



O G L E T H O R P E
U N I V E R S I T Y

GO Paris
INTERCULTURAL COMMUNICATION
COM 290

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COURSE DESCRIPTION

Every day we interact with people from different cultures in our classes, in the workplace and in social settings. This course will help students learn how to communicate more effectively in a multicultural world by exploring the ways people from different cultural backgrounds think, communicate, and behave based on the value systems, worldviews, and narratives that shape them. Paris as one of the most multicultural cities in the world offers an excellent opportunity to apply the theories introduced to real world settings.

COURSE OBJECTIVES

Students will develop an understanding of the factors that shape culture, examine key theoretical frameworks that explain cultural differences, and apply this knowledge to real world situations. Learning outcomes include:

- ◆ Learning key theories that facilitate how to understand cultural differences.
- ◆ Understanding how culture impacts verbal and non-verbal communication.
- ◆ Developing strategies to communicate with individuals from different cultures.
- ◆ Moving from an ethno-centric to an ethno-relative understanding of different cultures.

TEXTS

Understanding Intercultural Communication by Stella Ting-Toomey and Leeva Chung. 2nd edition. Oxford University Press, 2014.

The Spirit Catches You and You Fall Down. Anne Fadiman. 2012. (To be read before arriving in Paris).

Additional readings will be posted to Moodle.

EVALUATION

| | |
|-----------------------------|------------|
| Cultural field experience | 20% |
| Personal cultural narrative | 20% |
| Chapter Quizzes | 20% |
| Final Exam | 25% |
| <u>Class Participation</u> | <u>15%</u> |
| Total | 100% |

The personal cultural narrative requires students to apply cultural concepts and dimensions to examine their own cultural identity by identifying the perceived sources of their values and worldviews, and culturally preferred communication styles (3-4 pages).

The cultural field experience requires students to visit one of Paris's ethnic neighborhoods to analyze the people, environment, and institutions there. Students will research this neighborhood historical evolution to create a neighborhood profile (3-4 pages).

Grading Scale

A= 93-100; A- =90-92;

B+ = 87-89; B = 83-86; B- = 80-82;

C+ = 77-79; C= 73-76; C- = 70-72

D+ = 67-69; D = 60-66; F= 59 and below

COURSE POLICIES

Attendance and class etiquette

Typically, class attendance affects performance positively. You are expected to participate in class by completing in-class assignments and homework assignments. Due to the heavy workload of this fast-paced class you are expected to attend every class.

Late arrivals or early departures from class may be counted as absences. If you must leave early, please let me know at the beginning of class. Whether you attend class or not, you are responsible for all materials presented in class and for all announcements and assignments. If you miss class, contact a classmate or me to get you up to speed before the next class session and check the course page on Moodle. If you have extenuating personal or medical circumstances, contact me as soon as possible via e-mail or phone. You will be required to submit valid documentation the day you return to class.

Technology

This is a restricted technology classroom, which means that laptops, tablets smartphones and other similar devices can only be used when authorized by the instructor. Violation of these policies will lead to a significant deduction from your participation grade. Cell phones and other communication devices should be turned off or set to vibrate and not be used during class.

Moodle and Email

Students should familiarize themselves with Moodle and check the course page regularly since it will be used extensively to post homework assignments, supplementary readings and course updates. Each student should maintain an active, functioning e-mail account that can receive group e-mails. However, please note that I do not use Moodle to enter grades. If you have questions about how to calculate your grade, please come and see me.

Disability statement

Reasonable accommodations will be made on an individual basis only when the student provides proper documentation. Please contact the academic success center for help at success.oglethorpe.edu

Withdrawals and incompletes

The standard university policies on withdrawals as outlined in the most current edition of the Bulletin, apply to this course.

Honor code

Persons who come to Oglethorpe University for work and study join a community that is committed to high standards of academic honesty. The honor code contains the responsibilities we accept by becoming members of the community and the procedures we will follow should our commitment to honesty be questioned. All work produced for this class will be governed by the honor code.

The Code defines cheating as “the umbrella under which all academic malfeasance falls. Cheating is any willful activity involving the use of deceit or fraud in order to attempt to secure an unfair academic advantage for oneself or others or to attempt to cause an unfair academic disadvantage to others. Cheating deprives persons of the opportunity for a fair and reasonable assessment of their own work and/or a fair comparative assessment between and among the work produced by members of a group. More broadly, cheating undermines our community’s confidence in the honorable state to which we aspire.”

Students pledge that they have completed assignments honestly by attaching the following statement to each piece of work submitted in partial fulfillment of the requirements for a course:

“I pledge I have acted honorably,” followed by their signature.

The honor code is in force for every student who is enrolled (either full time or part time) in any of the academic programs of Oglethorpe University at any given time. All cases of suspected academic dishonesty will be handled in accordance with the provisions established in this code. The honor council has sole jurisdiction in matters of suspected academic dishonesty.

Alternative ways of dealing with cases of suspected academic fraud are prohibited. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

COURSE SCHEDULE

This is a tentative schedule. Changes may be necessary as the semester progresses. Please check Moodle for the most updated schedule.

Readings need to be completed before the class meets.

| <u>Week</u> | <u>Topic</u> | <u>Reading/Activity</u> |
|--------------------|--|--------------------------------|
| Week 1 | | |
| Monday | Course Introduction The need for intercultural communication Discussion of <i>Spirit Catches You</i> | Ch. 1 |
| Tuesday | Developing intercultural competence | Ch. 2 |
| Wednesday | Essential Cultural Value patterns | Ch. 3 |
| Thursday | Understanding cultural values Quiz 1 – chs 1-2 | Ch. 3 |
| Week2 | | |
| Monday | Factors shaping cultural identity | Ch. 4 |
| Tuesday | Cultural identity | |
| Wednesday | Culture shock Cultural field Narrative due | Ch. 5 |

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| Thursday | Verbal communication and culture Quiz 2—ch. 4-5 | Ch. 6 |
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| Week | Topic | Reading/Activity |
|-------------|--------------|-------------------------|
|-------------|--------------|-------------------------|

Week3

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|-----------|-------------------------------------|-------|
| Monday | Nonverbal communication and culture | Ch. 7 |
| Tuesday | The sources of cultural biases | Ch.8 |
| Wednesday | Managing conflict | Ch. 9 |
| | Personal cultural narrative due. | |
| Thursday | Managing conflict | Ch. 9 |
| | Quiz 3—chs. 7-8 | |

Week4

| | | |
|-----------|--|--------|
| Monday | Intercultural romantic relationships | Ch. 10 |
| Tuesday | Issues in a developing a global identity | Ch. 11 |
| | Quiz 4 – chs. 9-10 | |
| Wednesday | Ethical intercultural communication | Ch. 12 |
| Thursday | Final exam | |