

**Marshall University**

<b>Course Title/Number</b>	INTERCULTURAL COMMUNICATION/ CMM 322
<b>Semester/Year</b>	Fall 2016
<b>Days/Time</b>	
<b>Location</b>	
<b>Instructor</b>	Dr. Stephen Underhill
<b>Office</b>	Smith Hall 248
<b>Phone</b>	405-200-9396
<b>E-Mail</b>	underhills@marshall.edu
<b>Office Hours</b>	Tuesday: 10:50-1:50 Wednesday: 10:00-2:00 Thursday: 10:50-1:50; 3:15-6:15 Please e-mail me in advance of your arrival, if possible
<b>University Policies</b>	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to <a href="http://www.marshall.edu/academic-affairs">www.marshall.edu/academic-affairs</a> and clicking on "Marshall University Policies." Or, you can access the policies directly by going to <a href="http://www.marshall.edu/academic-affairs/policies/">www.marshall.edu/academic-affairs/policies/</a> . 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

**Course Description: From Catalog**

A study of the barriers to communication across cultures and of strategies for addressing these problems. This course has no prerequisites.
---

<b>Course student learning outcomes</b>	<b>How students will practice each outcome in this course?</b>	<b>How student achievement of each outcome will be assessed in this course?</b>
Students will identify examples of race, class, gender, sexual orientation hierarchy in U.S. culture or another.	Class discussion; Small group discussion; Critical Reflection papers.	Students will post to the Discussion forum a response that the prompt:  "Identify how American or another culture is organized hierarchically through body politics."  Each student will submit a 1.5 page paper with at least five in-text citations and a bibliography that responds to the same prompt.

<p>Students will identify Americanism and Americanization in daily public life.</p>	<p>Class discussion; Small group discussion; Critical Reflection papers.</p>	<p>Students will post to the Discussion forum a response that the prompt:</p> <p>“How is Americanism/Americanization evident in U.S. culture today? Or, how do contemporary hybrid cultural forms attempt to resist Americanism/Americanization?”</p> <p>Each student will submit a 1.5 page paper with at least five in-text citations and a bibliography that responds to the same prompt.</p>
<p>Students will explain the circulation of cultural products through the spread of post-war globalism.</p>	<p>Class discussion; Small group discussion; Critical Reflection papers.</p>	<p>Students will post to the Discussion forum a response that the prompt:</p> <p>“How does the push-pull and World-systems theories of immigration help explain your own contact with one or more artifact of daily life that comes from another culture?”</p> <p>Each student will submit a 1.5 page paper with at least five in-text citations and a bibliography that responds to the same prompt.</p>
<p>Students will define dominant, negotiated, and oppositional readings of cultural artifacts.</p>	<p>Class discussion; Small group discussion; Critical Reflection papers.</p>	<p>Students will post to the Discussion forum a response that the prompt:</p> <p>“Select an artifact and identify (1) the preferred reading as well as (2) a negotiated reading and (3) an oppositional reading.”</p> <p>Each student will submit a 1.5 page paper with at least five in-text citations and a bibliography that responds to the same prompt.</p>

<p>Students will identify their cultural identity, standpoint, and positionality.</p>	<p>Class discussion; Small group discussion; Critical Reflection papers.</p>	<p>Students will post to the Discussion forum a response that the prompt:</p> <p>What is your cultural identity? Where is your standpoint? How and where do you locate your positionality? What is your evidence?"</p> <p>Each student will submit a 1.5 page paper with at least five in-text citations and a bibliography that responds to the same prompt.</p>
<p>Students will identify cultural rules that govern public spaces.</p>	<p>Small group discussion; Critical Reflection papers.</p>	<p>Students will post to the Discussion forum a response that the prompt:</p> <p>“Identify oppositional cultural spaces local to where you currently live. How are they simultaneously separated and interconnected. Where is there evidence of borderlands? Of hybridity?”</p> <p>Each student will submit a 1.5 page paper with at least five in-text citations and a bibliography that responds to the same prompt.</p>
<p>Students will identify processes of cultural commodification and containment.</p>	<p>Small group discussion; Critical Reflection papers.</p>	<p>Students will post to the Discussion forum a response that the prompt:</p> <p>“Identify one or more cultural artifacts that have been commodified or fetishized and explain how the process works to contain the Other culture. Explain what Sorrells means by commodification and Smith means by containment rhetoric. Explain how they both use notions of the spectacle.”</p> <p>Each student will submit a 1.5 page paper with at least five in-text citations and a bibliography that responds to the same prompt.</p>

