The purpose of this seminar is to explore the relationship between culture and communication, and the implications this has for understanding cultural, intercultural, and intergroup communication. The course is intended to give you a feel for intercultural communication as a field of study as well as some resources for teaching others about intercultural communication.

This is a "seminar," as opposed to a "class." What this means is that, although I as the professor am responsible for selecting the reading materials, giving direction and assistance in and out of the class, etc., I expect that you will initiate topics and concerns throughout the semester, as well as share your own expertise on the topics under consideration. Although I will do some presentation, I have no intention (or desire) of turning this class into anything close to a lecture series. I fully expect each student to have read the material before class and then participate in the class discussions.

I requested your feedback on issues related to intercultural communication and I have tried to incorporate those interests into the topics and readings we will discuss. The most frequently requested topic was the issue of prejudice (or related issues) and so you will see that this is an issue we will look at from a variety of perspectives. Please feel free to incorporate current events and media coverage into our discussion as we consider how these connect to various perspectives in the field of communication and culture.

**Course Requirements** (as in where your grade comes from)

(40) Participation. This is based on your being familiar with the assigned readings and your active participation in class discussions.

(150) Ten of the eleven possible connection/position papers (2 ½ to 3 pages, with 1.5 spacing). These should display connections you have made between the reading and your own life experiences and personal perspectives or articulate a particular position in regards to the reading material. Not every reading needs to be referenced in the paper, however, the readings do connect to each other so I expect multiple connections to be made. Each paper should include at the end a discussion question for the class. These are due by 5pm on the Monday before the Tuesday the readings are to be covered.

(100) Your Choice: You must commit to one of the choices by the 6th week of the semester and report that decision to me. Either option is due December 8:

1. Teaching/Training *recorded* presentation, detailed lesson plan and a 15 minute class presentation about what you did. The teaching presentation may be designed for a work or educational setting (45-50 minutes) and must be tied to one of the issues we discuss AND the topic must be
approved by the 10th week of the semester. For the recording part I suggest you use “Kaltura” on our Canvas page. The lesson plan will be a detailed description/explanation of your presentation, including goals, procedures, and the reasoning behind your approach. Include a reference page for sources.

2. Final Paper (due Dec. 8th, late papers are always penalized) and Presentation (15-20 minutes). The paper should be suitable in size and style for presentation to a scholarly conference or publication in a scholarly journal (20-25 pages). The paper topic should clearly deal with some aspect of culture and communication. Your paper may be a review and assessment of 2-3 theories explicitly relevant to this course or a study of inter(cultural) communication tied to public documents so that no IRB permissions are needed (these are hard to get right now with the pandemic ongoing). The topic must be approved by the 10th week of the semester.

Regardless of which option you select, I encourage and expect each of you to visit with me via Zoom to discuss your paper or presentation with me at some point during the semester. The presentation will be given on your particular research project and should focus on key questions, findings and implications for the future.

(30) Presentation of paper/recording. These will be 15 minute presentations covering key ideas from what you wrote about or presented on via the recording. What did you learn? How did you get there? What is of most value to multi-cultural communities like the ones we live in?

(50) Ten one-page ‘what I learned’ papers (5 points each). These are due the day after class as an e-mail attachment or Canvas submission and are to be based on our class discussion.

(30) Final Quiz done during finals week and during our scheduled class.

Total 400 points. Grade scale: A=94%+/ A-=90-93%/ B+=87-89%/ B=84-86%/ B-=80-83%/ C=70-79%/ D=55-69%/ F=54% or below.

This is a live web broadcast course. The expectations for attendance are the same as for a Face-to-face (f2f) course. When you enter the class your video should be on and I expect that you will keep this on so I can see your face, just like in a f2f class. Please leave your correct name on the screen. You may select a virtual background to block out your background if you would like. Your audio will be muted on entering. When you make comments remember to unmute. Generally it will be best to leave your audio muted when others are speaking to avoid background noise and distractions. I am not planning on recording any of these sessions or allowing recording of class sessions.

Readings and Schedule

All readings may be found under "Files" in Canvas.

Readings with an (H) all come from Intercultural Communication Edited by Ling Chen and published by De Gruyter Mouton (Boston) in 2017 as part of the Handbooks of Communication Science series.

Reading with an (E) all come from The International Encyclopedia of Intercultural Communication Edited by Young Yun Kim and published by John Wiley & Sons, in 2017. https://onlinelibrary.wiley.com/doi/book/10.1002/9781118783665 (Links to an external...
Schedule

Sept. 1  Introduction/Definitions
> Murky waters: Histories of Intercultural Communication Research (H) by Baldwin
> Theoretical Perspectives on Communication and Cultures (H) Dutta & Martin

Sept. 8  *Traditional social scientific perspectives
> Cross-Cultural Communication Theory and Research, Overview (E) by Merkin
> Intergroup Communication, Overview (E) by Abeyta & Giles
> Intercultural Communication Competence (E) by Arasaratnam-Smith

Sept. 15 *Interpretive perspectives
> Speech Codes Theory (E) by Hart
> Cultural Communication Overview (E) by Boromisza-Habashi
> Cultural Communication: Advancing Understanding in a Multi-cultural World (H) by Hall
> Cultural Communication Norms (E) by Hall

Sept. 22 *Critical perspectives
> Critical Intercultural Communication, Overview (E) Nakayama & Martin
> Standpoint Theory (E) by Allen
> Theories of Hybridity (E) by Uryu
> Intersectionality (E) by Yep & Chivers

