

**INTERCULTURAL COMMUNICATION:  
COMM 3620: Maymester 2021**

PROFESSOR: Dr. Megan Morrissey (She/Her/Hers) TEACHING ASSISTANT: Mr. Kinny Torre (He/Him/His)	SECTIONS: 001
TIME: May 10, 2020 - May 27, 2020	LOCATION: Online
<b>DROP-IN HOURS</b> <ul style="list-style-type: none"> <li>• The majority of your coursework will be completed asynchronously, however you will have the weekly <b>option</b> to log-in to Zoom Drop-in hours. <ul style="list-style-type: none"> <li>• You can meet with Dr .Morrissey to chat, connect, or ask questions between 11:00-12:00) on Tuesdays</li> <li>• You can meet with Mr. Kinny Torre to chat, connect, or ask questions between 12:00-1:00) on Tuesdays</li> </ul> </li> <li>• To access our drop-in hours, please log-in to Canvas, select Zoom from the navigation bar on the left hand side of your screen, and select the appropriate meeting day. For reference, our zoom room is: 886 8547 3775</li> </ul>	<b>OFFICE HOURS:</b> <ul style="list-style-type: none"> <li>• By Appointment</li> </ul>
EMAIL: Dr. Megan Morrissey:      megan.morrissey@unt.edu Mr. Kinny Torre:           kinnytorre@my.unt.edu	

\* Prerequisite(s) for non majors & minors: COMM 2020

\* Prerequisite(s) for majors: COMM 3010

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UNT Department of Communication Studies

### **COURSE OBJECTIVES**

- To identify various benefits and challenges involved in competent and socially just intercultural communication.
- To meaningfully apply intercultural communication theories and practices to the world around you and to cultural artifacts in particular.
- To assess and assemble intercultural communication research into a thoughtful analysis of your own experiences.
- To interpret public discourse in ways that allow you to engage in mindful, reflective, and accountable dialogue through difference.

### **COURSE OVERVIEW**

Welcome to *Intercultural Communication*. This course is designed to increase students' intercultural communication competence, serves as an introduction to the ways in which culture interrelates with and affects communication processes, and examines the affective, behavioral and cognitive processes involved in intercultural learning. Students in this course will engage in critical assessment of intercultural communication theories and applications with the explicit goal of addressing issues of social justice and ethical, mindful, and self-reflective communication practices. This course will address topics ranging from the contested nature of cultural definitions; privilege, power and oppression in historical and contemporary U.S. society; globalization, transnational conflict, and modern technological influences in intercultural practices; representations of cultures and identities in popular media; and the relationship between language, power, and culture. We will engage these topics through multiple and diverse readings, examples from television and film, reflective writing assignments, research activities, class discussion, and in-class activities.

This course fulfills the CLASS requirement for Diversity and Global Issues. At the end of this course, students should be able to do at least three of the following: 1. Identify the origins, influences, and limits of one's own cultural heritage. 2. Demonstrate the ability to learn from and empathize with perspectives and experiences different from one's own. 3. Show an understanding of the interrelationships of the self, local society, and global environments. 4. Describe the impacts of complex, worldwide systems. 5. Explain the reasoning for one's ethical responsibilities within worldwide systems.

### **CLASS CLIMATE**

This class requires that you develop your skills for speaking and listening across significant differences in backgrounds and points of view. As this class is dealing with a variety of cultural identities, expressions, performances, and privileges it is imperative that we each consider the orientation from which we engage these topics and the manner in which we voice our thoughts on such

matters in the public space of the classroom. While it is not my job to police your individual ideologies, it is my responsibility to create a space that is respectful and open to a variety of viewpoints. With that in mind, it is my hope that each of us can speak to the issues raised in class in a meaningful way and truly learn from one another.

