

**Marshall University**

Course Title/Number	<b>Intercultural Communication: CMM 322</b>
Semester/Year	Spring 2016
Days/Time	Monday/Wednesday 2:00-3:15
Location	Smith Hall 227
Instructor	Dr. Stephen M. Underhill
Office	Smith Hall 248
Phone	(304) 696-3020
E-Mail	underhills@marshall.edu
Office Hours	M: 12:00-2:00; 3:30-5:30 W: 12:00-2:00 F: 12:00-4:00 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 <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/?page_id=802">http://www.marshall.edu/academic-affairs/?page_id=802</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
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.
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**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"> <li>1. Aesthetic/Artistic</li> <li>2. Communication (oral, written, visual)</li> <li>3. Information Literacy: Exploring; Questioning; Searching; Evaluating; Synthesizing; Creating; Communicating; Assessing.</li> <li>4. Mathematical and Abstract</li> <li>5. Multicultural/International</li> <li>6. Scientific</li> <li>7. Social/Ethical/Historical</li> </ol>
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**Relationships among Course, Program, and Degree Profile Outcomes**

<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>	<b>Program Outcomes</b>	<b>Degree Profile Outcomes</b>
Students will identify instances of effective and ineffective intercultural communication	Class discussion; Class activities; Critical Reflection papers.	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; Critical Reflection papers.	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; Critical Reflection papers.	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; Critical Reflection papers.	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; Critical Reflection papers.	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

Sorrells, Kathryn. *Intercultural Communication: Globalization & Social Justice*. Thousand Oaks: Sage Publications. 2013.

## Course Requirements

<b>Background Check</b>	<b>10 Points</b>
<b>Think Pieces</b>	<b>40 Points</b>
<b>Midterm Exam</b>	<b>50 Points</b>
<b>Final Exam</b>	<b>50 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%.

## 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.

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 Blackboard "Assignments" Link.

## SEMESTER PROJECT

We will examine how intercultural communication works to structure public life. Culture is evident in all public artifacts that we encounter on a daily basis. This semester, we will apply what communication scholars explain about intercultural relations to five artifacts of your choice.

### Step One: Topics Selection and Background Checks

**10 Points**

You will identify Five (5) intercultural cultural artifacts of interest to you about which you have found background material. In particular, you will find stories about their production in newspapers and magazines. You will write a one-two page synopsis covering ALL FIVE ARTIFACTS (so FIVE to TEN pages altogether). Consider the who, what, when, where, why, and how questions that exist within the texts and outside the texts. **Within:** Address 1) Who are the characters involved? 2) What events have happened? 3) Where key events have happened? 4) When did key events happen? 5) How is action being deployed in ALL FIVE ARTIFACTS? 6)

For what purpose is action being deployed in ALL FIVE ARTIFACTS? **Outside:** address 1) Who made the artifact? 2) What events have happened historically? 3) Where did these events happen? 4) When was the artifact made and how does that relate to events inside the artifact? 5) How is the artifact communicated? By what media forms? 6) For what purpose was the artifact made? This assignment will provide you with the requisite background material for the rest of the semester. You should do it well. You must turn in a citation page, correctly using a style of your preference.

**If you do not cite at least fifteen news sources between all five artifacts, you will get a zero for this assignment!**

Topics Selection & Background Checks Rubric		
Vector	Value	Score
Synopsis: Who is involved? What is the clash over? Where is the clash occurring? When did this clash arise? 5) How is action being deployed? For what purpose is action being deployed?	5	
Citation Page	5	
<b>Total</b>		

**Step Two: Weekly Applications.**

**40 Points**

Each week, students will apply principles from the readings to their selected topics. For full credit, students should intelligently (and briefly) quote each reading, and use those quotes to analyze their artifacts. You may either focus on one artifact or explain how the readings inform two or more. Each submission should be 1½ pages in length. **SUBMIT ALL PAPERS TO BLACKBOARD “ASSIGNMENTS” LINK BY 11:59 PM MONDAY NIGHT.** Title each paper “Last name, Think Piece #” (# represents the appropriate week number).

