

# **INTERCULTURAL COMMUNICATION**

**MMC5708, Spring 2015, SECTIONS 14CF,  
14C8, 14F9, 1990**

**3 Credits**

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## **INTRODUCTION**

The study of intercultural communication is often approached from a social-psychological perspective. Although that perspective has yielded many important ideas about intercultural communication, other historical, interpretive and critical perspectives also contribute to our understanding of our subject, particularly in acknowledging the influence of context and power in intercultural interactions. Through your participation in this course, you will come to appreciate the complexity in intercultural interactions and increase your intercultural communication competence.

## **STUDENT LEARNING OBJECTIVES**

During this course, you should:

1. Become familiar with the study of intercultural communication from the social psychological perspective, the interpretive perspective, and the critical perspectives.
2. Discover the important roles of context and power in intercultural communication.
3. Become sensitive to the complexity of intercultural interactions.
4. Recognize the influence of your own cultural group on your intercultural interactions.
5. Become a more willing, self-reflective, flexible, and open communicator in intercultural interactions.

## **REQUIRED TEXTBOOKS:**

Martin, Judith N. and Nakayama, Thomas K. **Intercultural Communication in Contexts**, 5<sup>th</sup> or 6<sup>th</sup> edition. McGraw-Hill: Boston, 2010, 2012.

Asante, Miike and Jing Yin (eds.) **The Global Intercultural Communication Reader**. Routledge: New York, 2013

You can find used copies of these books on Amazon.com and Half.com

An **Online Learning Center** designed to support this course is available at:

[http://highered.mcgraw-hill.com/sites/0073385123/student\\_view0/index.html](http://highered.mcgraw-hill.com/sites/0073385123/student_view0/index.html)

## RECOMMENDED READING FOR DOCTORAL STUDENTS:

Gudykunst, William B. (ed.) **Cross Cultural and Intercultural Communication**. Sage: Thousand Oaks, CA 2003.

## COURSE SCHEDULE

(This schedule is *tentative: it will be modified as needed.*)

### **Week 1, Chapter 1**

Introduction to the course: What's in a name?

#### **Why Study Intercultural Communication**

### **Week 2, Chapter 3**

What is culture? What is communication? Dialectical approaches to understanding culture and communication. The relationship between communication and context. The relationship between communication and power.

### **Week 3, Chapter 2**

Development of the discipline. Theoretical approaches to intercultural communication. Application of theoretical approaches.

### **Week 4, Chapter 4**

From history to histories. History, power, and intercultural communication. History in Intercultural Communication. History and identity Intercultural communication and history. Identity and Adaptation.

### **Week 5, Chapter 5**

A dialectical approach to understanding identity. Social and cultural identities. Identity, stereotypes, and prejudice. Identity development issues. Identity and language Identity and communication.

### **Week 6, Chapter 6**

Language and Intercultural Communication. Thinking dialectically about language. Cultural variations in language Discourse: Language and power. Moving between languages. Language politics and policies.

### **Week 7, Chapter 7**

Non-Verbal Codes and Cultural Space. A dialectical approach to nonverbal communication. The universality of nonverbal behavior. Defining cultural space.

### **Week 8, Chapter 8**

Understanding Intercultural Transitions. Types of migrant groups. Cultural shock Migrant host relationships. Cultural adaptation

### **Week 9, Chapter 9**

Defining popular culture and folk culture Consuming and resisting popular culture. Consuming and resisting popular culture. Representing cultural groups.

U.S. popular culture and power. Learning about cultures without personal experience.

### **Week 10, Chapter 10**

Benefits and challenges of intercultural relationships. Cultural differences in notions of friendship. Cultural differences in relational development. Relationships across differences  
Context in intercultural relationships.

### **Week 11, Chapter 11**

Characteristics of intercultural conflict. Approaches to conflict. Managing intercultural conflict.

### **Week 12, Chapters 12**

Striving for Effective Intercultural Communication. Components of competence. Applying your knowledge about intercultural communication.

### **Presentation and Critique of Final Papers**

#### **End of Course**

#### **COURSE FORMAT**

This course consists of readings, a journal (blog), discussions, exploratory activities, group topic presentations and exercises, and a course paper or literature review.

