

Course Last Updated 2/29/2024



University of
New Haven

Intercultural Communications: Theories, Practice, and Influencing Factors

Section I: Course Overview

Course Code: COM357

Subject Area(s): Communication

Prerequisites: One 200 level course or two 100 level courses in communications

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

In today's globalized and multicultural societies, intercultural communication continues to be a challenge, even for people who engage in intercultural communication daily. This course is designed to increase awareness and appreciation for the complexity of intercultural communication skills in everyday situations. It offers a critical perspective on current theories and research in intercultural communication. The course will end with exploring applied perspectives, particularly on intercultural communication in workplace interactions.

Learning Objectives

Upon successful completion of this course, students are able to:

- Contrast their home and host environments (the urban environments).
- Outline the impact of globalization in the urban environment (globalization).
- Compare and contrast the diversity within the host community and the student's home culture.

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement – 20%

Weekly Quizzes – 20%

Short Report – 20%

Major Report – 25%

Presentation – 15%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Weekly Quizzes (20%): Quizzes are taken at the end of each week except for the week(s) where student presentations are held. They will examine students' grasp of key concepts and ideas from the weekly readings, lecture, and seminar. Students will complete the **Quiz**, and the results are published and discussed in class.

Short Report (20%): 800 words (+/- 10%). Students will have the opportunity to walk through Chinatown in downtown Sydney, and this walking tour will be led by a local tour guide with immense knowledge of the area and its culture. Students are required to listen, make notes and ask questions of the culture, history, geography, development and future of the place, and to explore the beliefs, values, norms and social practices that make up the Chinese culture in Chinatown. Reference to a minimum of TWO academic sources (textbook and academic journal articles) is expected in this report.

Major Report (25%): 1600 words (+/- 10%). Students will be required to write a report on the importance of intercultural communication. This will be a culmination of all topics covered throughout the semester. A minimum of FOUR academic journal references is expected in this report. The report will be submitted online in Turnitin. Further details will be provided in class.

Presentation (15%): Working in pairs, students will develop a 15 minute presentation that discusses how one aspect of intercultural communications is represented in Australian society. The presentation will be delivered in-class at the end of the term, and the written version comprising a script of approximately 1000 words and the presentation slides, will be submitted to Turnitin on Canvas.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations. The course offers:

- Sydney Chinatown

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Textbook:

Lustig, M.W. & Koester, J. (2018). *Intercultural Competence: Interpersonal Communication Across Cultures* (8th ed.). Allyn & Bacon.

Other (available via Canvas):

Al-Khouri, A. M. (2010, June). The challenge of identity in a changing world: the case of GCC countries. In *Conference proceedings: the 21st-century Gulf: the challenge of identity*.