Because we will rely on extensive interaction through frank conversations and discussions, and because we will be engaging with potentially controversial topics, it is important to work together to create a constructive environment by observing these rules:

1. You should participate in the discussion of ideas. If you feel uncomfortable in the environment provided by the course, it is your responsibility to talk about it with me.
2. You should respect diverse points of view: we do not need to come to an agreement on any particular issue; we can agree to disagree as long as we are thoughtfully considering the arguments presented by others.
3. Your use of language should be respectful of other individuals or groups.
4. You need not represent any group, only yourself, though you may choose to speak on behalf of an identity group with which you identify if you wish.

### **TECHNOLOGY REQUIREMENTS:**

- A reliable internet connection
- Microsoft Office Suite
- Microphone
- Webcam

### **CANVAS:**

We will be using Canvas for to host our class. Required readings and instructions for assignments will be available there, as will your grades (accessible only to you). I may also ask you to submit an electronic copy of some assignments via Canvas (e.g., Turnitin on Canvas).

Our discussions and activities will be based on the assumption that you have read and thought about the material. With this in mind, you should plan to give yourself plenty of time to read carefully, take notes appropriately, and be prepared to ask questions when necessary. Students are expected to complete and process, to the best of your ability, any assigned readings before coming to class. Do not give up on a reading just because you're feeling challenged by it. Read the entire assignment and come to class with questions. Quizzes will be used as necessary to ensure that students are reading all assignments thoughtfully.

### **COURSE STRUCTURE**

This course takes place 100% online. This means your interaction with me and with your fellow students will take place in Canvas. There are 10 textbook chapters and two additional sets of readings you will move through for this class.

### **COURSE TEXTBOOK**

- Martin, J. N., & Nakayama, T. K. (2017). *Intercultural communication in contexts* (7<sup>th</sup> edition). New York: McGraw-Hill.
  - Please note that older versions of the textbook (5<sup>th</sup> and 6<sup>th</sup> edition will also be fine). In the case of any discrepancies, please use the module materials and PowerPoints as your guide).
- Assorted articles that will be available through Canvas.

### **A NOTE ABOUT CLASS RECORDINGS**

Class recordings are reserved for use only by students in this class for educational purposes. The recordings should not be shared outside the class in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

### **COMMUNICATION**

While Kinny and I want to make ourselves as available as possible to each of you, we do have to place some limitations on when we can be contacted. We would prefer that most general questions go through the Q & A forum in the Discussion Board area. If you have a general question about the course or assignments, please post it there. Either I will answer it, or, one of your classmates will. This way we can all benefit from questions asked, and they can be answered in a venue that the whole class can see. You may also want to find someone in class to be a "buddy" with. This will give you at least one other person who you can email with questions. If you have a private question, please contact Dr. Morrissey via email and she will respond within 24 hours on weekdays (usually sooner). Please do not expect a response over the weekend.

Because email is a primary way that we plan to stay in contact with you, each student is required to update and maintain a **current UNT email address** (that ends in unt.edu). You are expected to consult this email regularly as I may send out important information to this address.

Please be advised that this class will meet remotely. All of your coursework will be completed asynchronously, however you will have the weekly option to log-in to Zoom drop-in hours between 11:00-1:00 pm on Tuesdays to chat with me or Kinny, connect with other students, and to ask questions. To access our meetings, please log-in to Canvas, select Zoom from the navigation bar on the left hand side of your screen, and select the appropriate meeting day. For reference, our zoom room is: 886 8547 3775

## **RESOURCES**

You may find, as the session progresses you want some additional help with your writing or with research. If this is the case, utilize the following resources:

