

Course Last Updated 8/13/2024.



University of
New Haven

Communication & Global Competence

Section I: Course Overview

Course Code: COM340BCN

Subject Area(s): Communications

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: none

Course Description

With the rise of global mobility and communication, encounters between people of diverse and multiple cultural identities are increasingly common. Less obvious are the reasons why these encounters can be challenging and, more importantly, the knowledge and skills necessary for overcoming communication barriers that arise from differences in communication styles and patterns. This course is designed to give students the tools needed to be competent global citizen in the interconnected world.

The study of intercultural communication requires not only grappling with broad concepts such as “culture”, “communication”, and “identity”, but also learning how communication styles are patterned within cultural groups. This course thus explores the interaction between culture and communication and introduces students to the knowledge and skills requisite to building intercultural competence. More specifically, this course invites students to analyze and evaluate how their own cultural identity influences communication with others; encourages interaction with the host culture; and prepares students with knowledge and skills to be effective and ethical intercultural communicators.

Learning Objectives

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

- Describe the influence of culture and cultural identity on values, behavior, and communication style, both in ourselves and others.

- Explain links between local cultural phenomenon (e.g. language, food, interpersonal interactions, and traditions) and relevant intercultural frameworks.
- Analyze contexts where intercultural skills can improve communication, overcome difficulties, and create synergies.
- Apply selected intercultural frameworks to cross-cultural situations.

Section II: Instructor & Course Details

Instructor Details

Name: [See term syllabus]

Contact Information: [See term syllabus]

Term: [See term syllabus]

Course Day and Time: [For term syllabus, enter the day and meeting times of the course]

Office Hours: [By appointment, or specified in term syllabus]

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 - 10%

Self-Assessment Activity - 5%

Cultural Encounters - 15%

Quizzes - 5%

Activity Learning Reflection - 5%

Midterm Exam - 20%

Group Project - 20%

Final Exam - 20%

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 (10%): 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.

Self-Assessment Activity (5%): This activity is designed to heighten your self-awareness and to encourage you to focus on developing your global competencies while you are studying abroad. At the beginning and end of the semester, you will evaluate yourself with respect to specific competencies. Then, in a 500 word essay, you'll reflect on your results and develop strategies for self-improvement.

Cultural Encounters (15%): These are experiential activities (3) designed to engage you with the host culture. Each activity involves concepts from class material and will be tied to components of global competence. You will interact with members of the host culture, then apply course concepts and evaluate the experience through a reflection essay.

Quizzes (5%): There will be 2 short (10-minute) tests intended to check your comprehension of homework assignments or other course content that the instructor will use for continuous evaluation of your progress. They will be announced in advance.

Activity Learning Reflection (5%): Active learning activities are designed to help you connect your experience with the course content. Active learning assessment for this course will consist of a short essay (500 words). The instructor will provide clear guidelines in class.

Midterm Exam (20%): The midterm exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. It will consist of multiple choice, short-answer, and essay questions intended to test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and your ability to synthesize and apply it to real-life situations.

Group Project (20%): The purpose of this group project is for you to investigate a topic that reflects core issues of intercultural communication and global competence, present your findings to the class, and stimulate a class discussion. Students will work collaboratively in groups of 5. It will include both a class presentation and a written paper that summarizes your project and findings. Guidelines will be distributed in class, and the instructor will assist you in selecting topics, project formats and resources. Topics must be approved in advance by the instructor to ensure they are in accordance with the guidelines.

Final Exam (20%): The final exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. It will consist of multiple choice, short-answer, and essay questions intended to test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and your ability to synthesize and apply it to real-life situations.

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.

- Guest Lecture

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

Lustig, Myron, Jolene Koester & Rona Halualani. *Intercultural Competence: Interpersonal Communication Across Cultures* (8th Edition). Hoboken: Pearson, 2018, 303pp.

Adichie, Chimamanda Ngozi. *Americanah*. United Kingdom, Fourth Estate, 2013. Chapter 12.

