We live in an interconnected world. It is no longer a question of whether you will encounter cultures different from your own (if such a circumstance ever actually existed), but when you will encounter them and how you will choose to react. To study intercultural communication is to study intersections of human difference. Interactions between different cultures all too frequently result in misunderstandings and caustic judgment, but they can also provide invaluable growth through exposure to the human experience in all of its breathtaking diversity. Ultimately, these interactions can also show that "what unites us is greater than what divides us."

Throughout this course, we will explore how culture influences and is influenced by our communication, identities, relationships, and broader societal issues. You will leave the course with greater insight into why we do the things we do and why others are the way they are. By gaining greater theoretical understanding of intercultural communication, you will gain greater ability to understand and interact with people who are different from you. I truly hope you find the study of intercultural communication as positively impactful to your lives as it has been to mine.

1. Senator John F. Kennedy, 1957

Course Objectives

By the end of this course you will be able to:

1. Improve your understanding of and appreciation for cultural differences.
3. Thoroughly consider the ethical responsibilities of an intercultural communicator.
4. Critically compare and contrast theoretical perspectives on intercultural communication.
5. Strengthen your writing abilities by evaluating how course readings contribute to our understanding of intercultural communication.

Instructor

Christian Lippert

Email: christian.lippert@usu.edu

Office Hours: Please email me if you would like to have a video/phone call. I will respond to emails within 24 hours (and usually sooner) when they are sent between 8:00 am and 6:00 pm Monday through Friday.

Note: If you have questions that could benefit the entire class, please post them in our General Q&A Discussion Forum under the "Discussions" tab. I will respond within 24 hours on weekdays.
Course Resources


Note: All other required readings will be found in the weekly Modules

Fees

The University’s Course Fee Committee recently approved the addition of a $15/credit online course fee. Effective Spring 2020, the fee will be applied to all online courses to sustain current digital technologies and support services required for delivering online learning.

Course Requirements

Each student will be required to complete the following assignments:

1. **Thought Essays**: You are required to complete **five** one-page, single-spaced, and typed thought essays. In these essays, you will synthesize the readings for that week by discussing how they relate to one another. You will then highlight their implications for us as students of intercultural communication. A description of this assignment is found under Module #2. Due dates are found in the course description below.

2. **Discussion Leadership**: You will be required to serve as the discussion leader on **two** occasions throughout this semester. As the discussion leader, you will come up with a brief summary of the readings that clearly highlights their main idea(s). You will also come up with five open-ended questions to ask about the readings. The summary and questions must be emailed to me by 5:00 pm on Monday so that you can make any suggested edits and post them by Tuesday at 9:00 am. You are also required to monitor the discussion throughout the week and respond to your group members comments. By Friday midnight, I would like you to summarize the main insights from your group members’ comments. More information is found under Module #1.

3. **Class participation**: Because this is a 3000-level class, a high level of individual participation is expected of each student. In our online format, participation is reflected by your active participation in weekly discussions. I will take note of the quality of your participation and determine your participation grade at the semester's end. **Note**: Your participation score accounts for **13%** of your final grade.

4. **Quizzes**: You will take **nine** quizzes over the course of the semester. Your eight highest scores will count towards your final grade. You can expect to take a quiz every Monday that we have assigned readings.

5. **Exams**: There will be **two** exams during the semester. Both will be taken online and can be taken anytime during the week (Monday-Friday) they are assigned. The final exam is not cumulative. You will have 60 minutes for your midterm exam and 120 minutes for your
final exam. Once you start the exam, you will have to finish it in a single setting. Therefore, make sure you have adequate time to finish the exam before you begin. These exams require virtual proctoring through an application called Proctorio and must be taken using a Google Chrome browser. See the Proctorio Student Guide for more information.

