

ORIGINATOR'S SECTION:

1. College: CHABSS CoBA
 CoEHHS CSM
 Desired Term and Year of Implementation (e.g., Fall 2008):
 Spring 2018

2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) Yes No

3. Course will be a variable-topics (generic) course? Yes No
 ("generic" is a placeholder for topics)

4. Course abbreviation and Number:* COMM 453

5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)
 Communication and Transnationalism ←

6. Abbreviated Title for PeopleSoft:
 (no more than 25 characters, including spaces)
 Comm and Transnationalism

7. Number of Units: 3

8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does not count toward the 80-word limit.)
 Examines the communication practices that occur across transnational borders as well as the multiple ties and interactions linking peoples and/or institutions across the borders of nation states in the context of globalization. Explores experiences of transnational subjects, and particularly identity performances that emerge as people become transnational and locate themselves in new imagined and/or real communities. Investigates a variety of transnational issues in intercultural communication and the power dynamics emerging from these issues. Prerequisite: ^{COMM} 330. (CCSC). May not be taken for credit by students who have received credit for COMM 450-1.
 [CCSC = Communication, culture and social context]

9. Why is this course being proposed?
 The communication degree introduces "students to the significance of communication within their own lives, showing its relevance to the complex relationships they enter into as representatives of one or more cultures" (see University course catalog). This course gives students the opportunity to explore various theories, approaches, and concepts to the study of transnationalism in the field of critical intercultural communication to help them develop the ability to effectively communicate across and through cultural differences in order to become global citizens in transnational context. By focusing on the performance of the self in transnational context around issues of globalization, migration, and other alike, this course aims to raise consciousness or awareness on the importance of embracing cultural diversity as well as social justice in order to create better living communities for ourselves and others. Thus, this course expands the department's curriculum, and by extension CHABSS curricular offerings and it is also an important contribution to the overall's University's commitment to the promotion of diversity and social justice as well as to CHABSS's Global Initiative.

10. Mode of Instruction*
 For definitions of the Course Classification Numbers:
http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf

| Type of Instruction | Number of Credit Units | Instructional Mode (Course Classification Number) |
|---------------------|------------------------|---|
| Lecture | 3 | C-2 |
| Activity | | |
| Lab | | |

11. Grading Method:*
 Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
 Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
 Credit/No Credit Only (C)
 Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

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Credit/No Credit or Report-in-Progress Only (CP)

12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.

13. Course Requires Consent for Enrollment? Yes No

Faculty Credential Analyst Dean Program/Department - Director/Chair

14. Course Can be Taken for Credit More than Once? Yes No
If yes, how many times? (including first offering)

15. Is Course Crosslisted: Yes No
If yes, indicate which course and check "yes" in item #22 below.

16. Prerequisite(s): Yes No
COMM 330 Intercultural Communication

17. Corequisite(s): Yes No

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:* COMM 450-1

20. How often will this course be offered once established?* once a year in spring semesters

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
The course is an elective for both Communication and Media Studies [previously Mass Media] majors as well as the Communication and in Critical Intercultural Communication minors

22. Does this course impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Yes No
Global Studies

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

| | | | | | |
|--------------------|----------------|-------|-------|---------------|--------------|
| GBST Discipline | (see attached) | _____ | _____ | _____ Support | _____ Oppose |
| | Signature | | Date | | |
| Discipline | | _____ | _____ | _____ Support | _____ Oppose |
| | Signature | | Date | | |

SIGNATURES : (COLLEGE LEVEL) :

Gloria Pindi Nziaba [Signature] 9/14/17
 1. Originator (please print or type name) _____ Date
[Signature] 9/14/17
 2. Program Director/Chair _____ Date
[Signature] 11/1/17
 3. College Curriculum Committee _____ Date
[Signature] 11/7/17
 4. College Dean (or Designee) _____ Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date
 6. Vice President for Academic Affairs (or Designee) _____ Date
 7. President (or Designee) _____ Date

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

Gloria Pindi

From: Elizabeth Matthews
Sent: Friday, September 15, 2017 11:01 AM
To: Gloria Pindi
Cc: Michelle Holling
Subject: RE: Comm 450 Communication and Transnationalism C form

Hi Gloria,

Global Studies is happy to support this C form.