Sept. 29 *Prejudice and Stereotyping from a social scientific perspective
> Stereotyping and Communication (H) by Zhang
> Prejudice and Discrimination (E) by Awad & Rackley
> Let me tell you a story: Narrative effects in the communication of stigma toward migrant workers in China in Journal of International and Intercultural Communication (2019) by Yan & Bresnahan

Oct. 6  *Prejudice from interpretive perspectives
> Narrative of Prejudice, Howard Journal of Communication (1998) by Hall
Intergroup Discourse Analysis (E) by Augoustinos & Potter
Discourse of Difference (E) by Edgerly
Oct. 13 Prejudice from critical perspectives
Interracial Communication, Critical Approaches (E) by Harris
Othering and Otherness (E) by Chawla
Here is something you can’t understand: The suffocating whiteness of communication studies in Communication and Critical/Cultural Studies (2020) by Calvente, Calafell, & Chávez
Oct. 20 Mental) Health and Culture
Mental Health: Culture, Race, and Ethnicity A Report of the Surgeon General
‘That’s all they say in our language: One onion, all smell’: The impact of racism on the settlement experiences of South Sudanese women in Australia in (2020) Language and Intercultural Communication by Burford, Augoustinos, & Due
Moving towards Community Cultural Competence in International Journal of Intercultural Relations (2019) by Garrido, Garcia-Ramirez, & Balcazar
Oct. 27 Intercultural Communication Training
Intercultural Communication Training, Overview (E) by Bennett
Intercultural Games and Simulations (E) by Wiggins
Cultural Diversity Training in Organizations (E) by Wilkinson
Intercultural Training Effectiveness, Assessment of (E) by Bhawuk
Nov. 3 Approaching the disagreeable?
A cry and an outcry: Oplakvane (complaining) as a term for communication practice in Journal of International and Intercultural Communication (2018) by Sotirova
Exploring the relationship between Employee Burnout, Organization Dissent and Work-family Culture in Russian Organizations in Journal of Intercultural Research (2020) by Zeng et al.
Nov. 10 Identities on the move
Cross-cultural adaption: An identity approach (H) by Liu
Diaspora and Diasporic Identity (E) by Drzewiecka
Voices of Refugee Women: Adaptation and Identification in *Journal of Intercultural Research* (2020) by Colvin & Munz
Identity Politics (E) by Daugherty and Jackson II

Nov. 17 *Culture and Community Change*

Culture-Centered Communication and Social Change: Listening and Participation to Transform Communities (H) by Dutta


Nov. 24 No class. Prepare for presentations
Dec. 1 Presentations (via Zoom)
Dec. 8 Presentations (via Zoom)
Dec. 15 Final Exam Week

* = Connection paper due

**Course Policies**

1. Late work: If work is late it will have 10% taken off. No late work will be accepted more than one day after a deadline unless prior arrangements for extenuating circumstances have been made ahead of time. You are always welcome to turn in assignments
2. Academic Integrity: You will be expected to adhere to USU’s policy for academic integrity. See: [http://catalog.usu.edu/content.php?catoid=12&navoid=3140](http://catalog.usu.edu/content.php?catoid=12&navoid=3140) (Links to an external site.)

**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* (Links to an external site.) for more information.
COVID-19 Classroom Protocols

In order to continue to provide a high standard of instruction at USU, and to limit the spread of COVID-19 during the pandemic, students are asked to follow certain classroom protocols during the fall 2020 semester. These protocols are in place not only for your safety but also the safety of the rest of the campus community. You will be asked to clean your desk area at the start of each class, sit in designated seats, wear face coverings, and follow dismissal instructions. There may be individual medical circumstances that prevent some students from using face coverings. These circumstances will be rare, but if they do exist, we ask that everyone be respectful. It is imperative that we each do our part so that on-campus instruction can continue.

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 (Links to an external site.) 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:
  o Working in a group when the instructor has designated that the quiz, test, examination, or any other academic exercise or activity be done “individually;”
  o Depending on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments;
  o Substituting for another student, or permitting another student to substitute for oneself, in taking an examination or preparing academic work;
  o Acquiring tests or other academic material belonging to a faculty member, staff member, or another student without express permission;
  o Continuing to write after time has been called on a quiz, test, examination, or any other academic exercise or activity;
  o 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 (Links to an external site.)]

**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 (Links to an external site.)](#) 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 (Links to an external site.)](#) 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 (Links to an external site.)](#)), 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) (Links to an external site.) 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.

Students who are at a higher risk for complications from COVID-19 or who contract COVID-19 may also be eligible for 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 (Links to an external site.), (435) 797-1712, studentservices@usu.edu, TSC 220
- Student Legal Services: https://ususa.usu.edu/student-association/student-advocacy/legal-services (Links to an external site.), (435) 797-2912, TSC 326,
- Access and Diversity: http://accesscenter.usu.edu (Links to an external site.), (435) 797-1728, access@usu.edu; TSC 315
- Multicultural Programs: http://accesscenter.usu.edu/multiculture (Links to an external site.), (435) 797-1728, TSC 315
- LGBTQA Programs: http://accesscenter.usu.edu/lgbtqa (Links to an external site.), (435) 797-1728, TSC 3145
- Provost’s Office Diversity Resources: https://www.usu.edu/provost/diversity (Links to an external site.), (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 (Links to an external site.)

**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 (Links to an external site.).

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

- Student Conduct (Links to an external site.)
- Student Code (Links to an external site.)
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.

Mental Health

Mental health is critically important for the success of USU students. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities. Utah State University provides free services for students to assist them with addressing these and other concerns. You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS).

Students are also encouraged to download the "SafeUT App" to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide related issues.