Androus, Zachary T. "Cultural Relativism at Home and Abroad: An American Anthropologist Confronts the Genital Modification of Children" in *Circumcision and Human Rights*, George C. Denniston, Frederick Mansfield Hodges, and Marilyn Fayre Milos, eds. Springer, 2009, pp. 33-41.

Avruch, Kevin. "Culture and Conflict Resolution" in *The Palgrave Encyclopedia of Peace and Conflict Studies*, O. Richmond and G. Visoka, eds. Springer, 2019, pp. 1-6.

Jin, Dal Yong. "An Analysis of the Korean Wave as Transnational Popular Culture: North American Youth Engage Through Social Media as TV Becomes Obsolete". *International Journal of Communication* 12, 2018, pp. 404-422.

Kelly, Stephanie & Zachary Denton. "Introducing Intercultural Communication by Introducing Deaf Culture". *Carolinas Communication Annual XXXIV*, 2018, pp. 57-64.

Kim, Young Yun. "The Identity Factor in Intercultural Competence" in *The Sage Handbook of Intercultural Competence*, Darla K. Deardorff, ed. Sage Publications, 2009, pp. 53-65.

Nukui, Hiroki. "Japanese Intercultural Communication Hindrances in Business Environment: Case Studies with Polish Counterparts". *Lodz Papers in Pragmatics* 15(2), 2020, pp. 163-181.

Paternotte, Emma, Fedde Scheele, Conny M. Seeleman, Lindsay Bank, Albert J. J. A. Scherpbier, & Sandra van Dulmen. "Intercultural Doctor-Patient Communication in Daily Outpatient Care: Relevant Communication Skills". *Perspectives on Medical Education* 5, 2016, pp. 268-275.

Sharma, Bal Krishna. "Training Workers for Intercultural Communication in Tourism". *Language and Intercultural Communication* 18(4), 2018, pp. 408-423.

Steers, Richard M., C.J. Sánchez-Runde & Luciara Nardon. *Management Across Cultures: Developing Global Competencies*. New York University Press, 2010, pp. 55-66.

Recommended

Cai, Deborah A. & Edward L. Fink. "Conflict style differences between individualists and collectivists." *Communication Monographs*, Vol. 69, No. 1, 2002, pp. 67-87.

- Croucher, Stephen M., Ann Bruno, Paul McGrath, Caroline Adams, Cassandra McGahan, Angela Suits & Ashleigh Huckins. "Conflict Styles and High-Low Context Cultures: A Cross-Cultural Extension". *Communication Research Reports*, 29:1, 2012, pp. 64-73.
- Delman, Carmit. *Burnt Bread and Chutney: Growing Up Between Cultures – A Memoir of an Indian Jewish Girl*. 2002.
- Dumetz, Jerome (Ed). *Cross-Cultural Management Textbook*. CreateSpace Independent Publishing Platform, 2012.
- Fischler, Claude & Estelle Masson. "France, Europe, the United States: what eating means to us". *Le Mangeur Ocha*, 2008. <https://www.lemangeur-ocha.com/france-europe-the-united-states-what-eating-means-to-us-an-interview-with-claude-fischler-and-estelle-masson-about-the-new-volume-published-by-odile-jacob/>
- Gesteland, Richard R. *Cross-Cultural Business Behavior: Negotiating, Selling, Sourcing and Managing Across Cultures*. 4th edition. Liber: Copenhagen Business School Press, 2005.
- Hall, Edward T. *Beyond Culture*. Anchor Books, 1977.
- Hofstede, Geert. *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. 2nd Edition. London: Sage Publications, 2001.
- Jalal, Band, Andrea Romanelli & Devon E. Hinton. "Cultural Explanations of Sleep Paralysis in Italy: The Pandafeche Attack and Associated Supernatural Beliefs". *Cult Med Psychiatry* 39, 2015, pp. 651-664.
- Jandt, Fred E. *An Introduction to Intercultural Communication: Identities in a Global Community*. Sage Publications, 2012.
- Lewis, Richard D. & Kai Hammerich. *Fish Can't See Water: How National Culture Can Make or Break Your Corporate Strategy*. John Wiley & Sons, 2013.
- Matusitz, Jonathan. "The Role of Intercultural Communication in Cyberterrorism". *Journal of Human Behavior in the Social Environment*. Vol. 24, No. 7, 2014, pp. 775-790.
- Rivera, Jennifer W. *Essential Guide to Intercultural Communication*. Boston: Bedford Books, 2009.
- Samovar, Larry A, Richard E. Porter & Edwin R. McDaniel. *Intercultural Communication: A Reader*. South Melbourne, Australia: Wadsworth Cengage Learning, 2009.
- Tili, Tiffany & Gina Barker. "Communication in Intercultural Marriages: Managing Cultural Differences and Conflicts". *Southern Communication Journal*, Vol. 80, No. 3, 2015, pp. 189-210.