- Boroditsky, L. (2010, July 23). Lost in Translation. *Wall Street Journal*.
- Chen, M. J., & Miller, D. (2010). West meets East: Toward an ambicultural approach to management. *Academy of Management Perspectives*, 24(4), 17-24.
- Dong, Q., Day, K. D., & Collaço, C. M. (2008). Overcoming ethnocentrism through developing intercultural communication sensitivity and multiculturalism. *Human Communication*, 11(1), 27-38.
- Faure, G. O. (1993). Negotiation concepts across cultures: Implementing nonverbal tools. *Negot. J.*, 9, 355.
- Holliday, A. (2010). Complexity in cultural identity. *Language and Intercultural Communication*, 10(2), 165-177.
- Holmes, P., & O'Neill, G. (2012). Developing and evaluating intercultural competence: Ethnographies of intercultural encounters. *International Journal of Intercultural Relations*, 36(5), 707-718.
- Keller, M., Edelstein, W., Krettenauer, T., Fu-xi, F., & Ge, F. (2005). Reasoning about moral obligations and interpersonal responsibilities in different cultural contexts. *Morality in context*, 1, 317-337.
- Lim, C. H., Chavan, M., & Chan, C. (2014). "Culture"—The elephant in the room in structured behavioral selection interview. *International Journal of Intercultural Relations*, 42, 1-24.
- Lowe, S., Kainzbauer, A., Tapachai, N., & Hwang, K. S. (2015). Ambicultural blending between Eastern and Western paradigms: Fresh perspectives for international management research. *Culture and Organization*, 21(4), 304-320.
- Matveev, A. V., & Milter, R. G. (2004). The value of intercultural competence for performance of multicultural teams. *Team Performance Management: An International Journal*, 10(5/6), 104-111.
- Okoro, E. (2021). Cross-Cultural Etiquette and Communication in Global Business: Towards a Strategic Framework for Managing Corporate Expansion. *International Journal of Business and Management*, 7(16), 130-138.
- Shuter, R. (2012). Intercultural new media studies: The next frontier in intercultural communication. *Journal of Intercultural Communication Research*, 41(3), 219-237.
- Stratton, J., & Ang, I. (1994). Multicultural imagined communities: Cultural difference and national identity in Australia and the USA. *Continuum*, 8(2), 124-158.
- Swierczek, F. W., & Onishi, J. (2003). Culture and conflict: Japanese managers and Thai subordinates. *Personnel Review*, 32(2), 187-210.
- White, B. W., Grégoire, A., & Gouin-Bonenfant, M. (2022). The intercultural situations workshop: Indirect ethnography and the paradox of difference. *Journal of Intercultural Studies*, 43(2), 283-301.
- Xu, J., Peeters, A., & Gernay, M. (2022). Constructing interculturality through intercultural dialogues and autoethnography: building relations, nurturing preparedness and rejecting boundaries. *Language and Intercultural Communication*, 22(5), 567-582.

Recommended

Carbaugh, D. (2007). Cultural discourse analysis: Communication practices and intercultural encounters. *Journal of intercultural communication research*, 36(3), 167-182.

Chien, W., Shi, Z., & Chu, P. Y. (2005). Business growth strategies for Asia Pacific. (No Title).

Deresky, H., & Christopher, E. (2015). *International management: Managing cultural diversity*. Pearson Higher Education AU.

Earley, P. C., Ang, S., & Tan, J. S. (2006). *CQ: Developing cultural intelligence at work*. Stanford University Press.

Garcés-Conejos Blitvich, P. (2013). Introduction: Face, identity and im/politeness. Looking backward, moving forward: From Goffman to practice theory. *Journal of Politeness Research*, 9(1), 1-33.

Jandt, F. E. (2017). *An introduction to intercultural communication: Identities in a global community*. Sage Publications.

Keller, M., Edelstein, W., Krettenauer, T., Fu-xi, F., & Ge, F. (2005). Reasoning about moral obligations and interpersonal responsibilities in different cultural contexts. *Morality in context*, 1, 317-337.

Matveev, A. V., & Milter, R. G. (2004). The value of intercultural competence for performance of multicultural teams. *Team Performance Management: An International Journal*, 10(5/6), 104-111.

Schneider, S. C., & Barsoux, J. L. (2003). *Managing across cultures*. Pearson Education.

Trompenaars, F., & Hampden-Turner, C. (2022). *Riding the waves of culture* (pp. 1-6). McGraw-Hill.

Course Calendar

Session 1	
Topics	Introductions Globalization and multiculturalism Imperatives for intercultural competence Developing your ideas about the similarities and differences between the Australian and US culture: a historical perspective Introducing CQ. Cultural Intelligence
Activity	Discussions Analysis of mini cases
Readings & Assignments	Chapter 1 (assigned textbook) Stratton, J. and Ang, I. "Multicultural imagined communities: Cultural difference and national identity in Australia and the USA." <i>Journal of Media and Cultural Studies</i> , Vol. 8, No. 2, (1994): 124-158.

