

COM401 Course Title: Intercultural Communication

Syllabus Overview

This syllabus contains all relevant information about the course: its objectives and outcomes, the grading criteria, the texts and other materials of instruction, and weekly topics, outcomes, assignments, and due dates. Consider this your roadmap for the course. Please read through the syllabus carefully and ask questions if you would like anything clarified. Print a copy of this syllabus for reference.

Course Description

3 Credits

Prerequisite: None

In a globalized world where different cultures continuously intersect, understanding intercultural communication has become vital for both everyday life and for business interactions. This course will explore the dynamics of cross cultural communication and the meaning of cultural identity and its undercurrents. The course will demonstrate how to be inclusive of others through encouraging cultural sensitization, and will show how to creatively address miscommunication obstacles. We will discuss the challenges that face multi-national corporations when working in and with different cultures. We will be watching videos and reading stories and discussing scenarios of different cultures, thinking of our own prejudices and pre-determined misconceptions. By the end of the course we will be able to recognize cultural differences in body language and other cultural tell-tales that could help students engage in cross-cultural communication.

Course Outcomes

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

- Evaluate the knowledge, skills and attitudes that increase cross-cultural competence, cultural sensitivity and tolerance for diversity
- Assess the importance of culture in determining behavior
- Analyze differences between prejudices, stereotyping, assumptions and ethno-centrism
- Evaluate the significance of other cultures' presumptions, expectations, and behavioral frames of reference
- Assess and interpret cultural variables such as language, body language and verbal and non-verbal queues
- Critique and analyze cultural variants such as family, religion and traditions
- Examine challenges that arise from differences in interactions and learn ways to creatively address them.
- Apply the different models of intercultural communication to given situations and case studies.

- Determine how to actively change a business culture to improve its effectiveness.

Communication with Your Instructor

You will receive a welcome email from your instructor prior to the start of class. This email will contain your instructor's contact information. Your instructor will also be communicating with you via several methods in the course, including:

- **Announcements** – This communication tool, located on the navigation menu within your course in Canvas, contains important updates. Be sure to check for new announcements from your instructor each time you access your course.
- **Q&A** – Use this discussion board, located on the Home screen in your course, to communicate with your instructor and classmates regarding general course questions (i.e. missing links, assignment clarification, etc.).
- **Inbox** – Use the Inbox, located in the top right corner of Canvas, to send a message to your instructor or classmates.

Materials and Resources

- ♦ Samovar, L., Porter, R., McDaniel, E., and Roy. C. (2017). *Communication Between Cultures*. Boston, MA: Cengage Learning. 9th edition (ISBN: 978-1-285-44462-8)

Bookstore Information

The bookstore can be located in the left-hand navigation of any Canvas course

Library Services

Detailed information about the eLibrary can be found in the Student Resource Center. This is a course that all students have access to during their academic career.

Canvas Help Desk and Technical Questions

If you experience technical issues in your course, please contact the Canvas Help Desk by clicking the Help link (top right corner within Canvas). There are 3 ways to contact them:

- Phone (888-628-2749)
- Live chat
- Report a problem (submit a ticket)

Be sure to notify your instructor of any technical difficulties you are experiencing.

Additional resources are available in the Student Resource Center and the Canvas Guides website:

