Intercultural Communication

Course Details

Course Designator and Number: BCLA 3016

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: On-Site Faculty

Course Description

This course allows students experiencing the challenges of cross-cultural communication in an international setting to explore intercultural communication theory and research within both broad and interpersonal contexts. Topics include similarities and differences in values, norms, interethnic/intergroup communication, and adaptation. Students will bring these theories to bear on their experiences in the field. The study of intercultural communication is often approached from a social psychological perspective. Although that perspective has yielded many important ideas about intercultural communication, other perspectives may also contribute to our understanding of the subject, particularly in acknowledging the influence of context and power in intercultural interactions.

Course Objectives

Through participation in this course, students will come to appreciate the complexity and dialectical tensions involved in intercultural interactions. Additionally, the aim of this course is to enhance students' self-reflection, flexibility, and sensitivity in intercultural communication.

Learning Outcomes

Upon the completion of this course, students should be able to:

A. Define communication, especially intercultural communication

    a. Identify, describe, and explain the **cultural context** and its impact on intercultural communication

    b. Identify, describe, and explain the **microcultural context** and its impact on intercultural communication

    c. Identify, describe, and explain the **environmental context** and its impact on intercultural communication

    d. Identify, describe, and explain the **perceptual context** and its impact on intercultural communication

    e. Identify, describe, and explain the **socio-relational context** and its impact on intercultural communication

B. Compare and contrast communication styles and patterns

    a. Compare and contrast verbal communication styles and patterns of various cultures

    b. Compare and contrast nonverbal communication styles and patterns of various cultures

C. Identify and describe the factors that affect the development of relationships across cultures

    a. Identify and describe the factors that affect the development of interpersonal relationships across cultures

    b. Explain how the cultural, microcultural, environmental, perceptual, and socio-relational contexts affect intercultural communication in organizations

D. Describe the types of and process of acculturation

E. Define and identify the stages of culture shock

F. Describe and practice the components of intercultural competence

G. Write and submit an intercultural paper

Methodology

This course consists of lectures, class discussions, group activities, group presentations, reading reports, quizzes, and a term project. Students may also be asked to write brief reaction papers or give oral presentations on intercultural communication topics.

Course Prerequisites

There are no specific prerequisites for this course. It assumes no previous knowledge of this topic; relevant concepts and ideas will be introduced and explained.

Required Reading / Materials

TEXTBOOK: Neuliep, J.W. (2003). Intercultural Communication: A Contextual Approach (2nd ed.). Boston: Houghton Mifflin.

Supplemental Readings

The following list is by no means inclusive of the vast number of readings available for persons wanting to know more about intercultural communication. Some of the references focus on teaching intercultural communication; others provide a theoretical foundation; still others are useful resources for experiential activities that can be used as launching points for developing activities and small-group projects or demonstrations in intercultural communication.

● Bennett, M. J. (1993). Towards ethno-relativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 1-51). Yarmouth, ME: Intercultural Press. Bennett, M. J. (Ed.). (1998). Basic concepts of intercultural communication: Selected readings. Yarmouth, ME: Intercultural Press.

● Brislin, R. W. (1993). *Understanding culture's influence on behavior*. Fort Worth, TX: Harcourt Brace Jovanovich.

● Brislin, R. W., & Yoshida, T. (1994). *Intercultural communication training: An introduction.* Thousand Oaks, CA: Sage.

● Byrd, M. L. (1992). The intercultural communication book. New York: McGraw-Hill. Carbaugh, D. (Ed.) (1990). *Cultural communication and intercultural contact.* Hillsdale, NJ: Erlbaum.

● Chen, G. M., & Starosta, W. I. (1998). *Foundations in intercultural communication.* Boston: Allyn & Bacon

● Cushner, K., & Brislin, R. W. (Eds.). (1997). *Improving intercultural interactions: Modules for cross-cultural training programs* (Vol. 2). Thousand Oaks, CA: Sage.

 ● Fowler, S. M., & Mumford, M. G. (Eds.). (1995-1999). *Intercultural sourcebook: Cross-cultural training methods* (Vols.1-2). Yarmouth, ME: Intercultural Press.

