

**Introduction to Global Communication CMST 1330**  
**M/W 2:30 – 3:45pm, Main 121, Spring Semester 2017**

**Professor:** Jason Gilmore, PhD

**Email:** jason.gilmore@usu.edu

**Office Hours:** Mondays and Wednesdays 3:45-4:45pm or by appointment (Main 002F)

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### **Course Overview**

In recent years the world has become more interconnected than in any era in human history. This increase in international and intercultural connectedness has been made possible by the advent of technologies that not only allow people to travel physically across international borders, but also virtually without ever leaving our home countries (or perhaps even our couches). As we will see throughout the semester, the field of global communication is multifaceted, offering students a plethora of perspectives and theories to help them grasp the roles and impacts of communication in this increasingly globalized world. This semester we will examine global communication from three separate perspectives. First, we will look at communication from *cross-national* perspectives where we will examine national communication systems in comparison to others. Second, we will examine communication through *international and intercultural* lenses to see communications that cross international borders. Finally, we will examine the impacts that *transnational* organizations—such as UNESCO—have on global communication systems and trends. All in all, students should come away from this course with a comprehensive understanding of the complexities of communication in this increasingly global era.

### **Required Texts**

1. All course readings can be found on the class CANVAS site.

### **Course Objectives**

1. Provide students with a broad understanding of cultural variations and worldviews.
2. Learn the fundamental perspectives, theories and principles of global communication as a field and how they function in this increasingly globalized world.
3. Obtain a robust understanding and appreciation of different cultural and national approaches to communication in both national and global contexts.
4. Strengthen students' ability to organize and present thoughts, perspectives, and arguments in written format.
5. Further improve students' ability to think critically about and evaluate different points of view and arguments.
6. Strengthen students' ability to analyze complex subject matter.

### **Overall expectation**

The fact that we don't always agree on matters is a strength, rather than a weakness, of modern society. Students are asked to come to class with attitudes of respect and openness to learning about themselves and others in relationship to culture and public discourse.

## Course Requirements

- 1) Presentation. There will be one graded in-class group presentation due this semester. A description of this assignment will be handed out in class at a later date.
- 2) Reading Discussant. You will be required to serve as a reading discussant for the readings for one class this semester. This assignment has two central parts:
  - a. You will be required to write one 500+ word blog post this semester. Each student will be assigned to a discussion groups in the class. You must post on your assigned weeks. All posts will be made on CANVAS.
  - b. Students will be expected to lead an in-class discussion group on the material that they covered in the blog posts. Also, please note that a discussant does not dominate the conversation, but guides students to new perspectives and distinct ways of thinking about the subject matter.
    - i. You will need to turn in a 1 page, single-spaced plan for your discussion group leadership. See assignment instructions for full details on this.
    - ii. NOTE: There will be no make ups on reading discussants.
- 3) Blog Responses. You will be expected to post a thoughtful comment (at least 250 words) in response to your assigned group's blog post before the start of the class when discussion groups are held (See schedule for \*s which indicate that discussion groups are being held that day). Blog responses must engage in the readings just as much as the blog posts themselves. You will be required to post 6 responses throughout the semester.
  - i. Note: You are required to be in class and participate in your group's class discussion to receive points for your blog response.
  - ii. NOTE: There will be no make ups on blog responses.
- 4) Examinations. There are three examinations this semester. All exams will cover assigned readings and lectures. Early exams or make-up exams rarely will be given, and only to students who have unavoidable conflicts—that can be documented— with the exam time. The exams will consist of multiple-choice and short-answer questions.
- 5) Class participation. A high level of individual participation is expected of each student. As you cannot participate if you are not in class, regular attendance is therefore vital to your overall success in this course. Please arrive *on time* having already completed the assigned reading, ready to engage in the discussion material.
  - a. The participation grade will be broken into two parts:
    - i. 50% - Your overall presence and participation in class discussions and in-class activities.
    - ii. 50% - Your active involvement in student-led reading discussion groups.

## Evaluation

Presentation	40 points (10%)
Reading Discussant Blog Post and Discussion Leadership	50 points (12.5%)
Blog Responses: 6 blog responses @ 10 points each	60 points (15%)
Exam 1	70 points (17.5%)
Exam 2	70 points (17.5%)
Exam 3	70 points (17.5%)
Overall Participations in class/discussions	<u>40 points (10%)</u>
<b>Total:</b>	<b>400 points (100%)</b>

## **Course policies**

Missed Assignments. If you miss **any assignment** due date because of a documented illness or emergency situation, you **MUST** provide me with an official note (doctor, police, etc.) justifying why you were not able to make the due date. All notes must be accompanied by a contact number, as this number will be called to verify your illness or emergency.