**Required Texts, Additional Reading, and Other Materials**

Sorrells, Kathryn. *Intercultural Communication: Globalization & Social Justice*, 2<sup>nd</sup> ed. Thousand Oaks: Sage Publications, 2016.

### Course Requirements/Due Dates

<b>Quizzes</b>	<b>40 Points</b>
<b>Think Pieces</b>	<b>40 Points</b>
<b>Midterm Exam</b>	<b>30 Points</b>
<b>Final Exam</b>	<b>30 Points</b>
<b>Participation</b>	<b>39 Points</b>

### 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%.
--

### Weekly Modules

This course is arranged by weekly modules located through the Course Content link. Each module contains a list of learning objective, a citation for the assigned readings, a PowerPoint presentation of content from the textbook, a transcript of the audio feature of the PowerPoint presentation, and links to the Discussion Forum, the week’s writing assignment, and the chapter quiz.

### Weekly Written Assignments (Think Pieces)

**40 Points**

We will examine how intercultural communication works to structure public life. Culture is evident in all of the public artifacts that we encounter on a daily basis. This semester, we will apply what communication scholars explain about intercultural relations to your everyday symbolic experiences. Each week, we will apply principles from the readings and the posted online material in analyses of current events and discussions with the INTO Conversation Partner Program:

The INTO Center offers the conversation partner program for both International and Domestic (American) students. The program is designed to pair one international student with one domestic student. The purpose of the program is to help our international students improve their conversational English speaking skills and provides domestic students the opportunity to learn about different cultures. You should contact Kenny Jones, MU’s Student Engagement Coordinator for INTO, to learn more about the program and be paired with a partner ([jonesken@marshall.edu](mailto:jonesken@marshall.edu); 304-696-2366). You should use the experience with your partner as a point of reference or reflection for the think pieces. **YOU SHOULD FILL OUT THE INTO CONVERSATION PARTNER APPLICATION IMMEDIATELY** (located beneath the syllabus on the homepage).

First, students will open the assigned weekly module folder (through the Course Content link) where they will find a PowerPoint presentation, a transcript of the audio content, a link to a Discussion Forum, a link to the Weekly Written Assignment, and a link to the chapter quiz. Students should read the assigned chapter and read/watch the posted material. Second, students will post their thoughts or “gut reactions” to the discussion prompts set for each week. Also, respond to the posts of at least two classmates. The goal is to create lively and informative interaction about the theoretical concepts. Discourse in the forum is what you make of it. You are welcome to write what you feel. Your responses to the prompt should be a

paragraph (300 words) in length. Your feedback to group members should be at least three sentences in length. Your work in the Discussion forum will be graded for participation (**39 points**).

Third, you will then respond to a prompt directly to me with your weekly Think Piece. You should use the forum as a resource for your graded assignment. For full credit, students should intelligently (and briefly) quote or paraphrase each reading or video, and use that material to analyze stories from everyday life that you find online. I will be reading to see how you incorporate key concepts from the assigned chapter. I encourage you to incorporate as many key concepts as possible. Each submission should be 1½ pages in length. Each submission should have at least five in-text citations and a bibliography. Students may use the style manual of their choice (Chicago/MLA/APA), but use it consistently and correctly. **SUBMIT ALL PAPERS TO BLACKBOARD “ASSIGNMENTS” LINK BY 11:59 PM SUNDAY NIGHT.** Title each paper “Last name, Think Piece #” (# represents the appropriate module number). **Before you write and submit Think Piece 1, read the document titled “Writing Advice” in the “Course Content” folder. This document explains how to organize analytical writing.**

### **Weekly Quizzes**

**40 Points**

Each chapter is accompanied by a quiz in the modules. Quizzes will open along with the chapter material and close 11:59 pm of the following Sunday night.