- **The Writing Center:** A great place to talk about ideas, improve the organization of your paper, or work on your writing skills. Check the Writing Center website for more information about hours, request an appointment online, or even find out how to receive feedback on your writing online at: <http://ltc.unt.edu/labs/unt-writing-lab-home>.
- **Research and Instructional Services (RIS):**
  - Available through Willis Library, Research and Instructional Services (RIS) assists with research, instruction, and collection needs. Contact them for assistance at (940) 565-3245, or visit them at <http://www.library.unt.edu/ris-research-instructional-services> to ask a question online.
  - **Carole Hargis** is the name of our subject area librarian and she is a terrific resource if you need help conducting research or accessing library materials. You can reach her at [Carol.Hargis@unt.edu](mailto:Carol.Hargis@unt.edu)
- **Communication Library:** The Department of Communication Studies has an impressive collection of scholarly books relevant to this course. Please take advantage of this! Do keep in mind, though, that the Communication Library is **not** a lending library; you can use the books inside the library space when it the library is open and make photocopies of particular chapters/essays that would be most helpful to you. To see what the Communication Library has in its collection and find out when it is open for general use, consult the Department's website: <http://communication.unt.edu/research/library>

## **ASSIGNMENTS AND GRADING**

**Late Work:** I will not accept late assignments in this course. All work turned in after the deadline will received a grade of zero unless there are extenuating circumstances such as medical or family emergency. In such cases, you will need to provide me with proper documentation within 24 hours of the assignments due date. If, due to these extenuating circumstances I do accept late work, I will deduct 5% for each day the assignment is late.

**Grade Disputes:** You are required to wait 24 hours before contacting me to dispute a grade. Within that time, I expect that you will review the assignment details and reflect on the quality of the work you turned in. If you would still like to meet, email me to set up a meeting. You should come to our scheduled meeting with specific examples that demonstrate that you earned a higher grade than you received. If you miss your scheduled meeting, you forfeit your right to a grade dispute. If you do not contact me to schedule a meeting within 2 days of receiving your grade, you also forfeit your right to a grade dispute.

**Extra Credit:** There are limited extra credit opportunities in this course.

**Feedback:** Normally, we will return feedback on all written assignments within 1-2 days of the due date. However, if I see that we will be unable to return your feedback that quickly we will post an Announcement to let everyone know when it can be expected.

### **Final Grade Breakdown:**

<b>Midterm Exam</b>	<b>250</b>
<b>Final Exam</b>	<b>250</b>
<b>Cultural Identity Paper</b>	<b>200</b>
<b>Culture Identity Forum Installation</b>	<b>100</b>
<b>Content Quizzes (a total of 10)</b>	<b>100</b>

**Discussion Forum Posts (a total of 10)****100**

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**Total: 1000**

A	900-1000
B	800-809
C	700-799
D	600-699
F	599 and below

**MAJOR COURSE ASSIGNMENTS****Exams 500: points**

There will be two exams in this class: a midterm (250 points) and a cumulative final (250 points). These exams are designed to test your knowledge, comprehension, and application of course concepts presented in class, handouts, the textbook and other readings. These exams will mainly consist of multiple-choice, true/false, matching, and fill-in the blank questions.

**Cultural Identity Paper: 200 points**

This assignment is a 6-7 page paper designed to get you to think critically about the (sub)cultural communities to which you belong, and that have shaped your sense of self. For this assignment you will write a critical reflection about your cultural identity that draws on concepts from class. A more detailed description is available on Canvas.

**Cultural Identity Forum Installation: 100 points**

This is a creative project that you will share as a discussion post in our Canvas Course discussion board. You will produce a poster, scrapbook photo collage, video, or other visual/multi-media piece in which you explore you own cultural identity. This project is reflexive and should draw you're your personal experience as well as your cultural understanding of your identity. **You will need to be able to provide photos and/or a video of your project to be shared in a virtual gallery that will be viewable by the members of the class.** Additionally, your approach to the project should reflect a particular approach to understanding identity & culture (e.g., social science; interpretative; or critical approach).

**Content Quizzes: 100 points**

At ten points throughout Maymester you will be given a brief quiz on the content that has been assigned. These content quizzes are meant to preview possible exam questions and topics, as well as ensure you are completing daily course assignments.