Policy on Academic Honesty. I am counting on your integrity. It is expected that all work turned in will be your own. Any ideas or content that come from another source must be properly cited. This includes any content taken from the Internet. Any acts of plagiarism will be penalized according to the Student Code of Conduct (Article VI) in place by Utah State University. Please check the university's information online regarding their policies on academic honesty:  
[http://catalog.usu.edu/content.php?catoid=2&navoid=96#Academic\\_Honesty](http://catalog.usu.edu/content.php?catoid=2&navoid=96#Academic_Honesty)  
<http://www.usu.edu/student-services/studentcode/article6.cfm>

## **Disabilities**

Disability Resource Center at Utah State University will work with students needing additional accommodations to academically succeed in this class. Students with ADA-documented physical, sensory, emotional or medical impairments may be eligible for reasonable accommodations. Veterans may also be eligible for services. All accommodations are coordinated through the Disability Resource Center (DRC) in Room 101 of the University Inn, (435)797-2444 voice, (435)797-0740 TTY, (435)797-2444 VP, or toll free at 1-800-259-2966. Please contact the DRC as early in the semester as possible.

## **Expectations of students**

Students are asked to come to class with attitudes of respect and openness to learning about themselves and others in relationship to culture. This is a broad field that addresses essential learning about human communication. We cannot come to understand the world in one semester, or even a lifetime. We will cover the core theoretical models in class that will help students form a basic understanding of the patterns of culture that will go a long way in helping each participant function more effectively in intercultural interactions.

## **Class conduct**

No student is permitted to create a threatening, intimidating, or harassing environment in this course. Classroom civility is a part of the Student Code, and infractions will be pursued through the Student Conduct Coordinator. This course will be conducted in a safe and tolerant environment, and any person who detracts from that environment will be first given a verbal warning about the behavior. If said behavior persists, the student will be asked to leave the class and will not be able to return until the case is settled to the satisfaction of the professor by the Student Conduct Coordinator.

Tentative Course Schedule

<b>Week #</b>	<b>Date</b>	<b>Tentative Class Topics</b>	<b>Weekly Readings</b>	<b>Assignments (* = day w/ discussants)</b>
1	1/9	Intro to course and to the field of global communication	See CANVAS for online readings	
	1/11			
2	1/16	NO CLASS – MLK DAY	See CANVAS for online readings	
	1/18	Culture and Human Communication		
3	1/23	Comparing Differences in Human Communication	See CANVAS for online readings	
	1/25			* Blog Responses
4	1/30	Global communication and media systems – The U.S.	See CANVAS for online readings	
	2/1			* Blog Responses
5	2/6	Comparing global communication and media systems	See CANVAS for online readings	<b>EXAM #1</b>
	2/8			
6	2/13	Comparing global communication and media systems (CONTINUED)	See CANVAS for online readings	
	2/15			* Blog Responses
7	2/20	NO CLASS – President’s Day	See CANVAS for online readings	
	2/22	Comparing global communication and media systems – Extreme Cases		* Blog Responses
8	2/27	International/Intercultural Communication and “The Other”		
	3/1			* Blog Responses
	3/6	<b>SPRING BREAK</b>		
	3/8			
9	3/13	Global Construction of Information and Cross Cultural Understanding	See CANVAS for online readings	
	3/15			* Blog Responses
10	3/20	The Global Village vs Cultural Imperialism		<b>EXAM #2</b>
	3/22			
11	3/27	The Global Village vs Cultural Imperialism (CONTINUED)	See CANVAS for online readings	
	3/29			* Blog Responses
12	4/3	Building National, Hybrid and Global Identities	See CANVAS for online readings	
	4/5			* Blog Responses
13	4/10	Strategic Global Communication and Public Diplomacy	See CANVAS for online readings	
	4/12			* Blog Responses
14	4/17	Transnational Public Spheres	See CANVAS for online readings	* Blog Responses
	4/19			<b>EXAM #3</b>
15	4/24-4/26	Student Presentations		