Thanks!
Elizabeth

Elizabeth G. Matthews, Ph.D.
Professor
Department of Political Science
Department of Global Studies
Chair, Global Studies Department
4122 SBSB
Phone: (1 760) 750-8578

From: Gloria Pindi
Sent: Friday, September 15, 2017 10:13 AM
To: Elizabeth Matthews <ematthew@csusm.edu>
Cc: Michelle Holling <mholling@csusm.edu>
Subject: Comm 450 Communication and Transnationalism C form

Hi Elizabeth, hope you're doing well. Attached is a copy of the C form for Comm 450 Communication and Transnationalism that I plan to submit to CAPC soon.

Global Studies is listed as one of the disciplines the course may impact (see question 22). This is why I need your signature in person and/or via email if you agree to support it.

I can bring the original to your office at your best convenience. Otherwise, an email is fine. Please feel free to contact me if you have any question.

My best
Gloria Pindi

COMM 453 COMMUNICATION AND TRANSNATIONALISM
GLORIA N. PINDI, PH. D.
DEPARTMENT OF COMMUNICATION
gpindi@csusm.edu
760-750-8552

COURSE DESCRIPTION:

Examines the communication practices that occur across transnational borders as well as the multiple ties and/or interactions linking peoples/institutions across the borders of nation states in the context of globalization. Explores experiences of transnational subjects, and particularly identity performances that emerge as people become transnational and locate themselves in new imagined and/or real communities. Investigates a variety of transnational issues in intercultural communication (such as migration, hybridity, colonialism/postcolonialism, nationalism/postnationalism, cosmopolitanism, etc.) and the power dynamics emerging from these issues.

STUDENT LEARNING OUTCOMES:

Upon completion of this course, students will be able to

1. To identify theories, concepts, and approaches of transnationalism relevant to critical intercultural communication
 - **Reinforces PSLO #1** Make knowledgeable and relevant contributions to intellectual conversation pertaining to communication phenomena.
 - *To be measured by Reading Quizzes, Research Paper Proposal, and Final Research Paper*

2. To analyze their own cultural heritage and enhance their understanding of the myriad ways of how their culture differs from others
 - **Reinforces PSLO #3:** Conceptualize and appreciate the point of view of one's counterparts in communicative interaction while attempting respectfully to incorporate their viewpoints into one's own
 - *To be measured by Group Discussion Facilitation, students' participation in class discussions, and Final paper In-class Presentation*

3. To evaluate transnational phenomena in everyday life
 - **Reinforces PSLO#4:** Analyze forms and contexts of communication from a variety of intellectual perspectives (philosophical, historical, theoretical, and practical).
 - *To be measured by Engagements and Transnational Campus/Community event*

COURSE TEXTS:

Required course readings will be available on Cougar Courses or other online sources.

COURSE EXPECTATIONS:

As indicated in the CSUSM policy, 1 hr class time/credit hour = 2 hrs study time. This means students are expected to spend a **minimum of six (6) hours per week outside of class time** for a three credit hour course. This work does not include attending the class meetings. Out-of-class work includes such engaging in active reading, taking notes, constructing responses, completing



update 10-23-17

homework exercises, participating in online forums, preparing for class, etc. Please budget your time accordingly and be prepared to utilize this time in order to do well in this course.

UNIVERSITY WRITING REQUIREMENT:

The All-University Writing Requirement stipulates that courses with 3 or more units must have a writing requirement of at least 2500 words. This is fulfilled by the various writing assignments listed in the Course Requirements section below.

COURSE REQUIREMENTS:

Course Works/Assignments

| | <u>Pts</u> |
|--------------------------------------|------------------|
| Weekly reading quizzes (13x10) | 130 (13%) |
| Engagement (4x50) | 200 (20%) |
| Final Paper Proposal | 100 (10%) |
| Final Paper | 200 (20%) |
| Final Paper Presentation | 70 (7%) |
| Group Discussion Facilitation | 100 (10%) |
| Transnational campus/community event | 100 (10%) |
| Participation and Attendance | <u>100 (10%)</u> |
| Total | 1000 (100%) |

Weekly Reading Quizzes (130pts): At the beginning of class, we'll have a "weekly quiz" on the reading assigned for the week. These are short questions that ask you to demonstrate your understandings of the readings for the day. Answers should demonstrate that reading was completed and thoughtfully considered, as relevant to the question. You will have a total of 13 quizzes (one for each chapter/reading). Each quiz is worth up to 10 points.