**Discussion Forum Posts 100 points**

At ten points throughout Maymester I will ask you to participate in a discussion board by providing a 3-5 sentence contribution or an uploaded video response that addresses a specific prompt. Your response will be graded on a scale of 1-10.

**OTHER UNIVERSITY AND DEPARTMENT POLICIES TO KNOW****Basic Needs Security**

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the Dean of Students for support. Furthermore, please notify me, the professor, if you are comfortable in doing so. This will enable me to provide any resources that I may possess.

**Classroom Etiquette\***

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classrooms, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

**SPOT Course Evaluations\***

Student evaluations of teaching effectiveness (SPOT) is a requirement for all organized classes at UNT. This short survey will be made available to you at the end of the semester, providing you a chance to comment on how this class is taught. I am very

interested in the feedback I get from students, as I work to continually improve my teaching. I consider the SPOT to be an important part of your participation in this class.

#### Access\*

“The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Accommodation website at <http://www.unt.edu/oda>. You may also contact them by phone at 940-565-4323.”

I cooperate fully with the University’s Office of Disability Accommodation (ODA) to provide reasonable accommodation to students who wish to avail themselves to ODA services. Students who wish to self-identify should register with the ODA no later than the second week of class. After you receive your accommodation letter, please plan to discuss with me the provisions of those accommodations as soon as possible.

#### Academic Integrity\*

All students shall adhere to the Code of Student Conduct outlined in the Student Code of Conduct. Its provisions include the following statements regarding academic dishonesty:

*Cheating*: The willful giving or receiving of information in an unauthorized manner during an examination, illicitly obtaining examination questions in advance, using someone else’s work for assignments as if it were your own, or any other dishonest means of attempting to fulfill requirements for a course.

*Plagiarism*: The intentional or unintentional use of another’s words or ideas as if they were your own without giving credit to the source, including but not limited to failure to acknowledge direct quotations. If you are using more than 3 words of text, they need to go in quotation marks and include the corresponding page number(s). Even if you are not quoting text directly, you need to indicate when you are using another scholar’s thoughts/ideas/concepts/paradigms/etc. by putting their name in parentheses after their idea.

Violating these expectations will result in swift and severe consequences (typically, failure for both the assignment and the course).

#### Title IX Support for Victims of Violence\*

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources\\_0](http://deanofstudents.unt.edu/resources_0). Notably, Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

#### Crisis Contingency

In the event of the university closing for weather-related reasons or illness outbreak (e.g. swine flu), please visit the course website on Canvas. I will provide instructions on how to turn in assignments and how the class will proceed utilizing Canvas’s announcements function.

#### Incompletes

Grades of Incomplete are governed by university policy. A faculty member can award an incomplete only in cases where students meet these conditions: (1) the student has completed 75% of the work for the semester, and (2) the grade is warranted by a military or medical excuse.

**Disclaimer**

This syllabus should not be considered a binding contract on the part of the professor, who reserves the right to change any aspect of the course without prior notice.

**Calendar (Please note that throughout the course of the semester some assignments, readings, and/or due dates may change with my discretion):** Note: You will need to check our Canvas page on a regular basis for announcements and updates to the class schedule.

