



**BCLA COMM 3353**  
**Intercultural Communication**  
**CAPA BARCELONA PROGRAM**

3 credits (45 contact hours)

**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.

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**

By the end of the course students will be able to:

- a. Define communication, especially intercultural communication
- b. Identify, describe, and explain the cultural context and its impact on intercultural communication
- c. Identify, describe, and explain the microcultural context and its impact on intercultural communication
- d. Identify, describe, and explain the environmental context and its impact on intercultural communication
- e. Identify, describe, and explain the perceptual context and its impact on intercultural communication
- f. Identify, describe, and explain the socio-relational context and its impact on intercultural communication
- g. Compare and contrast verbal communication styles and patterns of various cultures
- h. Compare and contrast nonverbal communication styles and patterns of various cultures
- i. Identify and describe the factors that affect the development of relationships across cultures
- j. Explain how the cultural, microcultural, environmental, perceptual, and socio-relational contexts affect intercultural communication in organizations
- k. Describe the types of and process of acculturation
- l. Define and identify the stages of culture shock
- m. Describe and practice the components of intercultural competence
- n. Write and submit an intercultural paper

**Requirements and Prerequisites**

There are no specific prerequisites for this course. It is important that students come to class having read the set texts carefully and with ideas to contribute to the class discussions.

## Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences. They will be able to communicate their ideas and research findings in both oral and written forms.

## Class 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.

The lectures are designed to promote dialogue on issues addressed in text chapters and to 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 their 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).

## Field Components

Participation in field activities for this course is required. You will have the chance to collect useful information that will be an invaluable resource for the essays/papers/projects assigned in this course. Field studies are an important component of this course; attendance to these classes, which take place during class time, is mandatory. Background information will be provided to prepare students for the fieldwork, which is treated as classroom time.

Students are also strongly encouraged to participate in co-curricular program activities and *My Global City* events and activities, or other optional activities if relevant.

## Assessment/Grading Policy

Descriptor	Alpha	UK	US	GPA
Excellent	A	75+	93+	4.0
	A-	70-74	90-92	3.7
Good	B+	66-69	87-89	3.3
	B	63-65	83-86	3.0
	B-	60-62	80-82	2.7
Average	C+	56-59	77-79	2.3
	C	53-55	73-76	2.0
Below Average / Poor	C-	50-52	70-72	1.7
	D+	46-49	67-69	1.3
	D	40-45	60-66	0.7 1.0
Fail	F	<40	<60	0

## Grade Breakdown and Assessment of Learning Outcomes

Assessment Task	Grade %	Learning Outcomes	Due Date
Intercultural Exercises	10%	All	During semester
Quiz #1	10%	All	Session 5
Quiz #2	10%	All	Session 14
Quiz #3	15%	All	Session 19
Class Presentation	10%	All	Session 22
Reading Report	15%	All	During semester
Term Paper	35%	All	Session 23

## Assignments

Group activities with Intercultural exercises (10%) 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.

Quizzes (10% each)

Class Presentation: (10%)

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 Report (15%) 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).

Term Paper (35%): Students will choose a term paper in consultation with the instructor.

## Course Materials

### TEXTBOOK:

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

### Reading resources

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.