Engagements (200pts): Throughout the semester, you are required to submit a 3 pages paper in which you apply the readings to the analysis of a specific transnational phenomenon. You will have a total of 4 essays up to 50 pts each. Within the essays, I ask that you simultaneously summarize and engage with the readings and connect them to a variety of transnational communication phenomena. In essence, please integrate your personal, political, and intellectual reactions to the readings with regard to major concepts, theories, methodologies, discussions, research findings, etc. These essays are also an excellent space to apply key concepts, theories, methods, and findings that you have learned to your understanding of your lived experience.

Final Paper (200pts): Throughout the course of the semester, you will work on a research paper (10-12 pages). The final paper is due in class on final exam day. The research paper will be based on students' analytical responses to scholarly writings and other stimulus materials such as films, videos, popular pieces, etc. The topics will be each student's choice, as long as it deals with an issue of interest as it relates to communication and transnationalism. You will select a transnational communication issue of interest to you, research the issue, build a strong theoretical framework and connect the issue to everyday lived experiences. This paper includes a proposal due midway through the semester. Also, towards the end of the semester, you'll do an 8-10 min in-class presentation of your paper. Additional details will be provided later.

Final Paper Proposal (100pts): Everyone will need to turn in a detailed (5 pages double-spaced) description of their final paper. This should consist of a/the: (a) title, (b) introduction, (c) potential theoretical framework/concepts, (d) statement of your project potential significance, and (e) working reference/bibliography page. This proposal is due in class around the middle of the semester. Additional details will be provided later.

Final Paper in-class presentation (70pts): Please be prepared to creatively discuss your final paper in class towards the end of the semester. Your presentation should include a brief overview and a general sense of the key implications of your paper. In essence, your 8-10 minutes presentation should address elements of your journey through the course that you feel safe and comfortable sharing. You are more than welcome to include narratives, images, collages, poetry, performance, scrapbooks, arts, posters, dance, etc. Attendance is required on all presentation days. Additional details will be provided later.

Transnational Campus/Community Event (100pts): Throughout the semester you should attend a campus/community events related to communication and transnational issues. There is plethora of activities (e.g. movies, conferences, performances, etc.) sponsored by different organizations/institutions among which are Cross-Cultural Center, LBTQA Pride Center, Gender Equity Center, National Latino Research Center, etc. I will do my best as an instructor to provide you with some updates on a couple of events going on within/beyond campus that might be of interest for this assignment. For the event you attend, you will provide a creative response. More specifically, you will create a collage that you feel reflects your relationship to your own cultural identity or your lived experience as pertaining to the event. You can use some images you find in media in your collage, but you can also use photos/images from your everyday life. This collage must be created in a Powerpoint format. It should contain no less than 8 slices and no more than 10. Make sure to include a section that explains the relevance of the collage to you, as well as the personal choices that went into creating the collage. You should feel free to be creative and expressive with this project. Your event response must be submitted online via cougar courses on the expected deadline. However, you can also submit it anytime throughout the semester prior to the deadline. If you have any concern, make sure to contact the instructor.

Group Discussion facilitation (100pts): Students will be signed into groups and each group (4-5 students) will be responsible to facilitate discussions of a reading of the course. Each group will be responsible for outlining main points from the assigned reading, creating discussion questions, and facilitating discussion in class. A hardcopy handout is required 24 hours before the discussion. The time length of facilitation is 50-60 minutes. Class activities are also encouraged in this section. I will offer assistance during the process. We will be working with the text together. A detailed prompt will be provided to you later.

Participation and Attendance (100 pts): Communication is a community-oriented field, and this course is a community-oriented class. Because this course is based heavily on discussion and class community, your presence is required for every class. As such, your participation in the course is a significant portion of this class. Points will be granted for your attendance, participation, and engagement in class discussion and a range of class activities.

