

Marshall University

Course Title/Number	Intercultural Communication: CMM 322
Semester/Year	Spring 2015
Days/Time	Tuesday/Thursday 2:00-3:15
Location	Smith Hall 414
Instructor	Dr. Stephen M. Underhill
Office	Smith Hall 248
Phone	(304) 696-3020
E-Mail	underhills@marshall.edu
Office Hours	Monday 6:00-9:00 Tuesday 9:00-11:00; 12:15-1:45 Thursday 9:00-11:00; 12:15-1:45 Please e-mail me in advance of your arrival, if possible.
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 Academic Dishonesty/ Excused Absence Policy for Undergraduates/ Computing Services Acceptable Use/ Inclement Weather/ Dead Week/ Students with Disabilities/ Academic Forgiveness/ Academic Probation and Suspension/ Academic Rights and Responsibilities of Students/ Affirmative Action/ Sexual Harassment
Class Policies	All assignments must be typed, size 12 font, 1 inch margins, double spaced

Course Description: From Catalog

A study of the barriers to communication across cultures and of strategies for addressing these problems.

General Education Program Student Learning Outcomes

<p>Upon completion of the core curriculum at Marshall University, students will be able to master the following core domains of critical thinking:</p> <ol style="list-style-type: none"> 1. Aesthetic/Artistic 2. Communication (oral, written, visual) 3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing. 4. Mathematical and Abstract 5. Multicultural/International 6. Scientific 7. Social/Ethical/Historical
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Relationships among Course, Program, and Degree Profile Outcomes

Course Student Learning Outcomes	How students will practice each outcome in this Course	How student achievement of each outcome will be assessed in this Course	Program Outcomes	Degree Profile Outcomes
Students will identify instances of effective and ineffective intercultural communication	Class discussion; Class activities; Intercultural training workshop.	Exams, Quizzes, Intercultural training workshop.	2,5,7	Applied learning; Intellectual skills;
Students will employ verbal/nonverbal communication cues with different cultures in mind.	Class discussion; Class activities; Intercultural training workshop.	Exams, Quizzes, Intercultural training workshop.	2,5,7	Applied learning; Intellectual skills;
Students will assess the ways culture affects their own perceptions and behaviors.	Class discussion; Class activities; Intercultural training workshop.	Exams, Quizzes, Intercultural training workshop.	2,5,7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge
Students will analyze how specific cultural beliefs, values and sensibilities might affect the way people in different cultural groups communicate with each other.	Class discussion; Class activities; Intercultural training workshop.	Exams, Quizzes, Intercultural training workshop.	2,5,7	Applied learning; Broad, Integrative Knowledge; Intellectual skills
Students will develop ongoing interactions with others in different cultures, respecting the human dimensions of more than one worldview.	Class discussion; Class activities; Intercultural training workshop.	Exams, Quizzes, Intercultural training workshop.	2,5,7	Specialized knowledge; Applied learning; Broad, Integrative Knowledge; Intellectual skills; Civic learning.

Required Texts, Additional Reading, and Other Materials

Golash-Boza, Tanya Maria. *Race & Racisms: A Critical Approach*. Oxford University Press. 2015.

Course Requirements

Midterm Exam	50 Points
Final Exam	50 Points
Interview Project 1	50 Points
Interview Project 2	50 Points
Group Project	50 Points

Grading Policy

A+ 97—100%, A 93—96%, A- 90—92%, B+ 87—89%, B 83—86%, B- 80—82%, C+ 77—79%, C 73—76%, C- 70—72%, D+ 67—69%, D 63—66%, D- 60—62%, F 59%—0%.

Attendance Policy

1. CMM 322 is a performance course, and your participation is an integral component. Regular and prompt attendance is mandatory.
2. Because we are on a tight schedule, you are allowed TWO unexcused absence. After that, you will lose 10 points per unexcused absence. These points will be deducted from your final grade.
3. There are no make-ups for presentations or exams that are missed without a University excused absence (religious holidays, University-sponsored activities, and illness). Excuses for illness and emergencies require documentation from appropriate sources within one week of the student's return to class. Appropriate sources include medical professionals, obituaries, a note from the tow-truck driver, etc. All notes must include phone numbers for verification. Written excuses will not be accepted after the 7th calendar day, and the absence will be considered unexcused. If your absence will be longer than 3 days, please notify the professor by e-mail or phone message.
4. Students arriving late are not to disrupt presentations, but are to remain quietly outside the classroom until the speaker is finished. Anyone needing to leave early should inform the professor before class and sit near the door.