Evaluation Methods and Criteria

<table>
<thead>
<tr>
<th>GRADING SYSTEM</th>
<th>Points</th>
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<tbody>
<tr>
<td>THOUGHT ESSAYS (5) @ 20 POINTS</td>
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<tr>
<td>Quizzes (8) @ 10 POINTS</td>
<td>80 POINTS</td>
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<tr>
<td>MIDTERM EXAM</td>
<td>80 POINTS</td>
</tr>
<tr>
<td>FINAL EXAM</td>
<td>80 POINTS</td>
</tr>
<tr>
<td>DISCUSSION LEADERSHIP (2) @ 30</td>
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<tr>
<td>ONLINE PARTICIPATION</td>
<td>60 POINTS</td>
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<td>TOTAL</td>
<td>460 POINTS</td>
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Grade Scheme

The following grading standards will be used in this class:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
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<tr>
<td>A-</td>
<td>&lt; 93.0 % to 90.0%</td>
</tr>
<tr>
<td>B+</td>
<td>&lt; 90.0 % to 87.0%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 87.0 % to 83.0%</td>
</tr>
<tr>
<td>B-</td>
<td>&lt; 83.0 % to 80.0%</td>
</tr>
<tr>
<td>C+</td>
<td>&lt; 80.0 % to 77.0%</td>
</tr>
<tr>
<td>C</td>
<td>&lt; 77.0 % to 73.0%</td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 73.0 % to 70.0%</td>
</tr>
<tr>
<td>D+</td>
<td>&lt; 70.0 % to 67.0%</td>
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<tr>
<td>D</td>
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</tr>
<tr>
<td>F</td>
<td>&lt; 59.0 % to 0.0%</td>
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Course Schedule/Outline

TENTATIVE CLASS SCHEDULE
Week 1 (Aug 31 to Sept 4)
Module #1: ORIENTATION

Readings
- Syllabus
- Discussion Leadership Assignment
- Discussion Leadership Schedule

Assignments Due
- Introductions

Week 2 (Sept 4 to Sept 11)
Module # 2: THEORY of SOCIAL CONSTRUCTION

Readings
- Allen – Difference Matters
- Textbook Ch. 1
- Thought Essay Assignment

Assignments Due
- Quiz #1
- Discussion Leadership #1

Week 3 (Sept 14 to Sept 28)
Module #3: CULTURE & COMMUNICATION

Readings
- Textbook Ch. 2
- Ingram – American Worldviews I, II, III

Assignments Due
- Quiz #2
- Discussion Leadership #2

Week 4 (Sept 21 to Sept 25)
Module #4: LEARNING & ADAPTATION
<table>
<thead>
<tr>
<th><strong>Readings</strong></th>
<th><strong>Assignments Due</strong></th>
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</thead>
<tbody>
<tr>
<td>Textbook Ch. 3</td>
<td>Quiz #3</td>
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<tr>
<td>Wolff – Heart of Whiteness</td>
<td>Discussion Leadership #3</td>
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<tr>
<td>Quiz #3</td>
<td>Thought Essay #1</td>
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**Week 5 (Sept 28 to Oct 2)**

**Module #5: CULTURE AND IDENTITY**

<table>
<thead>
<tr>
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<td>Textbook Ch. 4</td>
<td>Quiz #4</td>
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<tr>
<td>Sichel – Third Culture Kids</td>
<td>Discussion Leadership #4</td>
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**Week 6 (Oct 5 to Oct 9)**

**Module #6: VERBAL COMMUNICATION**

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<th>Readings</th>
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<td>Textbook Ch. 5</td>
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<td>Ellis &amp; Moaz-Cross-Cultural Argument</td>
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<td>Exam Review Guide</td>
<td>Thought Essay #2</td>
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**Week 7 (Oct 12 to Oct 16)**

**Module #7: NON-VERBAL COMMUNICATION**

<table>
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<th>Readings</th>
<th>Assignments Due</th>
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<tr>
<td>Textbook Ch. 6</td>
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<td>Bond – Emotions in China</td>
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<td>Exam Review Guide</td>
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**Week 8 (Oct 19 to Oct 23)**

**Module #8: MIDTERM EXAM**
### Week 9 (Oct 26 to Oct 30)

#### Module #9: STEREOTYPES, ETHNOCENTRISM, & PREJUDICE

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<td>Mheiri – Muslims and Stereotypes</td>
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<td>Thought Essay #3</td>
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### Week 10 (Nov 2 to Nov 6)

#### Module 10: INTERCULTURAL CONFLICT

<table>
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<tr>
<td>Textbook Ch. 8</td>
<td>Quiz #7</td>
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<tr>
<td>Tutu – Truth and Reconciliation</td>
<td>Discussion Leadership #8</td>
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### Week 11 (Nov 9 to Nov 13)