Grades: Grades will be given throughout the semester on a total 1000 points based on the following scale:

| | | |
|---------------|-------------|--------------|
| A+ 970 - 1000 | A 930 - 969 | A- 900 - 929 |
| B+ 870 - 899 | B 830 - 869 | B- 800 - 829 |
| C+ 770 - 799 | C 730 - 769 | C- 700 - 729 |
| D+ 670 - 699 | D 630 - 669 | D- 600 - 629 |
| F 0 - 599 | | |

If you are (or, hope to be) a Communication major, a "C" or better is required as a final course grade for the course to count toward the major.

COURSE POLICIES:

Major assumptions of the Course

- We are not simply individuals with complete autonomy and self-determination, but rather individuals that shape and are shaped by the culture we live in.
- A critical analysis of culture is useful, valid, and worth developing.
- Social justice is worth striving for. Therefore, it is important to study culture and cultural products that create and support inequalities of race, class, gender, and sexuality. By studying these culture and cultural products, we can figure out how to critically engage, disrupt, and change them.

Ground Rules for Classroom Communication: For the purposes of this course, we will agree to these ground rules:

- Acknowledge that because of the sensitive topics that will be discussed in this course, respect is essential. Thus, discriminatory words and/or actions are not appropriate nor will they be tolerated.
- Remember that thoughts, ideas, opinions, etc. are welcome in our class as long as they are voiced in an inclusive manner and help facilitate our discussions.
- Accept that differences are OK. No two people are alike; therefore ideas and opinions are going to differ also. Keep in mind the extreme difference between saying, "That's stupid," and "From my perspective, I see things differently." Indeed, any arguments need to be made about issues rather than personally directed at other students.
- Actively pursue information about our own groups and those of others.
- Share information about our own groups with other members of the class and never demean, devalue, or in any way "put down" people for their experiences. In the case that you are unsure of how to communicate your thoughts on a controversial issue, please keep sensitivity to others at the forefront.
- Agree to actively combat the myths and stereotypes about our own groups and other groups so that we can break down the walls which prohibit group cooperation and collaboration.
- Create a safe atmosphere for open discussion (if members of the class wish to make comments that they do not want repeated outside the classroom, they can preface their remarks with a request and the class will agree not to repeat the remarks).

If you have any questions or concerns about these ground rules, please contact your instructor.

Attendance: As members of a learning community, instructors and students agree to a tacit social contract. That contract ensures that all participants will attend every class meeting, engage

one another in an informed and spirited manner, and complete all assigned responsibilities on time. Your instructor will begin taking attendance in the second week of classes. You are allowed **three (3) absences** in the course of the semester without penalty. Each absence over three will affect your final course grade, reducing it by one half of a letter grade. This means that eleven (11) absences is an automatic “F” for the course, even if you have done “A” work on all of your assignments. It is your responsibility to make sure that you are on the attendance roster each day. NOTE: To receive credit for attending a class, you must be both mentally and physically present for at least $\frac{3}{4}$ of a class period.

Excused Absences: The University recognizes certain events and obligations as “excused absences.” You must notify your instructor prior to such absences with documentation from the sponsoring program or department, including contact information. You are responsible for making up all work missed due to absences in a timely manner, to be worked out ahead of time with your instructor. The documented excused absences, should they equal or exceed three absences, replace the three “free” absences in the attendance policy above; any absences beyond the excused absences will count off your final grade. Documentation, explanations, and prior warning for such absences are strongly encouraged, but it is left to your instructor’s discretion as to how they will be dealt with in the attendance policy. University policy mandates attendance during the final exam period.

Participation: I expect vocal participation. Be sure to read the materials for the course before the day they are listed on the schedule so you are ready to discuss at the beginning of the session. However, I also acknowledge that participation can take on many forms. In the academy, we often think of participation as verbal interactions in class discussion. I appreciate this modality, and at the same time, I understand that not everyone feels comfortable processing information verbally. Participation may also include email correspondence, meetings in office hours, after class discussions, group work outside of class and so on. On the other hand, over participation in the classroom will also impact your participation grade. Please try to be conscious of the space you take up in the classroom and let everyone have the opportunity to voice their perspectives. Everyone in the classroom is both a “learner” and a “teacher” in some way, and there is much to learn as well as share from diversity of experiences. Participation also refers to the ways in which you perform in the classroom as a citizen of a learning community. Everyone needs help from time to time to be successful in higher education. It is important to use supportive words and behaviors in this difficult process of meaning-making and knowledge production. If you have concerns about anything, please feel free to contact me.