### **Exams**

**60 Points**

The midterm will open on June 27 and close on July 1. The midterm covers content from Week 1 to Week 7. The final exam will open on August 1 and close on August 5. The final exam covers content from Week 8 to Week 11. Both tests are worth 30 points and consist of four essay questions.

### **Technical Requirements, Availability, Description, and Accessibility**

To complete this course, students need access to the internet, Blackboard, e-mail, a word processing program, speakers to make use of audio components in videos and PowerPoint presentations, and Microsoft Office. Microsoft Office is free to download for students at the following link (<http://www.marshall.edu/it/office365/>) and from the Notifications page on the course site. The Notifications page also has links that describe the technical support offered and how to obtain it as well as links to accessibility policies and services. Additionally, transcripts for each PowerPoint presentation are available below each PowerPoint file. And, YouTube offers Closed Captioning with the “cc” icon in the bottom right corner of the video screen.

### **Classroom Response Time**

I will usually return messages within twenty-four hours.

Week 1	
8/22	Ch.1: Opening the Conversation: Studying Intercultural Communication
8/28	<b>CH. 1 Quiz Due</b>
8/28	<b>Think Piece 1 Due</b>
Week 2	
8/29	Ch.2: Understanding the Context of Globalization
9/4	<b>CH 2. Quiz Due</b>
9/4	<b>Think Piece 2 Due</b>
Week 3	
9/5	Ch.3: Globalizing Body Politics: Embodied Verbal and Nonverbal Communication
9/11	<b>CH. 3 Quiz Due</b>
9/11	<b>Think Piece 3 Due</b>
Week 4	
9/12	Ch.4: (Dis)Placing Culture and Cultural Space: Locations of Nonverbal and Verbal Communication
9/18	<b>CH. 4 Quiz Due</b>
9/18	<b>Think Piece 4 Due</b>
Week 5	
9/19	Golash-Boza, "The Origin of the Idea of Race"
9/23	Extended discussion forum!
Week 6	
9/26	Golash-Boza, "Colorism and Skin-Color Stratification"
10/2	Extended discussion forum!
Week 7	
10/3	Midterm Assigned
10/7	Midterm Due
Week 8	
10/10	Underhill, "Urban jungle, Ferguson: Rhetorical homology and institutional critique"
10/16	Extended discussion forum!
Week 9	
10/17	Ch.5: Privileging Relationships: Intercultural Communication in Interpersonal Contexts
10/23	<b>CH. 5 Quiz Due</b>
10/23	<b>Think Piece 5 Due</b>
Week 10	

10/24	Ch.6: Crossing Borders: Migration and Intercultural Adaptation
10/30	<b>CH. 6 Quiz Due</b>
10/30	<b>Think Piece 6 Due</b>
Week 11	
10/31	Ch.7: Jamming Media and Popular Culture
11/6	<b>CH. 7 Quiz Due</b>
11/6	<b>Think Piece 7 Due</b>
Week 12	
11/7	Ch.8: The Culture of Capitalism and the Business of Intercultural Communication Smith, "Containment Rhetoric and the Public Sphere: Imagining Amana, Inscribing America"
11/13	<b>CH. 8 Quiz Due</b>
11/13	<b>Think Piece 8 Due</b>
Week 13	
11/14	Ch.9: Negotiating Intercultural Conflict and Social Justice: Strategies for Intercultural Relations Golash-Boza, "Spread of Ideology: 'Controlling Images' and Racism in the Media"
11/20	<b>CH. 9 Quiz Due</b>
11/20	<b>Think Piece 9 Due</b>
FALL BREAK	
Week 14	
11/28	Ch. 10: Engaging Intercultural Communication for Social Justice: Challenges and Possibilities for Global Citizenship
12/4	<b>CH. 10 Quiz Due</b>
12/4	<b>Think Piece 10 Due</b>
Week 15	
12/5	Final Exam Posted
12/9	Final Exam Due