- Baires, N. A., Catrone, R., & Mayer, B. K. (2021, May 12). On the Importance of Listening and Intercultural Communication for Actions Against Racism. <https://doi.org/10.31234/osf.io/7qa4z>
- 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.
- Bochner, S. Ward, C., & Furnham, A. (2001). *Psychology Culture Shock* (1st ed.). Routledge. <https://doi.org/10.4324/9781003070696>
- Brislin, R. W. (1993). *Understanding culture's influence on behavior*. Fort Worth, TX: Harcourt Brace Jovanovich.
- 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.
- 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.
- Gust A. Yep (2020) Towards a Performative Turn in Intercultural Communication, *Journal of Intercultural Communication Research*, 49:5, 484-493, DOI: 10.1080/17475759.2020.1802325
- Hall, B. J. (1992). *Theories of culture and communication*. *Communication Theory*, 1, 50-70.
- 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 crosscultural 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.
- Mostafa, T. (2021), "Do girls and boys engage with global and intercultural issues differently?", *PISA in Focus*, No. 111, OECD Publishing, Paris, <https://doi.org/10.1787/9a52e7dd-en>.
- 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.
- Presbitero, A., Hooman Attar (2018). Intercultural communication effectiveness, cultural intelligence and knowledge sharing: Extending anxiety-uncertainty management theory, *International Journal of Intercultural Relations*, <https://doi.org/10.1016/j.ijintrel.2018.08.004>.
- Sison, M. (2020) Communicating across, within and between, cultures: Toward inclusion and social change, *Public Relations Review*, Volume 43, Issue 1, <https://doi.org/10.1016/j.pubrev.2016.10.015>
- Seelye, H. N., (Ed.) (1996). *Experiential activities for intercultural learning* (Vol. 1). Yarmouth, ME: Intercultural Press.
- Shuter, R. (2012) *Intercultural New Media Studies: The Next Frontier in Intercultural Communication*, *Journal of Intercultural Communication Research*, 41:3, 219-237, DOI: 10.1080/17475759.2012.728761
- Shuzhen, H. (2021) Why does communication need transnational queer studies?, *Communication and Critical/Cultural Studies*, DOI: 10.1080/14791420.2021.1907850
- Simpson, a. & Fred Dervin (2019) Global and intercultural competences for whom? By whom? For what purpose? : an example from the Asia Society and the OECD, *Compare: A Journal of Comparative and International Education*, 49:4, 672-677, DOI: 10.1080/03057925.2019.1586194z #
- Singer, M. R. (1998). *Perception and identity in intercultural communication*. Yarmouth, ME: Intercultural Press.
- Summerfield, E. (1993). *Crossing cultures through film*. Yarmouth, ME: Intercultural Press.
- Ting-Toomey, S. (1999). *Communicating across cultures*. New York: Guilford.
- Vu, T. (2019). Theoretical Constructs and Practical Strategies for Intercultural Communication. *Journal Of Curriculum Studies Research*, 1(1), 43-53. <https://doi.org/10.46303/jcsr.01.01.4>
- 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](http://www.fas.harvard.edu/~bok-cen/docs).
- Wildman, M. (1996). *Privilege revealed: How invisible preference undermines America*. New York: New York University Press.
- Young Yun Kim (2007) Ideology, Identity, and Intercultural Communication: An Analysis of Differing Academic Conceptions of Cultural Identity, *Journal of Intercultural Communication Research*, 36:3, 237-253, DOI: 10.1080/17475750701737181

## Weekly Course Schedule

Session 1	Session 2	Session 3
<p><b>Course introduction</b></p>	<p><b>Understanding the Role of Culture: Definitions</b></p> <p><b>Reading:</b> Young Yun Kim (2007) Ideology, Identity, and Intercultural Communication: An Analysis of Differing Academic Conceptions of Cultural Identity, <i>Journal of Intercultural Communication Research</i>, 36:3, 237-253, DOI: 10.1080/17475750701737181</p>	<p><b>Field Trip</b> European Commission Representation in Barcelona: colloquium with Ferran Tarradellas, EU Representative in Barcelona</p> <p><b>Reading:</b> Selected materials will be uploaded on Teams</p>
Session 4	Session 5	Session 6
<p><b>Communicating Across Cultures: the CULTURAL context</b></p> <p><b>Reading:</b> Marianne D. Sison, <i>Communicating across, within and between, cultures: Toward inclusion and social change, Public Relations Review</i>, Volume 43, Issue 1, 2017, Pages 130-132, ISSN 0363-8111, <a href="https://doi.org/10.1016/j.pubrev.2016.10.015">https://doi.org/10.1016/j.pubrev.2016.10.015</a>.</p>	<p><b>Understanding the cultural context and its impact on intercultural communication</b></p> <p>Group activity</p> <p><b>Reading:</b> Selected materials will be uploaded on Teams</p> <p>Quiz #1</p>	<p><b>FIELD TRIP</b> Barcelona Metropolitan City Government: colloquium with Paco Sierra, City Councilor in charge of "Interculturality"</p> <p><b>Reading:</b> Selected materials will be uploaded on Teams</p>
Session 7	Session 8	Session 9
<p><b>Communicating Across Cultures: the environmental context</b></p> <p><b>Reading</b> Alfred Presbitero, Hooman Attar, <i>Intercultural communication effectiveness, cultural intelligence and knowledge sharing: Extending anxiety-uncertainty management theory, International Journal of Intercultural Relations</i>, <a href="https://doi.org/10.1016/j.ijintrel.2018.08.004">https://doi.org/10.1016/j.ijintrel.2018.08.004</a>.</p>	<p><b>INVITED SPEAKER</b> Maria Marchese (Feminist Communication Scholar): "Intercultural communication, and gender issues"</p> <p><b>Reading</b> Mostafa, T. (2021), "Do girls and boys engage with global and intercultural issues differently?", <i>PISA in Focus</i>, No. 111, OECD Publishing, Paris, <a href="https://doi.org/10.1787/9a52e7dd-en">https://doi.org/10.1787/9a52e7dd-en</a>.</p>	<p><b>FIELD TRIP</b> Raval visit + "Raval Solidari": Association for the integration of Muslim women</p> <p><b>Reading</b> Baires, N. A., Catrone, R., &amp; Mayer, B. K. (2021, May 12). On the Importance of Listening and Intercultural Communication for Actions Against Racism. <a href="https://doi.org/10.31234/osf.io/7qa4z">https://doi.org/10.31234/osf.io/7qa4z</a></p>
Session 10	Session 11	Session 12

