COMILLAS
UNIVERSIDAD PONTIFICIA
CIHS

COURSE SYLLABUS

Course: **INTERCULTURAL COMMUNICATION**

COURSE DATA

Degree	Diploma in Humanities and Global Challenges
Academic Year	2023-24
Credits	6
Course type	Elective
Departament	Departamento de Relaciones Internacionales
Language of instruction	English

SHORT DESCRIPTION

This subject aims to develop intercultural communication skills, using a sociolinguistic and anthropological approach. Course content is provided from a critical, comparative and eminently practical point of view to introduce students to intercultural communication by means of simulations, critical incidents, and student research. Activities will be contextualized with reference to recent literature in the field.

Expected learning outcomes:

1. Students will be able to identify, analyze and participate in intercultural communication processes in a variety of contexts.
2. Students will become familiar with major concepts and theories of intercultural communication.
3. Students will compare the role of historical, political, and religious factors in creating cultural stereotypes and conflicts.
4. Students will improve their ability to work in intercultural teams.
5. Students will develop an attitude of open-mindedness and self-critical reflection.

CONTENTS AND STRUCTURE

TOPIC 0: INTRODUCTION

- Teacher and course presentation
- Icebreaker

TOPIC 1: INTRODUCTION TO INTERCULTURAL COMMUNICATION

- Definitions of culture
- Definitions and models of communication
- Approaches to intercultural communication
- Intercultural communicative competence and intercultural citizenship
- Researching intercultural communication

TOPIC 2: CULTURE AND COMMUNITY

- Cultural diversity
- Globalization
- Social justice

TOPIC 3: CULTURE, COGNITION AND IDENTITY

- Culture, cognition and attribution
- Culture, conformity and obedience
- Culture and socialization
- Individual and social identity
- Identity negotiation, intergroup threat and intergroup bias
- Stereotype, prejudice, racism, discrimination

TOPIC 4: VALUE ORIENTATIONS AND BEHAVIOURS

- Hofstede's cultural dimensions
- Other models: Hall, Trompenaars, Kluckhohn & Strodtbeck, Schwartz, Meyer

TOPIC 5: CULTURE AND VERBAL COMMUNICATION

- The structure of human language
- Language, thought and behaviour
- Cultural variations in communication styles
- Euphemism and taboo
- The issue of swearwords

TOPIC 6: CULTURE AND NONVERBAL COMMUNICATION

- Universal expressions
- Definitions, categories and approaches
- Signs and symbols
- Cultural variations in nonverbal behaviour

TOPIC 7: INTERCULTURAL COMMUNICATION IN CONTEXT

- Intercultural communication in

- o the workplace
- o education
- o project management
- o health care
- o tourism
- o legal contexts
- o religion

TOPIC 8: INTERCULTURAL ADJUSTMENT AND INTERCULTURAL CONFLICT

- Approaches to intercultural adaptation
- Migration and acculturation
- Sources and types of intercultural conflict
- Conflict stages and conflict management

TOPIC 9: THE ETHICS OF INTERCULTURAL COMMUNICATION

- Universalism versus particularism
- Approaches to determining which behaviours are ethical
- Intercultural business ethics case studies
- Global social justice and peace-building

METHODOLOGY

The subject Intercultural Communication consists of 6 ECTS that are divided into face-to-face sessions and diverse autonomous learning activities. In the weekly sessions the student is required to participate actively to develop the different competences of the subject and ensure comprehension of theories and concepts from a practical and applied perspective.

In-class learning activities include:

- Lectures
- Pair and group work: problem-solving, experiential learning, jigsaw activities, case studies, simulations, role plays, learning walks
- Full class activities: Discussion, gamified activities, presentations

Independent learning activities include:

- Autonomous study
- Individual assignments (Online tests, forum posts, tasks)
- Collaborative assignments (presentations, research tasks, case studies, critical incidents)

ASSESSMENT AND GRADING

Assessment type	Assessment criteria	Percentage
EXAMS	Online test 1	5%
	Online test 2	5%

	Final examination	40%
PRESENTATIONS	Pecha-Kucha	10%
	Poster presentation & Learning walk	10%
PAPER	Empirical research paper	15%
	Intercultural diary	5%
PARTICIPATION	Quality and number of submissions, active participation in class	10%

- Committing any serious academic misconduct, such as **plagiarism** of previously published material, or **copying** in the exam or any other graded activity, **will imply not being able to pass the course in the ordinary assessment period.**

- At the beginning of the term the professor will announce the **office hours** for the course. Tutorials are an essential part of the development of the course, and students may attend tutorials during the course within those office times, but it is required that they are arranged in advance with the professor.