<https://community.canvaslms.com/docs/DOC-4121>

Weekly Schedule

Week 1		Intercultural Communication: Interaction in a Multicultural World
Outcomes	<ul style="list-style-type: none"> ◆ Assess the importance of cross-cultural communication ◆ Explain factors leading to increased interest ccc. ◆ Increase knowledge about the requirements for intercultural cooperation ◆ Develop intercultural awareness 	
Readings	- Samovar, P. et al Ch. 1	
Lectures	<ul style="list-style-type: none"> ◆ Intercultural Communication: A Requirement for the Interdependent Global Society 	
Multimedia	<ul style="list-style-type: none"> ◆ Cyprus National Commission for UNESCO (2015, July 24). <i>Mediterranean Diet - Intangible Cultural Heritage UNESCO</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=oYsqldG3kxM ◆ BBC (2012, January 15). <i>Viennese Coffee House Culture</i> . [Video file]. Retrieved from http://www.bbc.com/news/magazine-16538189 	
Discussion	<ul style="list-style-type: none"> ◆ Which beliefs and behaviors are considered cultural? Is food cultural? Dance, music, heritage, language? Why are or are they not cultural? ◆ What are some of the most compelling intercultural communication challenges over the next 50 years and why? 	
Assignments	Individual Assignment Paper: Country websites	
Week 2		Communication and Culture: the voice and the echo
Outcomes	<ul style="list-style-type: none"> ◆ Assess the connection between human communication and culture ◆ Analyze how culture affects behavior ◆ Determine ingredients and components of human communication ◆ Develop intercultural competence 	
Readings	Samovar, Ch. 2	
Lectures	<ul style="list-style-type: none"> ◆ Defining culture 	
Multimedia	<ul style="list-style-type: none"> ◆ Coray, L. (2012, Mar 16). <i>Tales From The Jungle Margaret Mead Part 3 of 6</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=LFdaW1kZOaA ◆ Aangeenbrug, A. (2015, Feb 27). <i>Cultural diversity example</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=IY1v6m6slzY [1.47 min]. ◆ Top Rated. (2012, Dec 22). <i>Top African Proverbs and Sayings</i>. [Video file] Retrieved from https://www.youtube.com/watch?v=2G4rS8Y4jzU ◆ Daily-Quotes. (2016, Jan 17). <i>Top 20 famous and wise Chinese proverbs</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=a4sj-TrhjjA 	

Discussion	<ul style="list-style-type: none"> ◆ What proverbs do you think reflect on your culture? Why? ◆ Scenario: Paris meeting
Assignments	<ul style="list-style-type: none"> ◆ Paper: Folklore ◆ Watch this as a supplementary movie: Ayabaya (2009, Nov 3). <i>Coming of Age: Margaret Mead</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=K2FhWyulpb8 [52.07 minutes]
Week 3	The Deep Structures of Culture: Lessons From Family, Life and Death
Outcomes	<ul style="list-style-type: none"> ◆ Compare social organizations, structures and cultural history ◆ Explain cultural differences in gender roles, group orientation, aging, and social skills influence the family. ◆ Evaluate religion and human behavior
Readings	Samovar, Ch. 3 and 4.
Lectures	<ul style="list-style-type: none"> ◆ Lecture 1: Family ◆ Lecture 2: Life and Death
Multimedia	<ul style="list-style-type: none"> ◆ WildFilmIndia (2012, July 25). <i>See the largest family in the world</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=HrHk9KSxOk ◆ Boleh, B. (2016, July 8). <i>Man with most wives. 38 wives. Mr. Ziona</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=7wg9ZP7VOxk ◆ Crossing Borders films (2013, September 26). <i>Overcoming barriers between Muslim and American cultures</i>. National Geographic. [Video file]. Retrieved from http://nationalgeographic.org/media/crossing-borders/ [4 parts, 4 min each] ◆ Bellaimey, J. (2013). <i>The five major religions of the world</i>. Ted-Ed. [Video file]. Retrieved from https://www.youtube.com/watch?v=m6dCxo7t_aE
Discussion	<ul style="list-style-type: none"> ◆ Are child-rearing and treatment of the elderly practices throughout the world more alike than they are different? What are the similarities and differences?
Assignments	Individual Assignment <ul style="list-style-type: none"> ◆ Paper: Family Interview [due following week] ◆ Paper: Religion comparison
Week 4	Cultural History: Precursor to the present and future
Outcomes	<ul style="list-style-type: none"> ◆ Describe the importance of cultural histories ◆ Analyze historical sketches of specific countries. ◆ Critique different identities

