

## Intercultural Communication CMST 3330 - 2019

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Office Hours: M/W 1:45-2:45  
Or just drop by Main 204

### General Course Objectives:

Welcome to Intercultural Communication. This course focuses on the dynamics of culture and communication. The course is what may be called culture general in nature, meaning that most of the major concepts and ideas discussed have relevance regardless of the two cultures involved in the interaction. The course integrates a variety of learning methods, including lecture, discussion, small group work, simulations, and films. The general goal of this course is to help you increase your understanding of how culture influences the communication process within and between different cultural groups. The specific objectives for the course are:

1. To introduce major "sensitizing concepts" in the field of intercultural communication.
2. To examine the relationship between communication and culture.
3. To better understand fundamental principles and theories of intercultural communication.
4. To gain a better understanding of how culture influences your own life and a broader understanding and appreciation of culture in general.
5. To identify and understand various challenges inherent in intercultural communication and explore ways to productively meet these challenges.
6. To explore characteristics of communication among specific cultural communities.

An underlying theme of this class is reflected in this short section of T. S. Eliot's "Little Giddings":

We will not cease from exploration  
And the end of all our exploring  
Will be to arrive where we started  
And to know the place for the first time.

### Required Text:

Hall, B. 'J', P. Covarrubias, & K. Kirschbaum (2018) Among Cultures: The Challenge of Communication, Third Edition. New York: Routledge.

### Grading:

10 quizzes (drop the two worst)	=	80 points (10 each)
5 Application Papers	=	125 points (25 each)
Group Culture Presentation	=	40 points
Final Exam (based on quizzes)	=	55 points
Participation	=	30 points
Total	=	330 points

End of semester grades will be assigned based upon the following percentages of the total number of points:

A	= 93 - 100%	C	= 73 - 76.9%
A-	= 90 - 92.9%	C-	= 70 - 72.9%
B+	= 87 - 89.9%	D+	= 66 - 69.9%
B	= 83 - 86.9%	D	= 60 - 65.9%
B-	= 80 - 82.9%	F	= 59% or less
C+	= 77 - 79.9%		

If the class as a whole has a response rate of 80% or above on the IDEA evaluation survey, all students will get 2 additional points.

**Application Papers:** These must be typed and double-spaced. Scores on late papers will be reduced 10% for the first day late and 5% for each additional day. Following are brief descriptions of the four papers:

**1.** Based on our discussion of chapter three, this paper will be a 3-5 page paper based on a story that is retold in your family or other group to which you belong. A handout with more details on this assignment will be provided when we discuss chapter three. **It is due Wednesday, February 6th.**

**2.** Based on our discussion of chapter seven, this paper will be a 3-5 page paper based on an experience with prejudice. A handout with more details on this assignment will be provided when we discuss chapter seven. **It is due Wednesday, March 27th.**

**3 & 4.** These papers should be discussions of personal experiences or observations related to concepts from any two of the following seven chapter options: 2, 4, 5, 6, 8, 9, and 12. These papers should be two full pages each (but no more) and should discuss your personal reactions and experiences with one or more of the concepts in the chapters chosen. The key is to demonstrate that you can apply class concepts to your own specific experiences or observations. **They are due at the start of class on the Monday after the week in which the chapter is discussed.**

**5.** This paper is designed to have you reflect on how what you have learned in this class connects to what you have been learning in other classes. You need to select two of the weekly topics covered in class that you feel are particularly important (at least one cannot have been discussed in an earlier application paper) and relate these concepts to two important concepts from another class you have this semester. How do they connect with each other and how do they build on each other? How do they complement or contradict each other? Illustrate the connections between these concepts by relating specific experiences or observations from your own life. One value of studying intercultural communication is that it helps us make connections between things that are not always obviously connected. Be willing to think outside of what is obvious in making these connections. This paper should be 3-4 pages long and it is **due, April 22** in class.

**Quizzes:** Unless otherwise notified, quizzes covering the readings assigned for that week and the prior week's class discussion will be given at the beginning of one class each week (see course schedule for exact dates). The first quiz will be given in week three. Quizzes may not be made

up. I allow the two worst quizzes to be dropped, so that two weeks-worth of family emergencies, work conflicts, and illnesses can come up without it affecting your grade. If you are late to class on a day a quiz is given, talk to me after class and you may be able to take part of the quiz for that day.

**Group Culture Presentation:** These are 30 minute presentations that should focus on teaching the class about cultural aspects focused on communication or human interaction in the region or country assigned. I expect these to be well organized, accurate, non-judgmental, and engaging. You will need to provide a sentence outline, along with all references that you use for this presentation. We will discuss the specifics in more detail in class.

**Student Accommodations:** Students with ADA-documented impairments may be eligible for reasonable accommodations. In addition, Veterans may also be eligible for certain services. Accommodations are coordinated through DRC in Rm 101 of the University Inn, 7-2444 voice, 7-0740 TTY, or toll free at 1-800-259-2966. Please contact DRC as early as possible. Alternate format materials (Braille, large print or digital) are available with advance notice.

### **Basic Course Schedule:**

*Readings are to be read by the day assigned.*

Jan. 7/9:	Introduction	None
Jan. 14/16*:	Definitions of Culture & Communication	Ch. 1
Jan. 23:	World Views & Values	Ch. 2
Jan. 30*/31:	Learning about Other Cultures	Ch. 3
Feb. 4*/6:	Identity	Ch. 4
Feb. 11*/13:	Common Sense & Verbal Misunderstandings	Ch. 5
Feb. 20*:	Nonverbal Differences	Ch. 6
Feb. 25/27:	Zabros (Negotiation)	None
Mar. 4*/6:	Culture, Conflict & Attitudes about the "Other"	<b>Ch. "8"</b>
Mar. 11/13:	Spring Break	
Mar. 18*/20:	Prejudice & Interacting with the "Other"	Ch. "7" & Handout
Mar. 25*/27:	Acculturation & Intercultural Transitions BaFa Field Trip	Ch. 9
Apr. 1*/3:	Acculturation continued and Theories of Culture/Popular Culture	Ch. 10/11 pp. 340-371

Apr. 8*/10:	Ethics & Building Intercultural Communities	Ch. 12
Apr. 15/17	Group Culture Presentations	None
Apr. 22/24	Group Culture Presentations & Review	None

**Wednesday, May 1st Final Exam at 12:30 am** in our same room

\* = *Quiz dates*

*Books recommended as a reasonable starting point for the presentations (buy used via the internet):*

Ecuador - Culture Smart!: The Essential Guide by Russell Maddicks (2014) Publisher: Kuperard

Ukraine - Culture Smart!: The Essential Guide by by Anna Shevchenko (2016) Publisher: Kuperard

Ghana - Culture Smart!: The Essential Guide by Ian Utley (2016) Publisher: Kuperard

Japan - Culture Smart!: The Essential Guide by Paul Norbury (2017)

Germany - Culture Smart!: The Essential Guide by Barry Tomalin (2015) Publisher: Kuperard

Greece - Culture Smart!: The Essential Guide by Constantine Buhayer (2018) Publisher: Kuperard

*Very useful webpage for finding basic information*

<http://www.kwintessential.co.uk/resources/country-profiles.html>

Other resources you find – make sure they are reputable and take a generally positive perspective.