- Any non-face-to-face learning activity that requires the **submission of an assignment/document**, etc. will be submitted by the student through Moodle, in Word or pdf format, as instructed. **Late submissions** will be penalized or rejected.

- Please note that **attendance is compulsory.** To be able to take the final exam, **students must not have missed more than one third of the classes without justification**. If this requirement is not met, the student may lose the right to be assessed both in the ordinary and extraordinary assessment period (art. 93-1 of the General Regulations). Failure to attend to the first hour of a two-hour lecture, means having missed the whole session in terms of attendance, regardless of whether or not the student attended the second hour.

- Please note **if you fail this course** you have the right to resit your exam and/or resubmit failed assignments (with the exception of the 10% participation tasks) in the official resit period, which tends to be June. If you wish to do so, you must request this in writing.

STUDENT WORKLOAD (in hours)

CONTACT HOURS	OUTSIDE CLASSROOM	OVERALL
60	90	150

READING LIST / RELEVANT REFERENCES

Arasaratnam, L. A., & Doefel, M. L. (2005). Intercultural Communication Competence: Identifyingkey components from multicultural perspectives. *International Journal of Intercultural Relations*, 29, 137–163.

Bennett, M.J. (1998). *Basic Concepts of Intercultural Communications*. Intercultural Press.

Byram, M. (2021). *Teaching and Assessing Intercultural Communicative Competence – Revisited.* Multingual Matters. https://doi.org/10.21832/BYRAM0244

Evanoff, R. (2020). Introducing intercultural ethics. In: *The Cambridge Handbook of Intercultural Communication*, Rings, G., & Rasinger, S. (eds.). Cambridge University Press.

Frischherz, B. et al. (2023). *Intercultural Business Ethics (IBE): A teaching handbook.* Globalethics.net.

Handbook of Intercultural Discourse and Communication, The. (2014). Bratt Paulson, C., Kiesling, & S. F., Rangel, E.S. (eds.). Wiley Blackwell.

Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. *Online Readings in Psychology and Culture, 2*(1). https://doi.org/10.9707/2307-0919.1014

Hogg, M.A., & Vaughan, G.M. (2018, 8th ed.). *Social Psychology.* Pearson.

Holliday, A., Hyde, M., & Kullman, J. (2010*). Intercultural Communication: An advanced resource book for students*.

Jandt, F.E. (2010). *An Introduction to Intercultural Communication: Identities in a global community*. Sage.

Liu, S.; Volcic, Z. & Gallois, C. (2015). *Introducing intercultural communication: Global cultures and contexts.* Sage.

Meyer, Erin (2015). *The Culture Map: Decoding how people think, lead, and get things done across cultures.* US Public Affairs TM.

Neuliep, J. W. (2015). *Intercultural Communication: A contextual approach* (6th ed.)*.* Sage.

Piller, I. (2011). *Intercultural Communication: A Critical Introduction.* Edinburgh University Press.

Routledge Handbook of Language and Intercultural Communication, The (2020, 2nd ed.). Jackson, J. (ed.). Routledge.

Schmidt, P.L. (2007). *In Search of Intercultural Understanding: A practical guidebook for living and working across cultures*. Meridian World Press.

Shaules, J. (2015). *The Intercultural Mind: Connecting culture, cognition and global living*. Intercultural Press.

Shu, H. (2011, ed.). *The Language and Intercultural Communication Reader*. Routledge.

Sorrells, K. (2022). *Intercultural Communication: Globalization and social justice.* Sage.

Ting-Toomey, S., & Dorjee, T. (2018) *Communicating Across Cultures.* Guildford Press.

Utley, D. (2004). Intercultural Resource Pack. Cambridge: Cambridge University Press.

Zhu, H. (2016; ed.). *Research Methods in Intercultural Communication: A practical guide*. Wiley Blackwell.