DATE/MODULE OPENS AND MUST BE COMPLETED	CHAPTER AND SUBJECT MATTER	READINGS AND ASSIGNMENTS (What you should come to class having done prior to class)
<b>WEEK 1</b>		
<b>COURSE INFORMATION</b>		
Monday, 5/10	Introduction to the course <ul style="list-style-type: none"> <li>Review of syllabus, calendar, assignments and expectations</li> </ul>	<u>TO DO:</u> <ul style="list-style-type: none"> <li>Read "START HERE: The basics of canvas and online learning" (Canvas)</li> <li>Read "INTRO MODULE: Course information" (Canvas)</li> </ul> <u>TO TURN IN by 11:59 p.m.:</u> <ul style="list-style-type: none"> <li>Discussion Post: "Meet your Instructor/ Introduce yourself" (ungraded)</li> <li>Content Quiz #1</li> </ul>
<b>MODULE 1 CHAPTER 1: WHY STUDY INTERCULTURAL COMMUNICATION?</b>		
Monday, 5/10	Why Study Intercultural Communication (CH 1) <ul style="list-style-type: none"> <li>What is intercultural communication and why is studying it important?</li> <li>What are the six imperatives for studying intercultural communication?</li> </ul> Familiarize yourself with Group Culture Report Installation Assignment	<u>TO DO:</u> <ul style="list-style-type: none"> <li>Read Chapter 1 (textbook)</li> <li>Read "MODULE 1"(Canvas)</li> <li>Read Cultural Identity Forum Assignment Description (Canvas)</li> </ul> <u>TO TURN IN (by 11:59 p.m.):</u> <ul style="list-style-type: none"> <li>Discussion Post 1: Chapter 1 (The Imperatives)</li> <li>Content Quiz #2</li> </ul>
<b>MODULE 2 CHAPTER 2: THE HISTORY OF THE STUDY OF INTERCULTURAL COMMUNICATION</b>		
Tuesday, 5/11	The History and Study of Intercultural Communication (CH 2) <ul style="list-style-type: none"> <li>What are three approaches to the study of intercultural communication?</li> </ul> Familiarize yourself with the Cultural Identity Paper	<u>TO DO:</u> <ul style="list-style-type: none"> <li>Read Chapter 2 (textbook)</li> <li>Read "MODULE 2" (Canvas)</li> <li>Read Cultural Identity Paper Assignment Description</li> </ul> <u>TO TURN IN by (11:59 p.m.):</u> <ul style="list-style-type: none"> <li>Discussion Post 2: Chapter 2 (Using the three approaches)</li> <li>Content Quiz #3</li> </ul>

MODULE 3 CHAPTER 6: LANGUAGE AND INTERCULTURAL COMMUNICATION		
Tuesday 5/11	Language and Intercultural Communication (CH 6) <ul style="list-style-type: none"> <li>• What are the three perspectives on language?</li> <li>• How does language influence identity?</li> </ul>	<u>TO DO:</u> <ul style="list-style-type: none"> <li>• Read Chapter 6 (textbook)</li> <li>• Read "MODULE 3" (Canvas)</li> </ul> <u>TO TURN IN (by 11:59 p.m.):</u> <ul style="list-style-type: none"> <li>• VIDEO Discussion Post 3: Chapter 6 (The Power of Labels)</li> <li>• Content Quiz #4</li> </ul>
MODULE 4 CHAPTER 7: NONVERBAL CODES AND CULTURAL SPACE		
Wednesday, 5/12	Nonverbal Codes and Cultural Space (CH 7) <ul style="list-style-type: none"> <li>• How does nonverbal communication affect our understanding of cultural space?</li> </ul>	<u>TO DO:</u> <ul style="list-style-type: none"> <li>• Read Chapter 7 (textbook)</li> <li>• Read "MODULE 4" (Canvas)</li> </ul> <u>TO TURN IN (By 11:59p.m.):</u> <ul style="list-style-type: none"> <li>• Content Quiz #5</li> </ul>
MODULE 5 CHAPTER 3: COMMUNICATION, CONTEXT, & POWER		
Wednesday, 5/12	Culture, Communication, Context, & Power (CH 3) <ul style="list-style-type: none"> <li>• What is culture and what is communication?</li> <li>• How much context do we need?</li> <li>• What is the relationship between culture, context, and communication?</li> <li>• Who has cultural power and how do they get it?</li> </ul>	<u>TO DO:</u> <ul style="list-style-type: none"> <li>• Read Chapter 3 (textbook)</li> <li>• Read "MODULE 5" (Canvas)</li> </ul> <u>TO TURN IN (By 11:59 p.m.):</u> <ul style="list-style-type: none"> <li>• Discussion Post 4: Chapter 3 (Culture, Communication, Context, &amp; Power)</li> <li>• Content Quiz #6</li> </ul>
MODULE 6 CHAPTER 4: HISTORY AND INTERCULTURAL COMMUNICATION		
Thursday, 5/13	History and Intercultural Communication (CH 4) <ul style="list-style-type: none"> <li>• What is the relationship between history, power, and intercultural communication?</li> <li>• What is the influence of history on identity?</li> </ul>	<u>TO DO:</u> <ul style="list-style-type: none"> <li>• Read Chapter 4 (textbook)</li> <li>• Read "MODULE 6" (Canvas)</li> </ul> <u>TO TURN IN (by 11:59 p.m.):</u> <ul style="list-style-type: none"> <li>• Discussion Post 5: Chapter 4 (Nonmainstream Histories)</li> </ul>
MODULE 7 MIDTERM REVIEW		
Thursday, 5/13	Midterm Review <ul style="list-style-type: none"> <li>• Students can contribute questions about the midterm and its content and/or provide responses to classmate's questions using the discussion board in this module.</li> </ul>	<u>TO DO:</u> <ul style="list-style-type: none"> <li>• Work on Study Guide</li> <li>• Complete Practice Quiz (ungraded)</li> </ul>
WEEK 2		
MIDTERM EXAM		
Monday, 5/17	****MIDTERM EXAM****	<u>TO DO:</u>