Weekly Application Rubric		
Vector	Value	Score
Quality of writing and evidence	2	
At least four citations	2	
<b>Total</b>		

CLASS SCHEDULE  
Reading/Assignment Due

**TP=Think Piece**

<b>Week 1</b>		
Monday, 1/11	Introduction	
Wednesday, 1/13	Stuart Hall on Culture (Film)	
<b>Week 2</b>		
Monday, 1/18	Martin Luther King, Jr. Holiday - University closed	
Wednesday, 1/20	Ch.1: Opening the Conversation: Studying Intercultural Communication	
<b>Week 3</b>		
Monday, 1/25	Ch.2: Understanding the Context of Globalization <b>Background Check Due</b>	
Wednesday, 1/27	Ch.2: Understanding the Context of Globalization	
<b>Week 4</b>		
Monday, 2/1	Ch.3: Globalizing Body Politics: Embodied Verbal and Nonverbal Communication	<b>TP1</b>
Wednesday, 2/3	Ch.3: Globalizing Body Politics: Embodied Verbal and Nonverbal Communication	
<b>Week 5</b>		
Monday, 2/8	Ch.4: (Dis)Placing Culture and Cultural Space	<b>TP2</b>
Wednesday, 2/10	Ch.4: (Dis)Placing Culture and Cultural Space	
<b>Week 6</b>		
Monday, 2/15	Ch.5: Crossing Borders: Migration and Intercultural Adaptation	<b>TP3</b>
Wednesday, 2/17	Ch.5: Crossing Borders: Migration and Intercultural Adaptation	
<b>Week 7</b>		
Monday, 2/22	Ch.6: Jamming Media and Popular Culture	<b>TP4</b>
Wednesday, 2/24	Ch.6: Jamming Media and Popular Culture	
<b>Week 8</b>		
Monday, 2/29	Stuart Hall on Culture (Film)	
Wednesday, 3/2	Midterm	
<b>Week 9</b>		
Monday, 3/7	Ch.7: Privileging Relationships	

Wednesday, 3/9	Ch.7: Privileging Relationships	
<b>Week 10</b>		
Monday, 3/15	Ch.8: The Culture of Capitalism	<b>TP5</b>
Wednesday, 3/16	Ch.8: The Culture of Capitalism	
<b>Week 11</b>		
Monday, 3/21	Spring Break: Classes dismissed	
Wednesday, 3/23	Spring Break: Classes dismissed	
<b>Week 12</b>		
Monday, 3/28	Ch.9: Negotiating Intercultural Conflict and Social Justice	<b>TP6</b>
Wednesday, 3/30	Ch.9: Negotiating Intercultural Conflict and Social Justice	
<b>Week 13</b>		
Monday, 4/4	Ch. 10: Engaging Intercultural Communication for Social Justice	<b>TP7</b>
Wednesday, 4/6	Ch. 10: Engaging Intercultural Communication for Social Justice	
<b>Week 14</b>		
Monday, 4/11	Golash-Boza, The Origin of the Idea of Race (Blackboard)	<b>TP8</b>
Wednesday, 4/13	Golash-Boza, The Origin of the Idea of Race (Blackboard)	
<b>Week 15</b>		
Monday, 4/18	Golash-Boza, Spread of Ideology: 'Controlling Images' and Racism in the Media (Blackboard)	<b>TP9</b>
Wednesday, 4/20	Golash-Boza, Spread of Ideology: 'Controlling Images' and Racism in the Media	
<b>Week 16</b>		
Monday, 4/25	Golash-Boza, "Colorism and Skin-Color Stratification" (Blackboard)	<b>TP10</b>
Wednesday, 4/27	Golash-Boza, Colorism and Skin-Color Stratification	
<b>Final Exam</b>		
Monday, May 2	12:45-2:45	