Marshall University's attendance guidelines may be found at the following link:

<http://www.marshall.edu/president/board/Policies/MUBOG%20AA-13%20Class%20Attendance.pdf>

Document Policy

All documents must be typed, size 12 font, 1 inch margins, double spaced and submitted to Dropbox.

ASSIGNMENTS

Interview Reflection Paper 1

This assignment is designed to help you establish a frame of reference for learning concepts in this class.

Locate a racialized “other” on campus. This person needs to differ from you on at least one identify factor. Seek out someone with a life experience that is unfamiliar to you. This person should be someone from a different race. I encourage you to consider other members of our class as interviewees or people you interact with but do not know well. Schedule a 30-minute interview.

Before the interview, you need to create an interview guide. You will hand in this interview guide with your reflection paper. First, have five general questions asking them about their experience with racial difference. A template for the interview guide is included at the end of this document.

Please let the interviewee know if you plan to record your session. You do not need to transcribe the interview. You should take notes during the interview, but you will not hand in your notes. Thank the interviewee for their time when the interview is over. Remind them that you will seek out a second interview later this semester.

Once you have completed the interview, you are ready to start conceptualizing your paper. Reflect on what your interviewee has shared with you. Then, write a 5-page paper reflecting on the interview. The paper should begin with a paragraph introducing the interviewee and explaining why you chose this person for the interview. Then, reflect on their responses to the questions you asked about culture-related concepts. Bold the concepts within the paper. I suggest following the basic format for writing about each concept. First, name and define the concept. Then summarize the answers the interviewee provided in 2-3 sentences. Do not just put in verbatim quotes unless they are especially illuminating. You do not have to relate every question and answer; pick the most illuminating information. Then, provide 2-3 sentences of analysis. For instance, if the interviewee discusses how people often over-accommodate inappropriately (the person is blind and people shout in conversation with them), reflect why dominant culture may enact this behavior. Repeat this process for the four cultural terms.

Finally, author a paragraph reacting to the interview in terms of **inter-subjectivity**. How did this interview inform your understanding of the other’s culture? How does learning this person’s perspective reinforce your own attitudes, values, or beliefs? You could also discuss some of the following questions as they relate to your interview: What changes should mainstream culture make to encourage multiculturalism? How can mainstream cultures make the experience of strangers more positive? What did you believe was the most illuminating element to emerge from the interview?

I encourage you to not race through your interview and written reflection, but consider them a resource for thinking through concepts we will be working with all semester long.

Before the due date, you should submit the reflection paper and interview guide in one Word document titled LastName.InterviewReflect1 to the dropbox on Blackboard. Please cut and paste the rubric below at the end of your document.

Interview Reflection Paper 2

This assignment is designed to help you establish a frame of reference for learning concepts in this class. Schedule another 30-minute appointment with the individual interviewed for the first paper.

Before the interview, you need to create an interview guide. You will hand in this interview guide with your reflection paper. First, ask five questions about how they negotiate their racial identity. Build in explanations to help your interviewee understand the terminology. Then, ask them for examples of how their cultural identity influences their communication behaviors.

You will also need to author 5 questions about at least 4 of the following topics (pick those that best relate to the interviewee—some will be more appropriate than others. A template for the interview guide is included at the end of this document.

Please let the interviewee know if you plan to record your session. You do not need to transcribe the interview. You should take notes during the interview, but you will not hand in your notes. Thank the interviewee for their time when the interview is over.

Once you have completed the interview, you are ready to start conceptualizing your paper. Reflect on what your interviewee has shared with you. Then, write a 5-page paper reflecting on the interview. The paper should begin with a paragraph introducing the interviewee and explaining why you chose this person for the interview. Then, reflect on their responses to the questions you asked about race-related concepts. Bold the concepts within the paper. I suggest following the basic format for writing about each concept. First, name and define the concept. Then summarize the answers the interviewee provided in 2-3 sentences. Do not just put in verbatim quotes unless they are especially illuminating. You do not have to relate every question and answer; pick the most illuminating information. Then, provide 2-3 sentences of analysis. Repeat this process for the four cultural terms.

Finally, author a paragraph reacting to the interviews. What have you learned about intercultural communication through the interviewing process? How has the experience of interviewing a stranger and reflecting upon the interviews enlightened your understanding of cultural worldviews? How has the experienced change your perceptions of other people's experiences...or has it?