Readings	<ul style="list-style-type: none"> ♦ Samovar, Ch. 5 and Ch. 7 ♦ Brown, C (2017, January). <i>The many ways society makes a man</i>. National Geographic issue. Retrieved from http://www.nationalgeographic.com/magazine/2017/01/how-rites-of-passage-shape-masculinity-gender/ ♦ Okeowo, A. (2017, January). <i>For these girls, danger is a way of life</i>. National Geographic issue January 2017. Retrieved from http://www.nationalgeographic.com/magazine/2017/01/gender-dangerous-lives-of-girls-around-the-world/
Lectures	<p>Lecture 1: How history and culture are interwoven</p> <p>Lecture 2: Culture as identity</p>
Multimedia	<ul style="list-style-type: none"> ♦ UNESCO (2016, Nov 30). <i>Culture of Jeju Haenyeo (women divers)</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=Ik7DQLMKBTE [9.01 min] ♦ The Representation Project. (2015, Dec 18). <i>The mask you live in</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=hc45-ptHMxo ♦ Hammer, J. (2012, June 18). <i>Hofstede's 5 Cultural Dimensions visualized on a world map</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=U-XdlbgFxZo ♦ Newton, S. (2007, April 12). <i>Sexism, Strength and Dominance: Masculinity in Disney Films</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=8CWMct35oFY
Discussion	<ul style="list-style-type: none"> ♦ Historically gender roles have differed from one culture to the other. What do you think are the similarities and differences between cultures when it comes to gender roles? How are those reflected in the videos you have seen this week? How do cultural roles impact the way people behave in different cultural and historical contexts? What are the factors affecting gender identity?
Assignments	<p>Individual Assignment</p> <ul style="list-style-type: none"> ♦ Family Interview due. ♦ Paper: History [due week 6]
Week 5	Cultural Values: Guidelines for Behavior
Outcomes	<ul style="list-style-type: none"> ♦ Compare and critique cultural patterns
Readings	<ul style="list-style-type: none"> ♦ Samovar, Ch. 6. ♦ Hofstede, G. (no date). <i>Hofstede's Cultural Dimensions</i>. Retrieved from https://geert-hofstede.com/national-culture.html

Lectures	<ul style="list-style-type: none"> ◆ Theories of cultural differences: Hofstede, Minkov, Hall's, Kluckhohn and Strodtbeck's model and Kohl's models
Multimedia	<ul style="list-style-type: none"> ◆ Macat (2016, Aug 1). <i>An Introduction to Geert Hofstede's Culture's Consequences - A Macat Anthropology Analysis</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=BoQlz0zZc4
Discussion	<ul style="list-style-type: none"> ◆ Scenario: Bill the executive
Assignments	Individual Assignment Paper: Analysis - Cultural patterns in fairy tales
Week 6	Verbal and nonverbal communication
Outcomes	<ul style="list-style-type: none"> ◆ Analyze the role and function of language in ccc ◆ Interpret cultural diversity and nonverbal communication ◆ Evaluate the role of the 5 senses, use of space and time in communication
Readings	<ul style="list-style-type: none"> ◆ Samovar, Ch. 8 and 9. ◆ Thompson, A. (2016). <i>Learning a language makes you more tolerant, so why aren't more universities encouraging it?</i> World Economic Forum. Retrieved from https://www.weforum.org/agenda/2016/12/learning-a-language-has-a-lot-of-benefits-including-making-you-more-tolerant?utm_content=buffer8d005&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer
Lectures	<ul style="list-style-type: none"> ◆ Lecture 1: Verbal: exchanging ideas through language. ◆ Lecture 2: Nonverbal: message of action, space, time and silence
Multimedia	<ul style="list-style-type: none"> ◆ Guzman, F. (2013, Oct 13). <i>Paralanguage</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=0O3nPzuNIPo ◆ Goetting, K. (2015, Mar 10). <i>Paralanguage</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=0-tu9ZcF6Pw ◆ Crossing Borders films (2014, July 10). <i>American Textures: Discover potentials of conflict mediation within a multicultural society</i>. National Geographic. [Video file]. Retrieved from http://nationalgeographic.org/media/american-textures/ ◆ Vox (2016, Jul 5). <i>Proxemics: the study of personal space</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=pw3FZ3xOBVo ◆ Borg, J. [Positively Brainwashed]. (2016, Nov 24). <i>How to Read Body Language and Influence Others: How to persuade people</i>. [Video file]. Retrieved from https://www.youtube.com/watch?v=ECjvCMsHOk4
Discussion	Scenario: Multicultural corporation