● Gochenour, T. (Ed.). (1993). Beyond experience: *The experiential approach to cross-cultural education*. Yarmouth, ME: Intercultural Press.

● Gonzalez, A., Houston, M., & Chen, V. (Eds.). (2000). *Our voices: Essays in culture, ethnicity, and communication: An intercultural anthology* (3rd ed.). Los Angeles: Roxbury.

● Groth, G. A. (1997). *Managing conflict and hostilities during diversity discussions and training*. In C. D. Brown, C. Snedeker, & B. Sykes (Eds.), Conflict and diversity (pp. 266-279). Cresskill, NJ: Hampton Press.

● Gudykunst, W. B., & Nishida, T. (1989). *Theoretical perspectives for studying intercultural communication*. In M. K. Asante & W. B. Gudykunst (Eds.), Handbook of international and intercultural communication (pp. 17-46). Newbury Park, CA: Sage.

● Hall, B. J. (1992). Theories of culture and communication. *Communication Theory,* 1, 50-70.

● Hall, E.T. (1981). *Beyond culture*. New York: Doubleday.

● Kohls, L. R. (1996). *Survival kit for overseas living* (3rd ed.). Yarmouth, ME: Intercultural Press.

● Kohls, L. R., & Knight, I.M. (1994). *Developing intercultural awareness: A cross-cultural training handbook* (2nd ed.). Yarmouth, ME: Intercultural Press.

● Kolb, D. A. (1993). *Learning-Style Inventory: Self-scoring inventory and interpretation booklet*. Boston: Hay /McBer Training Resources Group.

● Martin, J. N., & Nakayama, T. K. (1999). *Thinking dialectically about culture and communication*. Communication Monographs, 9, 1-26.

● Martin, J. N., & Nakayama, T. K. (2000). *Intercultural communication in contexts* (2nd ed.). Mountain View, CA: Mayfield.

● Martin. J. N., Nakayama, T. K., & Flores, L. A. (1998). *Readings in intercultural contexts*. Mountain View, CA: Mayfield.

● Paige, R. M. (Ed.). (1993). *Education for the intercultural experience*. Yarmouth, ME: Intercultural Press.

● Paige, R. M. & Martin, J. N. (1983). *Ethical issues and ethics in cross-cultural training*. In D. Landis & R. Brislin (Eds.), *Handbook of intercultural training*. Elmsford, NY: Pergamon.

● Ponterotto, J., & Pedersen, P. (1993). *Preventing prejudice: A guide for counselors and educators*. Newbury Park, CA: Sage.

● Pusch, M. D. (Ed.). (1979). *Multicultural education: A cross-cultural training approach*. Yarmouth, ME: Intercultural Press.

● Samovar, L., & Porter, R. (Eds.). *Intercultural communication: A reader* (9th ed.). Belmont, CA: Wadsworth.

● Seelye, H. N., (Ed.) (1996). *Experiential activities for intercultural learning* (Vol. 1). Yarmouth, ME: Intercultural Press.

● Singer, M. R. (1998). *Perception and identity in intercultural communication*. Yarmouth, ME: Intercultural Press.

● Smith, D., & Kolb, D. A. (1985). *User guide for the Learning-Style Inventory*. Boston: McBer.

● Steward, E. C., & Bennett, M. I. (1991). *American cultural patterns: A cross-cultural perspective*. Yarmouth, ME: Intercultural Press.

● Summerfield, E. (1993). *Crossing cultures through film*. Yarmouth, ME: Intercultural Press.

● Thiagarajan, S. (1990). *Barnga: Simulation*. Yarmouth, ME: Intercultural Press.

● Ting-Toomey, S. (1999). *Communicating across cultures*. New York: Guilford.

● Warren, L. (1997). *15 suggestions for controlling emotional "hot buttons" in class*. Derek Bok Center for Teaching and Learning, Harvard University.

● Wildman, M. (1996). *Privilege revealed: How invisible preference undermines America*. New York: New York University Press.

