



**OGLETHORPE**  
UNIVERSITY  
COM 220  
INTERCULTURAL COMMUNICATION  
GO: PARIS 2019

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Office Hours : TTh 10:30-11:30 and by appointment

### **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 you 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 a city that is home to many different ethnicities and nationalities, 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**

*Communicating Across Cultures* by Stella Ting-Toomey and Leeva Chung. 2<sup>nd</sup> edition. Guildford Press, 2018.

*Kiffe, Kiffe, Tomorrow* by Faziza Guene. 2007

Excerpts (pdfs will be provided, purchase not required for the following):

Turnbull, Sarah. *Almost French: Love and a New Life in Paris*. 2000

*The Spirit Catches You and You Fall Down*. Anne Fadiman. 2012

Firozeh Dumas. *Funny in Farsi*, 2004

Additional readings will be posted to Moodle.

### **EVALUATION**

Cultural field experience	20%
Personal cultural narrative	20%
Cultural presentation	15%

Quizzes and exercises	10%
Final Exam	25%
<u>Class Participation</u>	<u>10%</u>
Total	100%

The personal cultural narrative requires you to apply cultural concepts and dimensions to examine your own cultural identity by identifying the perceived sources of your values and worldviews, and culturally preferred communication styles (2-3 pages).

The cultural field experience requires students to visit a place of worship, cultural center or a ethnic neighborhood to analyze the people, environment, and institutions there and write an account that draws on theories discussed in class. (2-3 pages). The presentation requires you to develop guidelines for dealing with people in a new culture in a specific context.

Detailed handouts will be provided for each assignment.

### 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. There are **no allowed absences** in this course. You are expected to participate in class by completing in-class assignments and homework assignments. In case of extenuating circumstances, please contact me to provide an explanation for your absence.

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.

Cell phones and other communication devices should be turned off or set to vibrate and not be used during class. The use of laptops should be limited to class-related work. Texting and surfing the web are not appropriate in-class activities. Personal conversations are disruptive to both your class mates and to me; any observations or insights you have should be shared with the entire class.

Behaviors that count as an absence:

- Arriving late (more than 10 mins) or leaving early
- Sleeping
- Using unapproved electronic devices to surf the web and social media sites
- Reading outside materials
- Chatting, texting or other behaviors that disrupt the class.

### Readings

All assigned readings are to be completed by class meeting time. We may discuss the readings at length, or we may discuss only certain components. I may quiz you on the readings. All readings, whether discussed in class or not, contribute to your education; provide

background information; establish context for your studies; and build a foundation that is essential to the successful completion of your assignments and degree.

### **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](mailto: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 broken. All work produced for this class should meet the standards and guidelines set in the Honor Code.

The following definition of cheating is taken from Sec 2.6 of the Honor Code.

Cheating is the umbrella under which all academic malfeasance falls. Cheating is any willful activity impacting or connected to the academic enterprise and involving the use of deceit or fraud in order to attempt to secure an unfair advantage for oneself or others or to attempt to cause an unfair disadvantage to others. Cheating undermines our community's confidence in the honorable state to which we aspire.

The honor code applies to all behavior related to the academic enterprise. Thus, it extends beyond the boundaries of particular courses and classrooms *per se*, and yet it does not extend out of the academic realm into the purely social one.

Students pledge that they have completed assignments honestly by attaching the following statement to each test, quiz, paper, overnight assignment, in-class essay or other work:

"I pledge that I have acted honorably." (Signed) \_\_\_\_\_

The honor code is in force for every student who is enrolled (either full- 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. In cases of alleged academic dishonesty on the part of students, the honor council is the final arbiter.

The full Honor Code is Section 11 of the current University Bulletin.

## **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.

<b>Week</b>	<b>Topic</b>	<b>Reading/Activity</b>
<b>Week 1</b>		
July 9	Course Introduction	
	The Need for Intercultural Communication	Ch. 1
July 10	Shaping identity	Ch. 2
July 11	Cultural Value Dimensions	Ch. 6
July 12	Immigrants and Acculturation	Ch. 4, Guene
	<b>Quiz 1. Ch. 2, 4</b>	
<b>Week 2</b>		
July 15	Culture Shock	Ch. 3, Dumas
July 16	Field trip	
July 17	Developing Intercultural competence	Ch. 5
July 18	Verbal communication and culture	Ch. 7
	<b>Quiz 2 – ch. 3, 7</b>	
<b>Week3</b>		
July 22	Nonverbal communication and culture	Ch. 8
July 23	Field trip	
July 24	The sources of cultural biases	Ch.9
	<b>Cultural field narrative/interview due</b>	
July 25	Managing conflict	Ch. 10
	<b>Quiz 3 – chs. 8-9</b>	
<b>Week4</b>		
July 29	Intercultural Communication in context	Fadiman
July 30	Field trip	
July 31	Intercultural Romantic relationships	Ch. 11
	<b>Student presentations: part 1</b>	
Aug 1	Intercultural romantic relationships	Ch. 11, Turnbull
	<b>Student presentations: part 2</b>	
<b>Week 5</b>		
Aug 5	Ethics in an intercultural comm context	Ch. 12
Aug 6	Field trip	
Aug 7	Exam review and course wrap up	
Aug 8	<b>Exam</b>	

## Readings and Resources

Beaman, Jean. *Citizen Outsider: Children of African Immigrants in France*. 2017

Chideya, Farai. Dipping into a French Melting Pot.

<https://www.nytimes.com/2014/12/28/travel/dipping-into-a-french-melting-pot.html>

Downie, David. Walking on the Wild side of Paris.

<http://gadling.com/2011/11/22/walking-on-the-wild-side-of-paris/>

Viviano, Frank. The Other Paris.

<https://www.afar.com/magazine/the-other-paris>