**The readings** are intended to provide essential information and promote informed dialogue on intercultural issues.

**Intercultural journal:** You are expected to track your journey as you grow in the knowledge of intercultural communication each week. What insights are you having? How are you applying what you learn to your professional, academic or personal life?

**Discussions** are opportunities for you to share your intercultural experiences, ask pertinent questions and demonstrate your command of the subject matter.

**Activities and Exercises** allow you to test your retention of intercultural theories and concepts and motivate you to engage in and think about intercultural communication and its applications to issues and social problems.

**Group Topic Presentations** allow you to illustrate your understanding of the material presented in this course.

**Term Paper/Project:** You will choose a term paper or literature review on an intercultural topic in consultation with the instructor.

#### **COURSE POLICIES AND PROCEDURES**

**Course Standards:** Students who enroll in this course are expected to demonstrate professionalism in the following areas:

Course Assignments: All class assignments submitted for grading should be neatly typed, in a standard 8-1/2 x 11 format. **All assignments will be submitted electronically, via the online course site.**

Course Communication: You are expected to show respect for the instructor and one another irrespective of the language ability, cultural beliefs, age, nationality, sexual orientation, etc. You should give others equal opportunity to formulate and express

opinions, experiences, and ideas. *All* students should be supportive of a cooperative learning environment.

*Course Preparation:* You are responsible for reading the assigned material **before** the class discussion on that topic. You should be prepared to answer questions related to the material in the text and may be asked to do so. You should also be prepared to ask questions about issues of interest or ask for clarification of concepts introduced during each class.

## Course Structure

The course relies primarily on student teams to present on assigned topics, compile resources (readings, data, statistics, examples and evidence), and engage in debate and discussion. Presentations require student teams to review and synthesize the various arguments and evidence related to selected topics. The purpose of these presentations is to help your class members expand their knowledge and perspectives on each issue. After each presentation, the class will discuss various aspects of the issue presented and possibly view and discuss related texts, videos and other media.

**The class will rely on E-learning/Sakai courseware and email for course assignments, discussions, assignment submission, assessments, etc. You MUST have regular access to a computer and the Internet in order to function successfully in this course.**

**1. Class Presentations:** Each student will be assigned to one or more presentation teams. A team has the responsibility for preparing a brief on its assigned topic and presenting that topic to the class. Presentations should not exceed 50 minutes and should be supported by audio-visual materials.

Team members will evaluate each others' contributions to the class presentation, and these evaluations will figure into the grade each team member receives for the presentation. Although the team as a whole will receive a grade, individual scores may be higher or lower than the team grade depending on the peer evaluations. For instance, if team members generally agree that it was a group effort, but that one person was a strong team leader, contributed more than his/her fair share to preparing the team's presentation, the grade that person receives may be higher than the team grade. On the other hand, if a team member fails to contribute significantly to the project, that individual's grade may be lower than the team grade.

**2. Presentation Summaries:** This is a 5-10 page summaries of your presentation. It should include an introduction, summaries of the various sub-issues or perspectives, and annotated references from recent books, periodicals, journals or qualified web resources that discuss the topic. By annotation, I mean one paragraph describing the essential content of each of the books, periodicals, journals or qualified web resources you reviewed which discuss the topic. **These should be submitted to me by midnight Thursday, preceding the Monday you are scheduled to present, via E-learning email.**

**3. Weekly Reading Assignment Summaries:** Each student will contribute a weekly reading summary, addressing some significant issue raised by the weekly assigned reading. These reflections will be evaluated based on your success in logically and coherently summarizing the assigned reading(s), incorporating ideas from your reading with proper citation style, and your thoughtful consideration of the implications of what you have read for critical thinking about intercultural communication. **These should be submitted by midnight Thursday, preceding the Monday class discussion, via E-learning. You should bring a copy of your review with you to class and be prepared to introduce and elaborate on it in class, if called upon.**

**4. Online and Classroom Participation:** Student involvement is vital to the success of this course and you are expected to play an active part in shaping this course and keeping it focused on its broad objectives. Obviously, this means you are expected to attend class, to complete the assigned readings, to do your weekly reflection on the readings, to be in the classroom by the time class begins, to contribute to identifying other relevant readings and resources and to participate meaningfully in online discussions and class discussions. When you are assigned to be a discussion leader, your performance in this role will be included in your participation grade.