Assignments	Individual Assignment <ul style="list-style-type: none"> ♦ Paper: History [due] ♦ Paper: A show.
Week 7	The Challenges of Intercultural Communication: Managing Differences
Outcomes	<ul style="list-style-type: none"> ♦ Analyze the obstacles and challenges of cross cultural communication ♦ Explain culture shock and enhance acculturation ♦ Compare stereotyping, ethnocentrism, prejudices and racism
Readings	♦ Samovar, Ch. 11
Lectures	♦ Intercultural communication in a dynamic world
Multimedia	<p>National Geographic's <i>God Grew Tired of us</i> – in three parts:</p> <ul style="list-style-type: none"> ♦ National Geographic [2006]] <i>The Lost Boys: Cultural Differences</i>. [Video file]. Retrieved from http://video.nationalgeographic.com/video/movies/cultural-differences-ggtu ♦ National Geographic [2006]] <i>The Lost Boys: Sense of Place and Community</i>. [Video file]. Retrieved from http://video.nationalgeographic.com/video/movies/sense-of-place-ggtu?source=relatedvideo ♦ National Geographic [2006]. <i>The Lost Boys: Responsibility and Leadership</i>. [Video file]. Retrieved from http://video.nationalgeographic.com/video/movies/responsibility-leadership-ggtu
Discussion	Do you think members of a host culture have any responsibility to make immigrants feel comfortable in their new cultural environment? If it was your job to integrate these Lost Boys in society, how would you do it? How are stereotypes, racism and prejudices at play here?
Assignments	Individual Assignment <ul style="list-style-type: none"> ♦ Paper: Culture shock [due week 8]
Week 8	Cultural Influences on Communication Contexts
Outcomes	<ul style="list-style-type: none"> ♦ Assess cultural variants in contexts ♦ Compare cultural differences in education, health and business
Readings	♦ Samovar, Ch. 10

	♦ Steger, B. (2016, May 6). <i>The Japanese art of (not) sleeping</i> . BBC. Retrieved from http://www.bbc.com/future/story/20160506-the-japanese-art-of-not-sleeping
Lectures	Developing intercultural communications in context
Multimedia	
Discussion	Scenario: Business managers
Assignments	Individual Assignment Paper: Culture shock [due]

Grading and Evaluation

Your grades will reflect the way in which you present and support your topics and positions in the various learning activities used in this course. The grades will be based on the quality and quantity of your comments and responses in the various activities.

Be sure to review the discussion and assignment rubrics in the course for specific grading criteria.

The various graded activities are weighted as follows:

Course Element	% of Final Grade
Assignments	55
Discussions	45
Interactive Learning Activities	0
Total	100%

Students will be expected to meet all the deadlines of the class as indicated throughout the course and in the syllabus. This is primarily so we don't get behind in the course. In addition, discussions cannot overlap from one week to the next. This is to ensure that all discussions and submissions take place within the week they are scheduled in order to be of value to the entire class as well as to help you not get behind. If there are extenuating circumstances, you will need to communicate that to the instructor and make arrangements accordingly, if appropriate.

Late Assignments: Exceptions are to be determined by the instructor on a case-by-case basis. There will be no opportunities for extra credit.

Learner Success Guidelines

These guidelines are provided to help you succeed in your coursework:

- Participate in the class introduction activity on the first day of class.
- Submit ALL assignments by the posted due dates and times.
- Check your emails daily.
- Contact Portal Help for logon problems or Canvas Help for technical issues with Canvas.
- Participate fully in all threaded discussions.
- Contact your instructor if you have questions about an assignment or need additional help completing your work successfully.

Academic dishonesty is grounds for dismissal from the program.

Academic Policies

The following Academic Policies can be found in the [Student Resource Center](#).

- Grading Criteria
- Reasonable Accommodations Policy
- Student Attendance Policy

- Academic Honesty and Integrity Policy
- Student Engagement and the Granting of Academic Credit
- Copyright Policy

Caveat

The above schedule, content, and procedures in this course are subject to change. All policies are superseded by the latest College Catalog available on our website:

<https://www.cambridgecollege.edu/student-rights-complaints-grievances/student-code-conduct>