Session 2	
Topics	<p>What is Culture?</p> <p>Interpretations of culture Why do cultures differ? The challenge of communicating in an intercultural world The challenge of identity in a changing world Intercultural competence D-I-E interaction tool</p>
Activity	<p>Discussions. Writing exercise. Analysis of media articles. Short role play. Mapping exercise</p>
Readings & Assignments	<p>Chapter 2 (assigned textbook)</p> <p>Al-Khoury, A.M. "The Challenge of Identity in a Changing World: The Case of GCC Countries." Conference Proceedings: <i>The 21st-Century Gulf: The challenge of identity</i>, University of Exeter, U.K. 30 June – 3 July 2010.</p>

Session 3	
Topics	<p>Intercultural Competence</p> <p>Theories of Intercultural Communication Competence in intercultural communication The BASICS of intercultural competence A model for developing cultural intelligence West meets East.</p>
Activity	<p>Discussion Analysis of mini cases</p>
Readings & Assignments	<p>Required Readings:</p> <p>Chapter 3 (assigned textbook)</p> <p>Chen, M. and Miller, D. "West Meets East: Toward an Ambicultural Approach to Management." <i>Strategic Management Journal</i>, Vol. 30 (2010): 1133-1156.</p> <p>Lowe, S., Kainzbauer, A., Tapachai, N. and Hwang, K-S. "Ambicultural blending between eastern and western paradigms: Fresh perspectives for international management research." <i>Culture and Organization</i> (2014).</p> <p>Additional Reading:</p> <p>Matveev, A.V. and Milter, R.G. "The value of intercultural competence for performance of multicultural teams." <i>Team Performance Management</i>, Vol. 10, No. 5 (2004): 104-111.</p>

	Carbaugh, D. "Cultural Discourse Analysis: Communication Practices and Intercultural Encounters." <i>Journal of Intercultural Communication Research</i> , Vol. 36, No. 3 (2007): 167-182.
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Session 4	
Topics	Field Class
Activity	Field Trip to Sydney Chinatown
Readings & Assignments	<p>Required Readings:</p> <p>Holmes, Prue, and Gillian O'Neill. "Developing and Evaluating Intercultural Competence: Ethnographies of Intercultural Encounters." <i>International Journal of Intercultural Relations</i>, Vol. 36, No. 5 (2012): 707-718.</p> <p>White, B. W., Grégoire, A., & Gouin-Bonenfant, M. "The Intercultural Situations Workshop: Indirect Ethnography and the Paradox of Difference." <i>Journal of Intercultural Studies</i>, Vol. 43, No. 2, (2022): 283-301.</p> <p>Xu, Jianwei, Peeters, Ann, & Gernay, Maarten. "Constructing interculturality through intercultural dialogues and autoethnography: building relations, nurturing preparedness and rejecting boundaries", <i>Language and Intercultural Communication</i>, 22:5, (2022): 567-582.</p>

Session 5	
Topics	<p>Cultural Patterns and Communication</p> <p>Components of cultural patterns Taxonomies of intercultural communication Culture and conflict Concepts of Intercultural - Cross-cultural - Multicultural Nationalism and Cultural identity Ethnicity, Race and Cultural Identity Acculturation Assimilation, Integration and Marginalisation</p>
Activity	<p>Discussions Matching exercise Analysis of mini cases</p>
Readings & Assignments	<p>Chapters 4 and 5 (assigned textbook)</p> <p>Holliday, A. "Complexity in cultural identity, <i>Language and Intercultural Communication</i>." Vol. 10, No. 2, (2010): 165-177.</p> <p>Swierczek, R.W. and Onishi. "Culture and conflict: Japanese managers and Thai subordinates." <i>Personnel Review</i>, Vol. 32, No. 1/2, (2003): 187-209.</p>