<p><b>Communicating Across Cultures: the perceptual context</b></p> <p><b>Reading</b> Vu, T. (2019). Theoretical Constructs and Practical Strategies for Intercultural Communication. <i>Journal Of Curriculum Studies Research</i>, 1(1), 43-53. <a href="https://doi.org/10.46303/jcsr.01.01.4">https://doi.org/10.46303/jcsr.01.01.4</a></p>	<p><b>INVITED SPEAKER</b> Erik Ortiz (Transgender Scholar): "Intercultural Communication and Intersectionality"</p> <p><b>Reading</b> Shuzhen Huang (2021) Why does communication need transnational queer studies?, <i>Communication and Critical/Cultural Studies</i>, DOI: 10.1080/14791420.2021.1907850</p>	<p><b>FIELD TRIP</b></p> <p>Barcelona LGTB (City Council Organ for LGTB issues) : colloquium with an expert in queer and LGTB+ communication</p>
<p><b>Session 13</b></p> <p><b>Cultural shock: Definition and different stages</b></p> <p><b>Reading:</b> Stephen Bochner, , Ward, C., &amp; Furnham, A. (2001). <i>Psychology Culture Shock</i> (1st ed.). Routledge. <a href="https://doi.org/10.4324/9781003070696">https://doi.org/10.4324/9781003070696</a> (selected pages)</p>	<p><b>Session 14</b></p> <p><b>Cultural shock: group activity</b></p> <p><b>Reading:</b> Selected materials will be uploaded on Teams</p> <p>Quiz #2</p>	<p><b>Session 15</b></p> <p><b>FIELD TRIP</b> Visit to the "African Journalist's Club" in Barcelona: Is race an issue in Spain?</p>
<p><b>Session 16</b></p> <p><b>Communicating Across Cultures: the socio-relational context and its impact on intercultural communication.</b></p> <p><b>Reading:</b> Gust A. Yep (2020) Towards a Performative Turn in Intercultural Communication, <i>Journal of Intercultural Communication Research</i>, 49:5, 484-493, DOI: 10.1080/17475759.2020.1802325</p>	<p><b>Session 17</b></p> <p><b>INVITED SPEAKER</b> Sally Taye (Egyptian communication scholar): Representation of Muslim in Western Media</p> <p><b>Reading:</b></p>	<p><b>Session 18</b></p> <p><b>FIELD TRIP</b> Barcelona's Metropolitan Government's office for Intercultural Dialogue</p> <p>Reading report deadline.</p>
<p><b>Session 19</b></p> <p><b>Intercultural abilities</b></p> <p><b>Reading:</b> Ashley Simpson &amp; Fred Dervin (2019) Global and intercultural competences for whom? By whom? For what purpose? : an example from the Asia Society and the OECD, <i>Compare: A Journal of Comparative and International Education</i>, 49:4, 672-677, DOI: 10.1080/03057925.2019.1586194z #3</p>	<p><b>Session 20</b></p> <p><b>INVITED SPEAKER</b> Victor Victor Gonzales (Coach): "How to strengthen Intercultural Communication abilities"</p>	<p><b>Session 21</b></p> <p><b>FIELD TRIP</b> Digital Future society. Colloquium with Cristina Colom, Digital Future Society Director at Mobile World Capital Barcelona</p> <p><b>Reading:</b> Robert Shuter (2012) Intercultural New Media Studies: The Next Frontier in Intercultural Communication, <i>Journal of Intercultural Communication Research</i>, 41:3, 219-237, DOI: 10.1080/17475759.2012.728761</p>

<b>Session 22</b>		<b>Session 23</b>		<b>CLOSING OF THE SEMESTER</b>
Class Presentation	10%	Final discussion Term Paper	35%	

## **Attendance, Participation & Student Responsibilities**

**Attendance:** CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every 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 percent reduction of the final grade (for example: an A- [92] will become a 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. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

**Excused Absences:** Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact [excusedabsencesbarcelona@capa.org](mailto:excusedabsencesbarcelona@capa.org) ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting [excusedabsencesbarcelona@capa.org](mailto:excusedabsencesbarcelona@capa.org), it is the responsibility of the student to contact their instructor and make up any missed assignments.

**Class Participation:** Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and 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 will not be tolerated.

**Academic Accommodations:** Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

**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 done by the student, it is imperative that a student demonstrates a high standard of individual honor in their 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. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments 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.

**Sexual Misconduct, Required Reporting, and Title IX:** CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. 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 students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students 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.

**Use of Electronic Equipment in Class:** All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been



instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

**Use of Electronic Translators:** In language courses students 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 "0" (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 for an extension 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 3 percent per day deduction of the final grade. 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 "0" (F) will be given for the assessment.

**Behavior during Examinations:** During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.