Course Calendar

Session 1	
Topics	Course Introduction: Review Syllabus & Classroom Policies What is Culture? What is Communication?
Activity	Course Overview Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lustig, Koester & Halualani, Chapter 1.

Session 2	
Topics	Cultural Differences & Intercultural Competencies
Activity	Lecture and Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lustig, Koester & Halualani, Chapter 2. *Self-Assessment Due

Session 3	
Topics	Host Society & U.S. Society
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lustig, Koester & Halualani, Chapter 3. • Adichie, <i>Americanah</i>, Chapter 12.

Session 4	
Topics	Cultural Taxonomies
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lustig, Koester, & Halualani, Chapter 4. • Steers et al, <i>Management Across Cultures</i> (pp. 55-66) • Quiz #1

Session 5	
Topics	Communication I: Introduction, verbal, non-verbal, intercultural, and styles
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lustig, Koester & Halualani, Chapter 7. • *Cultural Encounter Exercise Due

Session 6	
Topics	Communication II: (Verbal, non-verbal, intercultural, and styles)
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lustig, Koester & Halualani, Chapter 8.

Session 7	
Topics	Perception, Patterns & Systemic Bias
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lustig, Koester & Halualani, Chapter 6. • *Cultural Encounter Exercise Due

Session 8	
Midterm Exam	

Session 9	
Topics	Adaptation & Intercultural Conflict Transformation Ethics
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Avruch, "Culture and Conflict Resolution" (pp. 1-6) • Androus, "Cultural Relativism at Home and Abroad" (pp. 33-41)

Session 10	
Topics	Role of Identity in Communication
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Kim, "The Identity Factor in Intercultural Competence" (pp. 53-65) • *Cultural Encounter Exercise Due

Session 11	
Topics	Intercultural Communication in Context: Business, Healthcare, Migration, Tourism
Activity	Lecture & Discussion Guest Lecture
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Nukui, "Japanese Intercultural Communication Hindrances in Business Environments" (pp. 163-181) • Kelly & Denton, "Introducing Intercultural Communication by Introducing Deaf Culture" (pp. 57-64) • Quiz #2

Session 12	
GROUP PROJECT PRESENTATIONS	

Session 13	
Topics	Pop Culture & Globalization
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lustig, Koester & Halualani, Chapter 11. • Jin, “An Analysis of the Korean Wave as Transnational Popular Culture” (pp. 404-422) • *Active Learning Assessment Due

Session 14	
Topics	Intercultural Communication in Context: Business, Health Care, Migration, Tourism
Activity	Lecture & Discussion
Readings & Assignments	Readings: <ul style="list-style-type: none"> • Lustig, Koester & Halualani, Chapter 12. • Sharma, “Training Workers for Intercultural Communication in Tourism” (pp. 408-423) • Paternotte et al, “Intercultural Doctor-Patient Communication in Daily Outpatient Care” (pp. 268-275) • *Self-Assessment Activity Due

Session 15	
FINAL EXAM	

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.