

INTERCULTURAL COMMUNICATION

**MMC5708, Spring 2015, SECTIONS 14CF,
14C8, 14F9, 1990**

3 Credits

Instructor: Professor Michael Leslie, Ph.D.

INTRODUCTION

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 historical, interpretive and critical perspectives also contribute to our understanding of our subject, particularly in acknowledging the influence of context and power in intercultural interactions. Through your participation in this course, you will come to appreciate the complexity in intercultural interactions and increase your intercultural communication competence.

STUDENT LEARNING OBJECTIVES

During this course, you should:

1. Become familiar with the study of intercultural communication from the social psychological perspective, the interpretive perspective, and the critical perspective.
2. Discover the important roles of context and power in intercultural communication.
3. Become sensitive to the complexity of intercultural interactions.
4. Recognize the influence of your own cultural group on your intercultural interactions.
5. Become a more willing, self-reflective, flexible, and open communicator in intercultural interactions.

REQUIRED TEXTBOOKS:

Martin, Judith N. and Nakayama, Thomas K. **Intercultural Communication in Contexts**, 5th or 6th edition. McGraw-Hill: Boston, 2010, 2012.

Asante, Miike and Jing Yin (eds.) **The Global Intercultural Communication Reader**. Routledge: New York, 2013

You can find used copies of these books on Amazon.com and Half.com

An **Online Learning Center** designed to support this course is available at:

http://highered.mcgraw-hill.com/sites/0073385123/student_view0/index.html

RECOMMENDED READING :

Gudykunst, William B. (ed.) **Cross Cultural and Intercultural Communication.**
Sage: Thousand Oaks, CA 2003.

Course Schedule

Week 1, Chapter 1

Introduction to the course: What's in a name?

Why Study Intercultural Communication

Week 2, Chapter 2

Development of the discipline. Theoretical approaches to intercultural communication.

Application of theoretical approaches.

Week 3, Chapter 3

What is culture? What is communication? Dialectical approaches to understanding culture and communication. The relationship between communication and context. The relationship between communication and power.

Week 4, Chapter 4

From history to histories. History, power, and intercultural communication. History in Intercultural Communication. History and identity intercultural communication.

Week 5, Chapter 5

A dialectical approach to understanding identity. Social and cultural identities. Identity, stereotypes, and prejudice. Identity development issues. Identity and language Identity and communication. Identity and Adaption.

Week 6, Chapter 6

Language and Intercultural Communication. Thinking dialectically about language. Cultural variations in language Discourse: Language and power. Moving between languages.

Language politics and policies.

Week 7, Chapter 7

Non-Verbal Codes and Cultural Space. A dialectical approach to nonverbal communication.

The universality of nonverbal behavior. Defining cultural space.

Week 8, Chapter 8

Understanding Intercultural Transitions. Types of migrant groups. Cultural shock Migrant host relationships. Cultural adaptation

Week 9, Chapter 9

Defining popular culture and folk culture Consuming and resisting popular culture. Consuming and resisting popular culture. Representing cultural groups. U.S. popular culture and power. Learning about cultures without personal experience.

Week 10, Chapter 10

Benefits and challenges of intercultural relationships. Cultural differences in notions of friendship. Cultural differences in relational development. Relationships across differences
Context in intercultural relationships.

Week 11, Chapter 11

Characteristics of intercultural conflict. Approaches to conflict. Managing intercultural conflict.

Week 12, Chapters 12

Striving for Effective Intercultural Communication. Components of competence. Applying your knowledge about intercultural communication.

Presentation and Critique of Final Papers

End of Course

COURSE FORMAT

The course consists of readings, a personal journal (discussion board blog), group discussions, exploratory activities and exercises, and a course paper or literature review.

Individual Reading summaries are intended demonstrate your awareness and understanding of the essential information in each chapter and demonstrate how what you have learned helps you understand or analyze real-world intercultural situations and issues.

Personal Intercultural journal: You are expected to track your journey as you grow in your awareness of the contours of intercultural communication each week. What insights are you having? How are you applying what you learn to your professional, academic or personal life?