#### Module #11: TRAVEL AND ADAPTATION

<table>
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<tbody>
<tr>
<td>Textbook Ch. 9</td>
<td>Quiz #8</td>
</tr>
<tr>
<td></td>
<td>Discussion Leadership #9</td>
</tr>
</tbody>
</table>
• Christofi and Thompson – Re-acculturation
• Thought Essay #4

Week 12 (Nov 16 to Nov 20)

Module #12: CULTURE AND APPLIED CONTEXT

Readings
• Textbook Ch. 10

Assignments Due
• Quiz # 9
• Discussion Leadership #10

Week 13 (Nov 23 to Nov 27)

Module #13: Thanksgiving Break!

Readings
No Readings

Assignments Due
No Assignments

Week 14 (Nov 30 to Dec 4)

Module #14: INTERCULTURAL COMMUNICATION & DIVERSITY

Readings
• Textbook Ch. 11
• Chen – Media and Globalization

Assignments Due
• Thought Essay #5

Week 15 (Dec 7 to 11)

Module #15: INTERCULTURAL COMPETENCY

Readings

Assignments Due
Attendance and Excused Absences Policy

Although this is an online class, everyone is required to participate regularly in group discussions. Attendance means being active/participating regularly in the online discussions. Failure to participate or missing discussions will negatively affect your participation grade. Plan well and participate regularly.

Nonattendance Policy

Students May Be Dropped For Nonattendance

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. *(This does not remove responsibility from the student to drop courses which he or she does not plan to attend.)* This option is typically used for classes that are full and the instructor is trying to make a seat available for another student, but may be considered for other courses. Requests must be made during the first 20 percent of the course and will be considered on an individual student basis. Students who are dropped from courses will be notified by the Registrar’s Office through their preferred e-mail account (see 2018-2019 General Catalog).

Assumption of Risk

All classes, programs, and extracurricular activities within the University involve some risk, and certain ones involve travel. The University provides opportunities to participate in these programs on a voluntary basis. Therefore, students should not participate in them if they do not care to assume the risks. Students can ask the respective program leaders/sponsors about the possible risks a program may generate, and if students are not willing to assume the risks, they should not select that program. By voluntarily participating in classes, programs, and extracurricular activities, a student does so at his or her own risk. General information about University Risk Management policies, insurance coverage, vehicle use policies, and risk management forms can be found at: [http://www.usu.edu/riskmgt/](http://www.usu.edu/riskmgt/)
Library Services

All USU students attending classes in Logan, at our Regional Campuses, or online can access all databases, e-journals, and e-books regardless of location. Additionally, the library will mail printed books to students, at no charge to them. Students can also borrow books from any Utah academic library. Take advantage of all library services and learn more at libguides.usu.edu/rc.

Classroom Civility

Utah State University supports the principle of freedom of expression for both faculty and students. The University respects the rights of faculty to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede the learning process. Disruptive classroom behavior will not be tolerated. An individual engaging in such behavior may be subject to disciplinary action. Read Student Code Article V Section V-3 for more information.

University Policies & Procedures

Academic Freedom and Professional Responsibilities

Academic freedom is the right to teach, study, discuss, investigate, discover, create, and publish freely. Academic freedom protects the rights of faculty members in teaching and of students in learning. Freedom in research is fundamental to the advancement of truth. Faculty members are entitled to full freedom in teaching, research, and creative activities, subject to the limitations imposed by professional responsibility. Faculty Code Policy #403 further defines academic freedom and professional responsibilities.

Academic Integrity – "The Honor System"

Each student has the right and duty to pursue his or her academic experience free of dishonesty. To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge:

"I pledge, on my honor, to conduct myself with the foremost level of academic integrity."

A student who lives by the Honor Pledge is a student who does more than not cheat, falsify, or plagiarize. A student who lives by the Honor Pledge:

- Espouses academic integrity as an underlying and essential principle of the Utah State University community;
- Understands that each act of academic dishonesty devalues every degree that is awarded by this institution; and
- Is a welcomed and valued member of Utah State University.