I encourage you to not race through your interview and written reflection, but consider them a resource for thinking through concepts we will be working with all semester long.

Before the due date, you should submit the reflection paper and interview guide in one Word document titled LastName.InterviewReflect2 to the dropbox on Blackboard.

Intercultural Workshop Project

For this assignment, you will educate your classmates about culturally insensitive discourse on YikYak and suggest potential interventions to foster a more inclusive environment at Marshall University. You will work in a group of 4 people to deliver a **20-minute** workshop to the class.

This workshop should (a) describe, (b) explain, and (c) prescribe.

- For the **descriptive** element, you must identify **observable aspects** of uncivil communication against your chosen cultural group to show *how* members of the culture are treated differently on social media.

Please include evidence of incivility at Marshall University. Social media and interviewing members of this cultural group about their experiences are encouraged.

- For the **explanatory** element, you should:
 - If applicable, explain the *cultural significance* of the observable aspect that is being targeted by the uncivil communication (e.g., why it is an important aspect of the culture to its insiders/ingroup members).
 - Explain the basis for the uncivil communication. Is it a product of stereotypes, ethnocentrism, racism, sexism, ethical absolutism, or a combination of these factors?
 - Explain the effects of this discriminatory communication on those targeted and the larger community.
- For the **prescriptive** element, you should:
 - Post racially civil Yaks and/or show disapproval for uncivil Yaks.
 - Record their reception.
 - Discuss what effects your messages have on the YikYak community, and why you think so.
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Recommendations for creating a high-quality intercultural training workshop:

There are two essential elements for a high-quality workshop: high quality research and strong organization of the presentation. You must draw upon **at least three scholarly sources** (e.g., journal articles or scholarly books other than our required texts) **and two non-scholarly sources** (e.g., an Internet web page) for the workshop. These sources should be cited appropriately during your oral presentation and, in writing, in your presentation outline and in the reference list (following APA 6th edition guidelines). Finally, make your presentation informative and engaging. Visual aids should not overpower or replace your delivery of the material. Also, you are responsible for ensuring that any clips, videos, etc. work during your presentation.

CLASS SCHEDULE
Reading/Assignment Due

Week 1

1/15 Introduction

Week 2

1/20 Ch.1 The Origin of the Idea of Race

1/22 Ch.1 The Origin of the Idea of Race

Week 3

1/27 Ch.2 Race and Citizenship from the 1840s to the 1920s

1/29 Ch.2 Race and Citizenship from the 1840s to the 1920s

Week 4

2/3 Ch.3 Racial Ideologies from the 1920s to the Present

2/5 Ch.3 Racial Ideologies from the 1920s to the Present

Week 5

2/10 Ch.4 Spread of Ideology: 'Controlling Images' and Racism in the Media

2/12 Ch.4 Spread of Ideology: 'Controlling Images' and Racism in the Media

Week 6

2/17 Ch.5 Colorism and Skin-Color Stratification

2/19 Ch.5 Colorism and Skin-Color Stratification

Week 7

2/24 Ch.6 White Privilege and the Changing US Racial Hierarchy

2/26 Ch.6 White Privilege and the Changing US Racial Hierarchy

Week 8

3/3 Ch.7 Understanding Racial Inequality Today: Sociological Theories of Racism

3/5 Ch.7 Understanding Racial Inequality Today: Sociological Theories of Racism

DUE : Interview Reflection Paper 1

Week 9 3/10	Ch.11 Racism and the Criminal Justice System
3/12	Midterm
Week 10 3/17	SPRING BREAK
3/19	SPRING BREAK
Week 11 3/24	Ch.9 Income and Labor Market Inequality
3/26	Ch.9 Income and Labor Market Inequality
Week 12 3/31	Ch.10 Inequality in Housing and Wealth
4/2	Ch.10 Inequality in Housing and Wealth (COLA Conference)
Week 13 4/7	Ch.8 Educational Inequality
4/9	Ch.8 Educational Inequality
Week 14 4/14	Ch.12 Health Inequalities, Environmental Racism, and Environmental Justice
4/16	Ch.12 Health Inequalities, Environmental Racism, and Environmental Justice
Week 15 4/21	Ch.13 Racism, Nativism, and Immigration Policy
4/23	Ch.13 Racism, Nativism, and Immigration Policy DUE : Interview Reflection Paper 2

Week 16

4/28

Intercultural Workshop Project

4/30

Intercultural Workshop Project

Final Exam

5/7

12:45-2:45 PM