Group Discussions are opportunities for you to explore the subject matter in conversation with other students in the class.

Term Paper/Project: You will choose a term paper or literature review on an intercultural topic in consultation with the instructor.

Optional Activities and Exercises at the end of each chapter and in the online resources allow you to test your retention of intercultural theories and concepts and motivate you to engage in and think further about intercultural communication and its applications to issues and social problems.

COURSE POLICIES AND PROCEDURES

Course Standards: Students who enroll in this course are expected to demonstrate professionalism in the following areas:

Course Assignments: All class assignments submitted for grading should be neatly typed, in a standard 8-1/2 x 11 format. **All assignments will be submitted electronically, via the online course site.**

Course Communication: You are expected to show respect for the instructor and one another irrespective of the language ability, cultural beliefs, age, nationality, sexual orientation, etc. You should give others equal opportunity to formulate and express opinions, experiences, and ideas. *All* students should be supportive of a cooperative learning environment.

Course Preparation: You are responsible for reading the assigned material **before** the class discussion on that topic. You should be prepared to answer questions related to the material in the text and may be asked to do so. You should also be prepared to ask questions about issues of interest or ask for clarification of concepts introduced during each module.

Course Structure

The class will rely on Canvas courseware and email for course assignments, discussions, assignment submission, etc. You MUST have reliable access to a computer and the Internet in order to function successfully in this course.

Weekly Reading Assignment Summaries: Each student will contribute a weekly reading summary. These summaries will be evaluated based on your success in logically and coherently summarizing the assigned reading(s), incorporating ideas from your reading with proper citation style, and your thoughtful consideration of the implications of what you have read for critical thinking about intercultural communication. **These should be submitted by the due date established in the syllabus.**

Online Discussion: Student involvement is vital to the success of this course and you are expected to play an active part in shaping this course and keeping it focused on its broad objectives. Obviously, this means you are expected to complete the assigned readings, to do your weekly summary of the readings, to contribute to identifying other relevant readings and resources and to participate meaningfully in online discussions.

Again, discussion is **critical** to your success of this course. One of the purposes of class discussion is to reveal multiple perspectives on and understandings of course topics. You are expected to be civil to all participants during these discussions. Differences of opinion are not only expected but healthy, and critiques of others' statements and reasoning may occur and are encouraged.

One way you can contribute to class discussions is to identify relevant, articles, photographs, website materials or videos you find that relate to course topics and share them with the class online. You can include these resources in the discussion board for each topic in Canvas.

Final Paper/Literature Review: You will write a paper discussing some aspect of the intercultural communication and society. The paper is due by the due date for the assigned module.

ASSIGNMENT WEIGHTS:

Intercultural Journal	25%
Weekly Discussion	25%:
Weekly Reading Summaries	25%
Exam (or Paper)	25%
Total:	100%

EVALUATION: Your final grade is dependent on your performance on the following class assignments:

Course grades will be assigned on a curve with the following percentages used for *guidance*:

100-93 % A
92-83% A-/B
82-78% B-/C+
77-73% C
72-68% C-/D+
67-63% D
62-00% F

CLASS ETIQUETTE:

Students are expected to conduct themselves professionally. You are expected to be on time for both class and external/virtual meetings/discussions/activities.

Late Assignment Policy

Class assignments should not be turned in late.

They may be turned in early.

Your grade will be adjusted downward for any late assignment.

PLEASE PLAN AHEAD!

Plagiarism and Academic Honesty

For the communications professional, there hardly exists a graver crime than plagiarizing another writer's work. In short, it is YOUR responsibility to make certain you understand what constitutes plagiarism and to ensure that you give proper credit anytime you draw on someone else's writing or work. If you're not certain you understand what's acceptable and what isn't, check out this website:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

If you read these materials and still aren't certain what's acceptable, ASK ME! Do not assume that any other student or professor can tell you what will be acceptable in my class. There is no penalty for asking questions -- but there ARE penalties for failing to credit someone else's work properly because you didn't ask questions.