Session 6

Topics	<p>Cultural identity and biases</p> <p>Development of identity and biases Nationalism and cultural identity Ethnicity, race and cultural identity Types of biases Identity, biases, and intercultural competence Challenging your cultural biases</p>
Activity	<p>Discussions Quick quiz Analyses of scenarios Personal journal entry 2</p>
Readings & Assignments	<p>Required Readings:</p> <p>Chapter 6 (assigned textbook)</p> <p>Dong, Q., Day, K. D., and Collaço, C. M. "Overcoming Ethnocentrism through Developing Intercultural Communication Sensitivity and Multiculturalism." <i>Human Communication</i>, Vol. 11, No. 1, (2000): 27-38.</p> <p>Additional Readings:</p> <p>Keller, M. Edelstein, W & Kreitenauer, T. "Reasoning About Moral Obligations and interpersonal Responsibilities in Different Cultural Contexts." <i>Morality in Context</i> (2005): 317-337.</p>

Session 7	
Topics	<p>Cultural Context and Roles in Interpersonal Relationships</p> <p>Social roles and rules Types of interpersonal relationships Health, Education and Business contexts Culture and the media Saving and giving face Cross-cultural etiquette in business</p>
Activity	<p>Discussions Analysis of mini cases</p>
Readings & Assignments	<p>Required Readings:</p> <p>Chapter 10 (assigned textbook)</p> <p>Okoro, E. "Cross-Cultural Etiquette and Communication in Global Business: Towards a Strategic Framework for Managing Corporate Expansion." <i>International Journal of Business and Management</i>, Vol. 7, No. 16, (2021): 130-138.</p> <p>Additional Reading:</p>

	Blitvich, P. G-C. "Introduction: Face, identity and im/politeness. Looking backward, moving forward: From Goffman to practice theory." <i>Journal of Politeness Research</i> , Vol. 9, No. 1, (2013): 1-33.
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Session 8	
Topics	Major Report inclass work day

Session 9	
Topics	Guest Lecture

Session 10	
Topics	Cultural informant visit and Essay Workshop
Activity	Discussion Analysis of mini cases
Readings & Assignments	Lim, C-H, Chavan, M. and Chan, C.C. "'Culture' - The elephant in the room in structured behavioural selection interview." <i>International Journal of Intercultural Relations</i> (2014).

Session 11	
Topics	Talking the Talk Features of language Power of language in intercultural communication Language, thought and culture Translation and interpretation
Activity	Discussion Video
Readings & Assignments	Required Readings: Chapter 7 (assigned textbook) Boroditsky, L. "Lost in Translation." <i>Wall Street Journal</i> , July 23, 2010.

Session 12	
Topics	Saying it without words Sources of nonverbal Functions of nonverbal Universal and variable nonverbal Do we need words? Cross-cultural negotiation

Activity	Discussion Videos Analysis of news articles
Readings & Assignments	Required Readings: Chapters 8 and 9 (assigned textbook) Faure, G. "Negotiation Concepts Across Cultures: Implementing Nonverbal Tools." <i>Negotiation Journal</i> , Vol. 9, No. 4, (1993): 355-359.

Session 13	
Topics	Politics, Leadership and the Workplace Workplace Relations & Diversity Globalization and Global Cultures Cultural Hegemony Working Internationally Cross-cultural etiquette in business Intercultural Leadership Ethics and Politics of Intercultural Competence Obligations and responsibilities in intercultural relationships.
Activity	Discussion Video on Communicating effectively in the global workplace Translating exercise
Readings & Assignments	Required Readings: Chapter 11 and 12 (assigned textbook) Keller, M., Edelstein, W., Krettenauer, T., Fang, F and Fang, G. "Reasoning about Moral Obligations and Interpersonal Responsibilities in Different Cultural Contexts." <i>Morality in context</i> , pp 317-337, Amsterdam: Elsevier, 2005. Matveev, A.V. and Milter, R.G. "The value of intercultural competence for performance of multicultural teams." <i>Team Performance Management</i> , Vol. 10, No. 5, (2004): 104-111.

Session 14	
Topics	It's a Wrap In class presentations
Activity	Presentations
Readings & Assignments	Shuter, Robert. "Intercultural new media studies: The next frontier in intercultural communication," <i>Journal of Intercultural Communication Research</i> Vol. 14, No. 1, (2012): 219-237.

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Session 15	
Topics	In class presentations (Continued)
Activity	Presentations
Readings & Assignments	N/A

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.