OTHER RESOURCES

Hofstede Insights at https://www.hofstede-insights.com/

Moodle campus of the subject

Liu et al. (2019) online materials: https://study.sagepub.com/liu3e

Neuliep (2015) online materials: http://edge.sagepub.com/neuliep7e and https://edge.sagepub.com/neuliep8e

Clearly Cultural: http://clearlycultural.com/geert-hofstede-cultural-dimensions/individualism/

APPENDIX: DETAILED COMPETENCES AND LEARNING OUTCOMES

Competences – Learning Outcomes		
General skills		
CG1	**Ability to think analytically, synthetically and critically in the context of international communication.**	
	RA1	Describes, relates and interprets situations and approaches.
	RA2	Selects the most significant elements and their relationships in complex texts.
	RA3	Identify information gaps and establish relationships with external factors.
CG2	**Ability to apply the knowledge of communication in international environments.**	
	RA1	Can determine the scope and practical utility of theoretical notions.
	RA2	Can correctly identify the knowledge applicable in a given context.
	RA3	Can relate factual knowledge with different professional practices.
	RA4	Can solve real-life practical cases.
CG4	**Ability to communicate in writing and speaking in four languages.**	
	RA1	Can express ideas in a structured, intelligible and convincing way.
	RA2	Can present ideas in front of groups with ease and assurance.
CG6	**Ability to think and strategically manage in the context of international communication.**	
	RA1	Reflects on the best strategies applicable to each situation.
	RA2	Manages diverse situations dynamically and identifies the knowledge and skills applicable in each case.
	RA3	Identifies and adequately defines the problem and its possible causes, before its effect becomes evident.
	RA4	Suggests possible solutions and designs an action plan for their application.
CG8	**Information management skills.**	
	RA1	Can retrieve and analyse information from various sources.
	RA2	Displays documentary search strategies.
	RA3	Quotes ad references sources correctly.
	RA4	Incorporates source information into own speech.
	RA5	Handles relevant databases.
CG9	**Critical and self-critical capacity.**	
	RA1	Can analyse own behaviour looking to improve.
	RA2	Accepts constructive criticism of own actions.
	RA3	Identifies incoherence, missing information and problems inherent in a given situation.
CG14	**Ability to apply interpersonal skills in professional communication.**	
	RA4	Is capable of depersonalizing ideas in group work to achieve goal.
CG20	**Capacity for ethical commitment in professional development.**	

	RA5	*Considers the consequences that a given activity or behaviour may have for others.*
Specific skills		
CE3	**Understands and analyzes facts and problems related to communication from a "global" perspective (multicultural, multilingual and transnational).**	
	RA3	*Is aware of cultural differences in the world.*
	RA4	*Is aware of and analyzes different cultural conventions, social norms and is able to interact in intercultural contexts.*
	RA5	*Detects and analyzes different forms of idiomatic expression related to different ways of thinking and organizing ideas related to the world languages studied.*
	RA6	*Can understand and analyze the extent to which cultural and social globalization structurally affect his/her profession.*
CE16	**Understands and values the importance of communication for interpersonal relationships (verbal and non-verbal communication).**	
	RA1	*Can distinguish between verbal and non-verbal communication and is aware of its impact on interpersonal relations.*
	RA2	*Can use verbal and non-verbal resources to maintain adequate and effective interpersonal communication.*
	RA3	*Can interpret nonverbal language and react and respond appropriately in interpersonal relationships.*
	RA4	*Can adequately adapt language, gestures, posture, movements and voice to different communicative situations in interpersonal relationships.*
CE17	**Knows and applies the basic parameters of intercultural communication in professional practice.**	
	RA1	*Knows and applies the basic parameters of intercultural communication.*
	RA2	*Has developed strategies to relate and communicate effectively in intercultural environments.*
	RA3	*Recognizes different cultural contexts and uses appropriate language.*
	RA4	*Detects and analyzes different forms of idiomatic expression related to different ways of thinking and organizing ideas.*

Learning Outcomes - Evaluation			**Activity to be assessed**
General skills			
CG1	**Ability to think analytically, synthetically and critically in the context of international communication.**		
	RA1	*Describes, relates and interprets situations and approaches.*	*Film review, case study, critical incidents*
	RA2	*Selects the most significant elements and their relationships in complex texts.*	*Empirical paper*
	RA3	*Identify information gaps and establish relationships with external factors.*	*Empirical paper*