Academic Dishonesty

The instructor of this course will take appropriate actions in response to Academic Dishonesty, as defined the University’s Student Code. Acts of academic dishonesty include but are not limited to:
- **Cheating**: using, attempting to use, or providing others with any unauthorized assistance in taking quizzes, tests, examinations, or in any other academic exercise or activity. Unauthorized assistance includes:
  - Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  - Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  - Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  - Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  - Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  - Submitting substantially the same work for credit in more than one class, except with prior approval of the instructor; or engaging in any form of research fraud.
- **Falsification**: altering or fabricating any information or citation in an academic exercise or activity.
- **Plagiarism**: representing, by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes using materials prepared by another person or by an agency engaged in the sale of term papers or other academic materials.

For additional information go to: [ARTICLE VI. University Regulations Regarding Academic Integrity](#)

**Sexual Harassment/Title IX**

Utah State University is committed to creating and maintaining an environment free from acts of sexual misconduct and discrimination and to fostering respect and dignity for all members of the USU community. Title IX and [USU Policy 339](#) address sexual harassment in the workplace and academic setting.

The university responds promptly upon learning of any form of possible discrimination or sexual misconduct. Any individual may contact USU’s Office of Equity for available options and resources or clarification. The university has established a complaint procedure to handle all types of discrimination complaints, including sexual harassment ([USU Policy 305](#)), and has designated the Office of Equity Director/Title IX Coordinator as the official responsible for receiving and investigating complaints of sexual harassment.

**Withdrawal Policy and "I" Grade Policy**

Students are required to complete all courses for which they are registered by the end of the semester. In some cases, a student may be unable to complete all of the coursework because of extenuating circumstances, but not due to poor performance or to retain financial aid. The term ‘extenuating’ circumstances includes: (1) incapacitating illness which prevents a student from attending classes for a minimum period of two weeks, (2) a death in the immediate family, (3) financial responsibilities requiring a student to alter a work schedule to secure employment, (4)
change in work schedule as required by an employer, or (5) other emergencies deemed appropriate by the instructor.

*Students with Disabilities*

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the **Disability Resource Center (DRC)** as early in the semester as possible (University Inn # 101, (435) 797-2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

*Diversity Statement*

Regardless of intent, careless or ill-informed remarks can be offensive and hurtful to others and detract from the learning climate. If you feel uncomfortable in a classroom due to offensive language or actions by an instructor or student(s) regarding ethnicity, gender, or sexual orientation, contact:

- Division of Student Affairs: [https://studentaffairs.usu.edu](https://studentaffairs.usu.edu), (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: [https://ususa.usu.edu/student-association/student-advocacy/legal-services](https://ususa.usu.edu/student-association/student-advocacy/legal-services), (435) 797-2912, TSC 326
- Access and Diversity: [http://accesscenter.usu.edu](http://accesscenter.usu.edu), (435) 797-1728, access@usu.edu, TSC 315
- Multicultural Programs: [http://accesscenter.usu.edu/multiculture](http://accesscenter.usu.edu/multiculture), (435) 797-1728, TSC 315
- LGBTQ+ Programs: [http://accesscenter.usu.edu/lgbtqa](http://accesscenter.usu.edu/lgbtqa), (435) 797-1728, TSC 3145
- Provost’s Office Diversity Resources: [https://www.usu.edu/provost/diversity](https://www.usu.edu/provost/diversity), (435) 797-8176

You can learn about your student rights by visiting:
The Code of Policies and Procedures for Students at Utah State University: [https://studentconduct.usu.edu/studentcode](https://studentconduct.usu.edu/studentcode)

*Grievance Process*

Students who feel they have been unfairly treated may file a grievance through the channels and procedures described in the Student Code: **Article VII**.

*Full details for USU Academic Policies and Procedures can be found at:*

- **Student Conduct**
- **Student Code**
- **Academic Integrity**
- **USU Selected Academic Policies and Procedures**
- **USU Academic Policies and Procedures**
- **Academic Freedom and Professional Responsibility Policy**
Emergency Procedures

In the case of a drill or real emergency, classes will be notified to evacuate the building by the sound of the fire/emergency alarm system or by a building representative. In the event of a disaster that may interfere with either notification, evacuate as the situation dictates (i.e., in an earthquake when shaking ceases or immediately when a fire is discovered). Turn off computers and take any personal items with you. Elevators should not be used; instead, use the closest stairs.