	<b>MUST BE COMPLETED by 11:59pm</b> You will have 75 minutes to complete this exam once you open it.	<ul style="list-style-type: none"> <li>COMPLETE MIDTERM EXAM</li> </ul>
<b>MODULE 8</b>	<b>CHAPTER 5: INDENTITY AND INTERCULTURAL COMMUNICATION</b>	
Tuesday, 5/18	Identity and Intercultural Communication (CH 5) <ul style="list-style-type: none"> <li>How do social and cultural identities develop?</li> </ul> What constitutes a social/cultural identity?	<u>TO DO:</u> <ul style="list-style-type: none"> <li>Read Chapter 5 (textbook)</li> <li>Read "MODULE 8" (Canvas)</li> </ul> <u>TO TURN IN (by 11:59 p.m.):</u> <ul style="list-style-type: none"> <li>VIDEO Discussion Post 4: Chapter 5 (Cultural Identity)</li> <li>Content Quiz #7</li> </ul>
<b>MODULE 9</b>	<b>CHAPTER 10: CULTURE, COMMUNICATION, AND INTERCULTURAL RELATIONSHIPS</b>	
Tuesday, 5/18	Culture, Communication, and Intercultural Relationships (CH10) <ul style="list-style-type: none"> <li>What are the benefits and challenges of intercultural relationships?</li> </ul>	<u>TO DO:</u> <ul style="list-style-type: none"> <li>Read Chapter 10 (textbook)</li> <li>Read "MODULE 9" (Canvas)</li> </ul> <u>TO TURN IN (by 11:59 p.m.):</u> <ul style="list-style-type: none"> <li>Discussion Post 7: Chapter 10 (Culture, Communication, and Intercultural Relationships)</li> <li>Content Quiz #8</li> </ul>
<b>MODULE 10</b>	<b>CHAPTER 8: UNDERSTANDING INTERCULTURAL TRANSITIONS</b>	
Wednesday, 5/19	Understanding Intercultural Transitions (CH 8) <ul style="list-style-type: none"> <li>How do we define migrant groups?</li> <li>What is cultural adaptation and what are it's effects?</li> </ul>	<u>TO DO:</u> <ul style="list-style-type: none"> <li>Read Chapter 8 (textbook)</li> <li>Read "MODULE 10" (Canvas)</li> </ul> <u>TO TURN IN (By 11:59 p.m.):</u> <ul style="list-style-type: none"> <li>Discussion Post 8: Chapter 8 (Culture, Communication, and Intercultural Relationships)</li> <li>Content Quiz #9</li> </ul>
<b>MODULE 11</b>	<b>CHAPTER 11: CULTURE, COMMUNICATION, &amp; CONFLICT</b>	
Wednesday, 5/19	Culture, Communication and Conflict (CH 11) <ul style="list-style-type: none"> <li>What are the characteristics of intercultural conflict?</li> <li>What are the benefits and drawback of intercultural conflict?</li> </ul>	<u>TO DO:</u> <ul style="list-style-type: none"> <li>Read Chapter 11 (textbook)</li> <li>Read "MODULE 11" (Canvas)</li> </ul> <u>TO TURN IN (by 11:59 p.m.):</u> <ul style="list-style-type: none"> <li><b>Cultural Identity Forum Submission</b></li> <li>Content Quiz #10</li> </ul>
<b>MODULE 12</b>	<b>CULTURAL IDENTITY FORUM</b>	
Thursday, 5/20	<b>Cultural Identity Forum</b>  On this day students will upload their project to the discussion board and	<u>TO DO:</u> <ul style="list-style-type: none"> <li>Visit 15 Cultural identity Forum Installation submissions</li> </ul>