Written Assignments: All papers must be typed, stapled, double-spaced, Times New Roman font, 1-inch margins all around, no extra spacing between paragraphs and headings, references cited using either **APA style or MLA style** (their most recent editions) and not included in page count. All papers must be submitted either in hardcopy (in class) or in e-copy (via cougar) on the due date to be considered for full credit. Make sure to contact the instructor if any inconvenience occurs. Indeed, the quality of your writing matters and is part of the content of this course. While instructors do not expect all of you to be perfect writers, your writing is part of what is evaluated. This evaluation includes assessments of organization, sentence structure, accurate word choice, typographical mistakes, spelling, and basic grammar errors in your writing. If you feel or if we discover that you have trouble

writing up to the standards required for this course, please consider turning in rough drafts of your work well before assignment deadlines and/or consulting with a tutor at The Writing Center (Kellogg 103, 760-750-4168, writing@csusm.edu).

Make-Up Work/Late Work Policy: Copies of all homework assignments and handouts will be made available to you on Cougar courses for any class you miss. It is your responsibility to get and complete these assignments by the due date in order to receive full credit for the assignment. Students who miss assignments will not have an opportunity to “make-up” the work unless they have verification of an emergency or illness. In such instances, contact the instructor **AS SOON AS POSSIBLE** to make arrangements. Documentation may be required. Respect all deadlines and dates for exams, papers and assignments/presentations. **I will accept early work. Late work will receive a deduction of 20% and will be accepted up to three days (including business and non-business) after the deadline.**

Cell Phones: To display respect for everyone in our class, please refrain from utilizing cell phones, texting, checking emails, and studying for different classes. To be clear, I should NEVER SEE OR HEAR cell phones, Blackberries, iPods, etc. during class, unless we are using technology as part of our learning process. Likewise, no audio and/or videorecording is allowed in class. Students who are unable to adhere to this policy will be asked to leave.

Email Etiquette: When sending me an email, please regard this as a formal channel of communication; this means that emails should not be treated as text messages or other informal channels of communication. Please make sure to read over your emails prior to sending them to maintain a level of professionalism. One thing to caution, when sending emails please be mindful of language use to make sure that emails do not come off as rude or disrespectful. Finally, I check my email as often as I can, but please give me at least 48 hours to respond to your emails. Indeed, I do not reply to email after 9:00 pm unless it is an emergency.

Instructor Expectations: As the instructor for this course, I expect that **all** students will come to class prepared and ready to engage in classroom discussions regarding the assigned reading material. In addition to that, I expect all students to make coming to class **on time** a top priority. No one is allowed in class **after 5 minutes**. This is to ensure that you take your quiz on time and receive all class announcements, syllabus changes, and similar information. If you are more than 5 minutes late, you will not receive attendance credit for that day. Likewise, no one is allowed to leave class before the end without the instructor’s permission. Doing so will result into losing your attendance credit for the day. I also expect that students will complete assignments on time and to the best of their ability. Lastly, to enhance and ensure your development, both personally and academically, I hold each and every one of my students to a high standard. I believe that with hard work and dedication, we can make the most of this class. This means that if you have issues or concerns with course material or assigned work, it is expected that you seek out the necessary help. In other words, please do not be afraid to ask questions pertaining to anything that is unclear to you. I will do the best I can to answer your questions, but in the case that I do not know the answer, I will make sure to find someone who can answer them.

On Grading: As a university student it is your job to keep track of your progress in this course. I will not provide you with calculated overall grades or percentages in this class, rather, I will

return each graded assignment in timely fashion (at least a week). Always save these returned assignments, in order to calculate your current course grade, and as a reference, should a grade dispute arise. After receiving your grade, take at least 24 hours to reflect on it before contacting me. If you disagree, bring sufficient evidence and strong arguments to discuss about it. This policy is in effort to give students the time to carefully look over their graded work before attempting to discuss issues and/or concerns with the instructor

Appeals: Concerns about grades, policies, or other issues with this course should *first* be discussed with your instructor. If you are unsatisfied with the outcomes of that discussion, further initiative will be taken in accordance with campus policies.

