

Course Title:

Intercultural Communication SOCI 3332/BINT 3332

Course Description

This course provides students with the key concepts and theories surrounding intercultural communication. In our interdependent world, students of all majors need the intercultural communication knowledge, skills, and sensitivities to be able to function as citizens and employees.

Note: This course is cross-referenced as **SOCI 3332 Culturology and Cross-Cultural Communication** or **BINT 3332 Culturology and Cross-Cultural Communication**. The class and course outline which follows is identical for both courses. This allows the flexibility for both business and non-business majors to select which "prefix" (SOCI or BINT) best fits their major. When applying for the program, students will select the appropriate course designator required for their transcript.

Class Schedule and Sequence of Instruction

45 hours of class time, each session noted below is 4.5 hours of class time, 90 hours of homework (including readings that the students can do in advance of the course beginning and final paper/project due within 10 days of the course ending)

Sessions	Content
1	Introduction into intercultural issues 1 st Intercultural theorist: Clyde Kluckhohn Questionnaire on my own cultural imprintings, group work, presentation, discussion Distribution of Hofstede for homework in groups
2	Basic knowledge about France (history, culture, geography, politics, economy) Basic knowledge about Germany (history, culture, geography, politics, economy) Guest lecture on the French/German Identity – Euro-Institute
3	Most important “guru:” Geert Hofstede Presentation of homework in groups, discussion Distribution of Alfonsus Trompenaars & E.T. Hall for homework in groups
4	The other “gurus:” Alfonsus Trompenaars re National Cultural Differences and Edward T. Hall re High and Low Context Cultures Presentation of homework in groups, discussion
5	Stereotypes clichés & prejudices Taboos & do’s & don’ts * “Examine your LENS: A Tool for Interpreting Cultural Differences” Tracy Rundstrom Williams, <i>Texas Christian University</i> * <i>Look Objectively</i> * <i>Examine Your Assumptions</i>

	<ul style="list-style-type: none"> * Note Other Possibilities * Substantiate with Locals <p>Cross-cultural competences will be increased in 4 steps:</p> <ol style="list-style-type: none"> 1. Awareness - that other countries have other preferences 2. Knowledge - about other countries (do's & don'ts) 3. Attitude - there is no "higher" or "lower" culture 4. Skills - how to communicate with foreigners
6	Cultural differences all over the world aspects of culture worldwide - table to fill out Other Selected Topics, TBD. Mid-term exam
7	Case studies How to overcome cultural difficulties Impact of cultural differences on management styles - managing diversity
8	Ethics, tolerance, religion and culture
9	World economy, sociology and culture Guest lecture on the Euro-District – German/French Cross Economic Collaboration Guest lectures on the business development agencies in the Alsace (ADIRA) and in Germany (WRO Offenburg)
10	Final presentations by students and final exam

Additional Program Components

- Doing Business in France including French labor laws (Global Leadership course)
- Doing Business in Germany including German labor laws (GL course)
- Visits to EU Institutions in Strasbourg and Brussels (part of both courses)
- Guest lecture on the social and corporate responsibility of companies in Europe (GL course)
- Resume and cover letter writing exercise in Germany and France (vs. the US) (GL course)
- Full day international symposium on cross cultural awareness/cross border relations / transatlantic relations etc. (part of both courses)

Required Textbooks and Materials (students will not be required to purchase all texts)

- Geert Hofstede, Cultures and organisations, McGraw Hill - € 25, *THE BIBLE of cross cultural issues*
- Geert Hofstede, Exploring culture, Intercultural Press - € 30, *The other bible of cross cultural issues*
- Fons Trompenaars / Charles Hampden-Turner, Riding the waves of culture, Nicolas Brealey Publishing London - € 21, *Cross cultural from the management point of view*
- E.T. Hall, The silent language, Anchor or bantam Books - pocketbook < € 15
- E.T. Hall, The hidden dimension, Anchor or bantam Books - pocketbook < € 15
- E.T. Hall, Beyond culture, Anchor or bantam Books - pocketbook < € 15
- E.T. Hall, The dance of life, Anchor or bantam Books - pocketbook < € 15
- E.T. Hall, Understanding cultural differences, Germans, French, Americans - Anchor or bantam Books - pocketbook < € 15
- Marie-Joëlle Browaeys & Roger Price, Understanding Cross-cultural Management, FT Prentice Hall - € 60, *Comprehensive overview about cross cultural issues in management*