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Students' final grade is earned, not given, and is dependent on their performance on the following class activities:

Assignments	Percentage of Grade	Learning Outcomes
Intercultural exercises	10%	A, B, C, D, E, F
Quiz #1	10%	A
Quiz #2	10%	B, C
Quiz #3	10%	D, E
Class participation	10%	F
Reading report	15%	All
Term paper	35%	All
Overall grade	**100%**	

Assessment Details

Class Participation: Student participation is highly recommended for all courses taken at CAPA. The instructor will determine this grade, according to the following criteria:

Grade/Discussion Reading

A   Excellent: consistent contributor; obviously has completed all readings; offers original analysis and comments based on readings and internship experience; always intelligently uses resultant understanding to formulate comments and questions for discussion, takes care not to dominate discussion

B+   Very Good: frequent, willing and able contributor; generally offers thoughtful comments based on readings and internship experience; has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately

B/B- Satisfactory: frequent contributor; displays familiarity with some readings and related concepts but tends not to analyze them, basic grasp of key concepts, but little original insight; comments/questions are of a general nature and do not relate to the internship often

C range Poor: sporadic contributor; displays familiarity with few readings; rarely demonstrates analytical thought; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways and makes little or no connection with the internship

D/F   Very Poor: rarely speaks or illustrates a lack of active listening and does not contribute to group discussion; little to no apparent familiarity with assigned material or application to relevant experience; merely quotes text or repeats own comments or those of others with no connections made to the internship

The lectures are designed to promote dialogue on issues addressed in text chapters and provide additional information beyond what is included in the text.

Class discussions are designed to encourage students to express opinions, observations, share experiences, and ask questions. Students should use this time to clarify understanding of concepts encountered in course materials. (Personal issues such as test and assignment scores will not be addressed during this time. Students with these concerns should follow the guidelines presented in the syllabus for grievances).

Group activities will be arranged periodically to allow students to become acquainted with other class members and their ideas. They also provide opportunities for students to see the application of the principles introduced in course materials.

Presentations will consist of a combination of lecture and media presentations. The instructor will schedule these based on the final number of students in the class and their interests.

Reading and assignment reports: These are designed to motivate students to engage in and think about intercultural communication and its application to topics discussed in class. The instructor will announce these assignments along with their due dates. Grades on these assignments will be based on the depth of the observations, their thoroughness, and their overall quality (grammar, organization, style, and so on). Note: Students are responsible for the quality of learning experience they get from these assignments. Students who put little effort into them will get little out of them.

Term Paper: Students will choose a term paper in consultation with the instructor.

Course Content

Unit 1

Introduction

Unit 2

Understanding the Role of Culture
- Definitions

Unit 3

Field Trip
- European Commission Representation in Barcelona
- Colloquium with Ferrán Tarradelles, EU representative in Barcelona

Unit 4

Communicating Across Cultures
- The cultural context

Unit 5

Understanding the Cultural Context & Its Impact on Intercultural Communication
- Group activity
- Quiz #1

Unit 6

Field Trip
- Barcelona Metropolitan City Government
- Colloquium with Paco Sierra, city councilor in charge of interculturality

Unit 7

Communicating Across Cultures
- Environmental context

Unit 8

Guest Speaker
- Maria Marchese (feminist communication scholar): "Intercultural communication and gender issues"

Unit 9

Field Trip
- Raval visit + "Raval Solidari": Association for the integration of Muslim women

Unit 10

Communicating Across Cultures

- Perceptual context

Unit 11

Guest Speaker

- Erik Ortiz (transgender scholar): "Intercultural Communication and Intersectionality"

Unit 12

Field Trip

- Barcelona LGTB (city council organization for LGTB issues)
- Colloquium with an expert in queer and LGTB+ communication

Unit 13

Cultural Shock

- Definition and different stages

Unit 14

Cultural Shock (part two)

- Group activity
- Quiz #2

Unit 15

Field Trip

- Visit to the "African Journalist's Club" in Barcelona
- Is race an issue in Spain?

Unit 16

Communicating Across Cultures

- The socio-relational context and its impact on intercultural communication

Unit 17

Guest Speaker

- Sally Taye (Egyptian communication scholar): Representation of Muslim in Western Media

Unit 18

Field Trip

- Barcelona's Metropolitan Government's office for Intercultural Dialogue
- Reading report due

Unit 19

Intercultural Abilities

- Quiz #3

Unit 20

Guest Speaker

- Victor Victor Gonzales (coach): "How to strengthen intercultural communication abilities"

Unit 21

Field Trip

- Digital Future Society
- Colloquium with Cristina Colom, Digital Future Society director at Mobile World Capital Barcelona

Unit 22

Class Presentation

Unit 23

Final Discussion

- Term paper **due**

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

Attendance is taken at the beginning of every online class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3% reduction of the final grade (for example: an A- [92] will become an B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program.