Academic Honesty: Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks. Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Accessibility: The University strives to be conscious of and sensitive to disability issues. In the spirit of the Americans with Disabilities Act (ADA), I wish to make this course as accessible as possible to students with disabilities. Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with me during my office hours in order to ensure confidentiality. I invite you to communicate with me at the beginning of the semester or at your discretion about any accommodations that will improve your experience of or access to the course.

The Daniels Communication Lab: *A Special Resource Useful for this Course*

The Daniels Communication Lab is the Communication Department's technology resource. Located in CHABSS—SBSB 2207, the lab offers computers, equipment and assistance for students' media and communication projects. In the lab, student assistants and lab director are available to provide support for video, audio, web, print, and graphic creation/dissemination. Students can also check out video and audio equipment to record media projects and interviews. Please see the Director for any check out needs or inquiries.

Tentative Course Schedule

(This schedule might be subject to change depending on circumstances)

| Date | Topic | Reading Assignment |
|--------|---|---|
| Week 1 | <ul style="list-style-type: none"> • Syllabus • Getting Acquainted • Course Introduction: Borderlands & Liminality | <ul style="list-style-type: none"> • Anzaldua, G.(1987). <i>Borderlands: La Frontera (3-13)</i>. San Francisco : Aunte Lutte Books. |
| Week 2 | <ul style="list-style-type: none"> • Introduction to transnationalism | <ul style="list-style-type: none"> • Vertovec, S. (1999). Conceiving and researching transnationalism. <i>Ethnic and Racial Studies</i>, 22(2), 447-462. • Schiller, N.G., Basch, L., & Blanc-Szanton, C. (1992). Towards a definition of transnationalism: Introductory remarks and research questions. In N.G Schiller, L. Basch, &C Blanc-Szanton (Eds.), <i>Towards a transnational perspective on migration: Race, class, ethnicity and nationalism reconsidered</i> (pp. ix-xiv). NY: The New York Academy for Science. |
| Week 3 | <ul style="list-style-type: none"> • Studying transnationalism | <ul style="list-style-type: none"> • Portes A., Guarnizo, L.E., & Landolt, P. (1999). The study of transnationalism: pitfalls and promise of an emergent research field. <i>Ethnic and Racial Studies</i>, 22(2), 217-237. • Yeoh, S. A., Willis, K.D., & Fakhri, S.M. (2003).Introduction: Transnationalism and its edges. <i>Ethnic and Racial Studies</i>, 26(2), 207-217. |
| Week 4 | <ul style="list-style-type: none"> • Transnational Modes & Transformations | <ul style="list-style-type: none"> • Vertovec, S. (2003). Migration and other Modes of Transnationalism: Towards Conceptual Cross-Fertilization. <i>The International Migration Review</i>, 37(3) 641-665. • Vertovec, S. (2004). Migrant Transnationalism and Modes of Transformation. <i>The International Migration Review</i>, 38(3), 970-1001. |