- Richard Wilkinson, *The spirit level - why equality is better for everyone*, Penguin - € 12, *Why unequal countries have more social problems*

Grading

- A Achievement that is outstanding relative to the level necessary to meet course requirements.
- B Achievement that is significantly above the level necessary to meet course requirements.
- C Achievement that meets the course requirements in every respect.
- D Achievement that is worthy of credit even though it fails to meet fully the course requirements.
- P Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for a P is at the discretion of the instructor but may be no lower than equivalent to a C-.)
- NP Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).
- I (Incomplete) - Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Grading Scale (Based on points)

95 – 100 A	77 – 79 C+	59 – Lower	F
90 – 94 A-	74 – 76 C		
87 – 89 B+	70 – 73 C-		
84 – 86 B	67 – 69 D+		
80 – 83 B-	60 – 66 D		

Assignments and Papers

	Points (100%)
Class Presentations Hofstede	30
Intercultural Journal	20
Presentation Case studies	30
Active Participation	20



Class Participation

This intercultural course covers a large amount of material in a very short period of time. This is an interactive, experiential class. Students are expected to engage actively in class discussions and activities. There are many ways to participate including active listening and thoughtful inquiry. Attendance is absolutely critical to meeting the overall objectives of this course. Since your participation grade will be evaluated based on your active participation in class discussions and other in-class exercises, attending class is required.

Reading

The purpose of the readings is to give us a theoretical as well as narrative basis to understand different dynamics and issues within Intercultural Communication. Class discussion will build from the reading so it is assumed that the reading has been completed before the assigned date. You will be expected to write about your readings in your journal.

Intercultural Journal

You will be required to write an intercultural journal through the duration of this course. You should try to make about two entries per week and turn them in on the dates designated. The purpose of this assignment is to:

- Critically analyze your feelings and reactions to the theoretical material from class discussions or assigned readings.
- Apply concepts you have learned in class
- Give you a space to discuss and examine your own evolution over this course

Use the following questions or thought guidelines in your writing (you are not limited to these, and you do not have to answer each of these questions each entry... these are just questions to get you started):

1. How did you feel during the discussion? Why did you feel this way?
2. Is there something else you wanted to say in class? Are there questions you wanted to ask? Did any issue in class confuse or surprise you?
3. Was something said that was important to your understanding of cultural dynamics?
4. Do you agree or disagree with something that was said in class/readings/text?
5. When writing about any emotions that you might experience during the class or in doing the readings, it is especially useful if you can apply some of the theoretical concepts/materials to help you make sense of them.
6. Apply something that you learned in class to an intercultural experience outside class. Did the concept/idea/theory help you better understand your experience? Describe how? If it did not, explain why not? How would you modify it?
7. Are there any ideas you wish we could explore further in a future class section?

I will be expecting ½ to 1 page per entry. Do make sure to react to the readings in some way in order to demonstrate that you have done them. If you are a visually oriented person and wish to use pictures, etc., please feel free to do so. While this can be a demanding assignment for some, it can be an invaluable tool as we grapple with different issues and concepts.



Mid-Term and Final Exams

The mid-term and final exams will consist primarily of objective, multiple-choice and/or “short essay” type of questions - constructed mostly to ensure that you have understood the terms and concepts used in intercultural communication. Essay questions on these exams are designed for students to synthesize and apply material covered throughout the class.

Other Regulations and Policies

Attendance and Participation

Attendance and active classroom participation are required of each student. Tests will cover for all course material provided through lectures and presentations, readings, discussions, cases, and videos during class. **Absences and/or a lack of participation in discussions will impact negatively on the final grade.** Each student is responsible for all material covered and/or assigned and any announcements made in any class session, whether student is present or not. Group activities require all students to participate and contribute to group discussions and projects.

Students are expected to come to class on time and to have read assigned material before class. There may be an occasional pop quiz to verify whether students have read the assignments before class.

All work must be turned in on time. Late work may be accepted but points will be taken off if work is not turned in to instructor when it is due. At all times, in class and group discussions, students are expected to respect contributions, questions, and opinions of other people. Demeaning others in any way is not acceptable.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a university academic record; or fabricating or falsifying data, research procedures, or data analysis.

If it is determined that a student has cheated, he or she may be given an "NP" for the course, and may face additional sanctions from the Study Center.