which it stands compare to similar texts, or to texts fulfilling similar functions, in the communication traditions of (an)other culture(s)?
  - How are the similarities and differences of the texts and traditions being compared related to the physical living conditions and historical situations of the cultures entering into this comparison?
  - How are they related to the values, socio-political structures, and patterns of communicative requirements, regulations, and restrictions of these cultures?
  - How do past traditions of a variety of cultures compare to our contemporary communication patterns, and what influences have those traditions had on these patterns?

**Please note** that different readings give occasion to emphasize different questions to varying degrees; you will be able to refine your analytical skills and comparative cultural awareness as we discuss the assigned primary texts in detail in the course of the semester.