Be especially careful about the use of information you find on the Internet. It is all too easy to copy and paste background information into your papers, but unless you enclose such information in quotation marks and clearly cite the website from which it came, this constitutes plagiarism. Even if you paraphrase, you must include a clear reference to any written materials on which you've drawn.

Be aware that if I suspect, for whatever reason, that material in one of your submissions is plagiarized, I will submit it to a web-based plagiarism checking program. Relatively minor and *clearly unintentional* instances of plagiarism will result in your being required to re-write and re-submit your work. More extensive plagiarism, even if unintended, and ANY instance I believe represents an intentional attempt to pass off someone else's work as your own will result in a failing grade for that submission, at the least. If the plagiarism is severe enough (for example, if a substantial portion of your submission has been copied from others' work), you will receive a failing grade for the class and I will report the incident to the Office of Student Judicial Affairs as academic dishonesty.

Another no-no is recycling your own work for this class. Let's make the policy clear and simple: **You will NOT turn in to me ANY work you previously have submitted to another instructor or that you plan to submit for any other class at UF or any other institution.** If you want to write on a topic you've worked on before, that may well be acceptable IF you discuss it with me and get permission IN ADVANCE.

In accordance with UF policy, I'm also including in this syllabus the definitions of the types of academic dishonesty that seem most likely to be potential problems for students in this class. If a situation ever arises in which you think something you're contemplating MIGHT constitute one of these types of academic dishonesty, ASK BEFORE YOU DO IT. Apologies after the fact are extremely unlikely to resolve the problem for anyone.

From the Office of Student Judicial Affairs website:
<http://www.dso.ufl.edu/Academichonestyfaculty.html>

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes taking another's work and handing it in as your own; lying to a teacher to increase your grade and lying or misrepresenting facts when confronted with an allegation of academic honesty.

Fabrication. The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

Useful Resources

The following list is by no means inclusive of the vast number of books available for persons wanting to learn 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 teaching, practice or research.

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 hand- book* (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*. New- bury 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. www.fas.harvard.edu/~bok-cen/docs.

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

Journals & Trade Publications

Howard Journal of Communications ISSN 1064-6175 Academic/Scholarly. Taylor & Francis, Inc. 1988-current While many Communication Studies journals publish articles on Intercultural Communication, the Howard Journal of Communication, according to Ulrich's, "examines ethnicity, gender, and culture as domestic and international communications concerns. Addressing topical issues on television and culture, gender and communication, and African American film, HJC offers a multiethnic interdisciplinary research vehicle. The HJC emphasizes the link between communication and culture." Quarterly.

Human Relations ISSN 0018-7267 Academic/Scholarly. Sage Publications. 1947- current Considered the most valuable resource of research in intercultural communication in interpersonal, small group, and organizational relationships. Monthly.

Intercultural Communication ISSN 1404-1634 Academic/Scholarly. University of Goteborg, Department of Linguistics. 1999-current <http://www.immi.se/intercultural/> An online journal, whose stated goal is to "promote research but also education and training in the area of intercultural communication."

Journal of Cross-Cultural Psychology ISSN 0022-0221 Academic/Scholarly. Sage Publications. 1970-current Examines research on responses of individuals and groups from different cultures or environments to similar stimuli or situations. Bimonthly.

Journal of Intercultural Studies ISSN 0725-6868 Academic/Scholarly. Routledge. 1977-current According to Ulrich's, "the Journal of Intercultural Studies is an interdisciplinary, international journal that provides a forum for research related to intercultural studies. Two issues are published each year, with one issue thematic, examining a common topic from a variety of disciplinary perspectives as reflected by writers from different countries, and the other presenting a wide range of timely topics for reflection and discussion." Three times a year.

Other Intercultural Communication Research Journals

Journal of Intercultural Communication Research

Journal of International and Intercultural Communication

For more resources focused on Intercultural Communication, see:

http://wikis.ala.org/acrl/index.php/Intercultural_Communication

and do a Google search!

Note: For title changes consult a serials directory such as Ulrich's Periodicals Directory.