		<ul style="list-style-type: none"> <li>Complete Cultural identity Forum Installation Worksheet (counts as credit for Discussion Post 9)</li> </ul>
<b>MODULE 13 WEEK 3</b>		
<b>RACE AND INTERCULTURAL COMMUNICATION</b>		
Monday, 5/24	<p>Whiteness and Privilege (Conley)</p> <ul style="list-style-type: none"> <li>What is whiteness and how is it communicated?</li> <li>What does the study of whiteness attempt to do?</li> <li>Why study whiteness?</li> </ul> <p>Race in (Inter)national Contexts (Balaji)</p> <ul style="list-style-type: none"> <li>How is race and racial difference communicatively constructed across (inter)national and (inter)cultural lines?</li> <li>What are the implications of such constructions?</li> </ul>	<p><u>TO DO:</u></p> <ul style="list-style-type: none"> <li>Read "MODULE 13" (Canvas)</li> <li>Includes readings (3 articles)</li> </ul> <p><u>TO TURN IN (By 11:59 p.m.):</u></p> <ul style="list-style-type: none"> <li><b>Cultural Identity Reflection Papers</b></li> </ul>
<b>MODULE 14 GENDER, SEXUALITY, &amp; INTERCULTURAL COMMUNICATION</b>		
Tuesday, 5/25	<p>Gender, Sexuality, and Intercultural Communication (Link)</p> <ul style="list-style-type: none"> <li>What does "Queer" mean?</li> <li>What are the implications of the term <i>queer</i> and how can/has this term been used beneficially and/or detrimentally?</li> <li>What are the implications of the term <i>queer</i> and how can/has this term been used beneficially and/or detrimentally?</li> <li>What is heteronormativity and homonormativity?</li> </ul> <p>Visibility Politics (Brookey &amp; Westerfelhaus)</p> <ul style="list-style-type: none"> <li>What is "visibility politics?"</li> <li>How does visibility affect the construction and negotiation of (inter)cultural difference?</li> <li>How is hypervisibility a positive thing or a dangerous thing?</li> </ul>	<p><u>TO DO:</u></p> <ul style="list-style-type: none"> <li>Read "MODULE 14" (Canvas)</li> <li>Includes readings (2 articles)</li> <li>Discussion Post 10: (Gender, Sexuality, and Intercultural Communication)</li> </ul>
<b>MODULE 15 FINAL EXAM REVIEW</b>		
Wednesday, 5/26	Final Exam Review	
<b>FINAL EXAM</b>		
Thursday, 5/27	<p style="text-align: center;">***<b>FINAL EXAM</b>***</p> <p style="text-align: center;"><b>MUST BE COMPLETED by 11:59pm</b></p> <p style="text-align: center;">You will have 75 minutes to complete this exam once you open it.</p>	