Absences are only excused for medical reasons, for a family emergency, or for a religious holiday. To request an excused absence, you must contact excused.absence@capa.org ahead of time and provide evidence (e.g., a doctor's note) of the reason for your absence, otherwise the absence will not be excused. Even if you know the absence will not be excused, you should still make contact to inform CAPA you will not be attending the online class. In addition to contacting excused.absence@capa.org, it is your responsibility to contact the instructor and make up any missed assignments.

Class Participation

You are expected to participate actively and critically in online class discussions, and the participation portion of the class will be graded accordingly. You must read assignments BEFORE the class and sign in on time. Participation is a vital part of the grade: You are expected to participate orally in online forums and discussions in a critical and evaluative manner, to interact with the faculty and fellow students with respect and tolerance, and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives, or attitudes of others in the class will not be tolerated.

Classroom Etiquette

You are expected to conduct yourself professionally as an adult. You are expected to be in class on time. The central premise regarding classroom etiquette is to respect others by practicing simple manners.

Academic Integrity

A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work, it is imperative that you

demonstrate a high standard of individual honor in your scholastic work and class behavior. Plagiarism, self-plagiarism, and cheating can result in dismissal from the program.

Self-plagiarism—copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work—is unacceptable and considered cheating by duplication. You risk receiving a "0" for any assignments in which they have duplicated your own work.

All substantial writing assignments (typically anything worth 20% or more of the final course grade) will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Statement of Technology

The use of the following applications or platforms may be required for this course: Canvas, Google Maps, Google Hangouts, Google Slides, Screencast-O-Matic, and Zoom are required in this course.

It is recommended for you to use a desktop or laptop computer less than six years old with at least 1GB of RAM, and to use the most recent version of Chrome or Firefox with JavaScript enabled. Internet connections should be at least 512kbps.

Email AcademicAffairs@capa.org regarding any concerns you have about your ability to secure reliable Internet access or about any other academic technology needs.

Whenever virtual class sessions occur, all participants are expected to activate their webcam and be sure that their face is fully visible to facilitate effective communication and encourage community. Any exemptions from this policy will be considered on a case by case basis. Students who wish to be considered for exemption from this policy must request this to their instructor in advance, stating their reason. Alternatively, if you prefer not to be viewable on video, you may contact AcademicAffairs@capa.org to express your needs and CAPA Academic Affairs will work with the CAPA Center to discuss them.

Any use of technology must be compliant with FERPA.

In language courses, you are NOT allowed to use electronic translators for writing texts in the target language: Those submitting compositions and texts of whatever kind translated in such a fashion will receive a final F grade for the course.

Late Submission

Late submission of papers, projects, journal entries, pieces of homework, and portfolios is only permitted with prior approval. A request must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a full alpha grade penalty. In either case, work cannot be submitted after feedback has been

provided to the rest of the class on the relevant assessment or one week after the due date, whichever comes first, after which point a grade of F will be given for the assessment.

Sexual Misconduct, Required Reporting, & Title IX

CAPA is committed to encouraging a safe and healthy environment on our programs. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all you during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages you to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect you with appropriate resources. CAPA will work to advise you about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Dress Code

Business casual is required while interacting with the remote internship location unless otherwise directed by the internship supervisor. You must also dress in business casual for your first remote orientation session and online mock interviews.

Student Privacy

Ensure student privacy is maintained. Always use the VPN when accessing systems containing FERPA data. Never reveal the identity of a student to any other student without a specific pedagogical rationale. In general, do not record meetings with students unless you have a specific pedagogical reason to do so. When you do want to record live meetings, use UMN Zoom only and configure it appropriately to adhere to FERPA requirements. Do not use any software that might record FERPA-relevant data, including student identities or email addresses, that has not previously been UMN-approved.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).