| Date | Topic | Reading Assignment |
|--------|--|---|
| Week 5 | <ul style="list-style-type: none"> Transnational Spaces & Places | <ul style="list-style-type: none"> Dunn, K. (2010). Embodied Transnationalism: Bodies in Transnational Spaces. <i>Population, Space Place</i>, 16, 1–9. |
| Week 6 | <ul style="list-style-type: none"> Transnationalism & Globalization | <ul style="list-style-type: none"> Shome, R., & Hedge, R.S. (2002). Culture, communication, and the challenge of globalization. <i>Critical Studies in Media Communication</i>, 19(2), 172-189. Vertovec, S. (2004). Cheap calls: The social glue of migrant transnationalism. <i>Global Networks</i>, 4(2), 219–224. |
| Week 7 | <ul style="list-style-type: none"> Transnationalism & Migration | <ul style="list-style-type: none"> Dela Garza & Ono: Rethorizing Adaptation: Differential Adaptation and Critical Intercultural Communication. <i>Journal of International and Intercultural Communication</i>, 8(4), 269-289. Asante, Sekimoto, & Brown: Becoming “Black”: Exploring the Racialized Experiences of African Immigrants in the United States. <i>Howard Journal of Communications</i>, 0(0), 1-18. |
| Week 8 | <ul style="list-style-type: none"> Transnationalism & Identity Performance | <ul style="list-style-type: none"> Vertovec, S. (2001). Transnationalism and Identity. <i>Journal of Ethnic and Migration Studies</i>, 27(4), 573-582. Hall, L. M. (2010). Re-Constituting Place and Space: Culture and Communication in the Construction of a Jamaican Transnational Identity. <i>The Howard Journal of Communications</i>, 21, 119–140. |
| Week 9 | <ul style="list-style-type: none"> Transnationalism, Colonialism, & Postcolonialism | <ul style="list-style-type: none"> Shome, R., & Hedge, R.S. (2002). Postcolonial approaches to intercultural communication: Charting the terrain, engaging the intersections. <i>Communication Theory</i>, 12(3), 249-270. Said, E. (2008). Introduction to orientalism. In N. Badmington & J. Thomas (Eds.), <i>The Routledge Critical and Cultural Theory</i> (pp. 213-233). London & NY: Routledge. |

| Date | Topic | Reading Assignment |
|----------------|--|---|
| Week 10 | <ul style="list-style-type: none"> • Transnationalism, Nationalism, and Postnationalism | <ul style="list-style-type: none"> • . Bauböck, R. (2003). Towards a Political Theory of Migrant Transnationalism. <i>The International Migration Review</i>, 37 (3), 700-723. • Bloemraad, I. (2004). Who Claims Dual Citizenship? The Limits of Postnationalism, the Possibilities of Transnationalism, and the Persistence of Traditional Citizenship. <i>International Migration Review</i>, 38 (2), 389-426 |
| Week 11 | <ul style="list-style-type: none"> • Transnationalism & Diaspora | <ul style="list-style-type: none"> • Clifford, J. (1994). Diasporas. <i>Cultural Anthropology</i>, 9(3), 302-338. • Chiang, C-Y. (2010). Diasporic Theorizing Paradigm on Cultural Identity. <i>Intercultural Communication Studies</i>, XIX(1), 29-46. |
| Week 12 | <ul style="list-style-type: none"> • Transnationalism & Hybridity | <ul style="list-style-type: none"> • Bardhan, N. (2012). Postcolonial migrant identities and the case of strategic hybridity: Toward “inter” cultural bridgework. In N. Bardhan & M.P. Orbe (Eds.), <i>Identity research and communication: Intercultural reflections and future directions</i> (pp. 149-165). Lanham, MD: Lexington Books. • Bardhan, N. (2015). Building Bridges along the edges of culture. In K. Sorrells & S. Sekimoto (Eds.), <i>Globalizing intercultural communication: A reader</i> (pp.55-63). Thousand Oaks: Sage. |
| Week 13 | <ul style="list-style-type: none"> • Transnationalism & Cosmopolitanism | <ul style="list-style-type: none"> • Roudometof, V. (2005). <i>Transnationalism, Cosmopolitanism, & Glocalization</i> • Sobre-Denton, M. (2012). <i>Landscaping the rootless: Negotiating cosmopolitan identity in a globalizing world</i>. In N. Bardhan & M.P. Orbe (Eds.), <i>Identity research and communication: Intercultural reflections and future</i> |

| Date | Topic | Reading Assignment |
|--------------------|---|--|
| | | <i>directions</i> (pp. 103-121). Lanham, MD: Lexington Books. |
| Week 14 | <ul style="list-style-type: none"> • Transnationalism & Difference | <ul style="list-style-type: none"> • Warren, J. T. (2008). Performing difference: Repetition in context. <i>Journal of International and Intercultural Communication</i>, 1(4), 290-308. • Orbe, M. P., & Drummond, D. K. (2011). Competing Cultural Worldviews in the United States: A Phenomenological Examination of the Essential Core Elements of Transnationalism and Transculturalism. <i>The Qualitative Report</i>, 16(6), 1688-1714. |
| Week 15 | Final Paper Presentations | |
| Finals Week | Final Paper Presentations | |