CG2	**Ability to apply the knowledge of communication in international environments.**		
	RA1	Can determine the scope and practical utility of theoretical notions.	Simulations
	RA2	Can correctly identify the knowledge applicable in a given context.	Simulations, tests and exam
	RA3	Can relate factual knowledge with different professional practices.	Tests and exam
	RA4	Can solve real-life practical cases.	Simulations, case studies
CG4	**Ability to communicate in writing and speaking in four languages.**		
	RA1	Can express ideas in a structured, intelligible and convincing way.	Empriical paper, pecha-kucha, poster presentations
	RA2	Can present ideas in front of groups with ease and assurance.	pecha-kucha, poster presentations
CG6	**Ability to think and strategically manage in the context of international communication.**		
	RA1	Reflects on the best strategies applicable to each situation.	Case studies, critical incidents, simulations, classroom interaction
	RA2	Manages diverse situations dynamically and identifies the knowledge and skills applicable in each case.	Case studies, critical incidents, simulations, classroom interaction
	RA3	Identifies and adequately defines the problem and its possible causes, before its effect becomes evident.	Case studies, critical incidents, simulations, classroom interaction
	RA4	Suggests possible solutions and designs an action plan for their application.	Case studies, critical incidents, simulations, classroom interaction
CG8	**Information management skills.**		
	RA1	Can retrieve and analyse information from various sources.	Empirical paper
	RA2	Displays documentary search strategies.	Empirical paper
	RA3	Quotes ad references sources correctly.	Empirical paper
	RA4	Incorporates source information into own speech.	Empirical paper & poster presentation
	RA5	Handles relevant databases.	Empirical paper & poster presentation
CG9	**Critical and self-critical capacity.**		
	RA1	Can analyse own behaviour looking to improve.	Self and peer feedback strategies (part of participation)
	RA2	Accepts constructive criticism of own actions.	Self and peer feedback strategies (part of participation)
	RA3	Identifies incoherence, missing information and problems inherent in a given situation.	Self and peer feedback strategies (part of participation)
CG14	**Ability to apply interpersonal skills in professional communication.**		

	RA4	Is capable of depersonalizing ideas in group work to achieve goal.	Empirical paper, poster presentation & learning walk, partner and group activities in class (participation)
CG20	**Capacity for ethical commitment in professional development.**		
	RA5	*Considers the consequences that a given activity or behaviour may have for others.*	*Topic 12 – critical incidents*
Specific skills			
CE3	**Understands and analyzes facts and problems related to communication from a "global" perspective (multicultural, multilingual and transnational).**		
	RA3	*Is aware of cultural differences in the world.*	*Class content (lectures, readings)*
	RA4	*Is aware of and analyzes different cultural conventions, social norms and is able to interact in intercultural contexts.*	*Lectures & activities, empirical paper*
	RA5	*Detects and analyzes different forms of idiomatic expression related to different ways of thinking and organizing ideas related to the world languages studied.*	*Topic "Language & culture", class discussion*
	RA6	*Can understand and analyze the extent to which cultural and social globalization structurally affect his/her profession.*	*Reflection in intercultural diary?*
CE16	**Understands and values the importance of communication for interpersonal relationships (verbal and non-verbal communication).**		
	RA1	*Can distinguish between verbal and non-verbal communication and is aware of its impact on interpersonal relations.*	*Topics 6-8, class interactions, case studies*
	RA2	*Can use verbal and non-verbal resources to maintain adequate and effective interpersonal communication.*	*Topics 6-8, class interactions, case studies*
	RA3	*Can interpret nonverbal language and react and respond appropriately in interpersonal relationships.*	*Topics 6-8, class interactions, case studies*
	RA4	*Can adequately adapt language, gestures, posture, movements and voice to different communicative situations in interpersonal relationships.*	*Topics 6-8, class interactions, case studies*
CE17	**Knows and applies the basic parameters of intercultural communication in professional practice.**		
	RA1	*Knows and applies the basic parameters of intercultural communication.*	*Class interactions, lectures, readings*
	RA2	*Has developed strategies to relate and communicate effectively in intercultural environments.*	*Class interactions, empirical paper*
	RA3	*Recognizes different cultural contexts and uses appropriate language.*	*Class interactions, empirical paper*

	RA4	Detects and analyzes different forms of idiomatic expression related to different ways of thinking and organizing ideas.	Topics 6-8, class interaction