**Again,** discussion is **critical** to the success of this course. You are expected to read ALL assigned materials BEFORE the class period for which they are assigned. One of the purposes of class discussion is to reveal multiple perspectives on and understandings of course topics. You are expected to show professional courtesy to all other students at all times during the course. Differences of opinion are not only expected but healthy, and critiques of others' statements and reasoning may occur and are encouraged.

One way you can contribute to class discussions is to bring to class relevant, articles, photographs, website materials or videos you find that relate to course topics. We will try to find time during class to discuss them. Another option is to email me materials that can be shared in class or, preferably, online, or to send them directly to the other members of the class via Sakai.

**5. Final Paper/Literature Review:** You will write a paper discussing some aspect of the media and society nexus. The paper is due on Wednesday of the last week of class.

#### **ASSIGNMENT WEIGHTS:**

Intercultural Journal 10%  
Classroom Discussions/  
Online Participation: 20%  
Weekly Summaries: 20%  
Topic Presentations 20%  
Research Paper or Literature Review 30%

**Total: 100%**

**EVALUATION:** Your final grade is dependent on your performance on the following class assignments:

Course grades will be assigned on a curve with the following percentages used for *guidance*:

100-93 % A 92-83% A/B 82-78% B/C 77-73% C 72-68% C/D 67-63% D 62-00% F

#### **CLASS ETIQUETTE:**

Students are expected to conduct themselves professionally. You are expected to be on time for both class and external/virtual meetings/discussions/activities.

## **Late Assignment Policy**

**Class assignments should not be turned in late.**

**They may be turned in early.**

**Your grade will be adjusted downward for any late assignment.**

**PLEASE PLAN AHEAD!**

## **Plagiarism and Academic Honesty**

For the communications professional, there hardly exists a graver crime than plagiarizing another writer's work. In short, it is YOUR responsibility to make certain you understand what constitutes plagiarism and to ensure that you give proper credit anytime you draw on someone else's writing or work. If you're not certain you understand what's acceptable and what isn't, check out this website:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

If you read these materials and still aren't certain what's acceptable, ASK ME! Do not assume that any other student or professor can tell you what will be acceptable in my class. There is no penalty for asking questions -- but there ARE penalties for failing to credit someone else's work properly because you didn't ask questions.

Be especially careful about the use of information you find on the Internet. It is all too easy to copy and paste background information into your papers, but unless you enclose such information in quotation marks and clearly cite the website from which it came, this constitutes plagiarism. Even if you paraphrase, you must include a clear reference to any written materials on which you've drawn.

Be aware that if I suspect, for whatever reason, that material in one of your submissions is plagiarized, I will submit it to a web-based plagiarism checking program. Relatively minor and *clearly unintentional* instances of plagiarism will result in your being required to re-write and re-submit your work. More extensive plagiarism, even if unintended, and ANY instance I believe represents an intentional attempt to pass off someone else's work as your own will result in a failing grade for that submission, at the least. If the plagiarism is severe enough (for example, if a substantial portion of your submission has been copied from others' work), you will receive a failing grade for the class and I will report the incident to the Office of Student Judicial Affairs as academic dishonesty.

Another no-no is recycling your own work for this class. Let's make the policy clear

and simple: **You will NOT turn in to me ANY work you previously have submitted to another instructor or that you plan to submit for any other class at UF or any other institution.** If you want to write on a topic you've worked on before, that may well be acceptable IF you discuss it with me and get permission IN ADVANCE.

In accordance with UF policy, I'm also including in this syllabus the definitions of the types of academic dishonesty that seem most likely to be potential problems for students in this class. If a situation ever arises in which you think something you're contemplating MIGHT constitute one of these types of academic dishonesty, ASK BEFORE YOU DO IT. Apologies after the fact are extremely unlikely to resolve the problem for anyone.

***From the Office of Student Judicial Affairs website:  
<http://www.dso.ufl.edu/Academichonestyfaculty.html>***

**Plagiarism.** The attempt to represent the work of another as the product of one's own thought, whether the other's work is published or unpublished, or simply the work of a fellow student. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on an exam, term paper, homework, or other written materials or oral presentations for an academic requirement; submitting a paper which was purchased from a term paper service as your own work; submitting anyone else's paper as your own work.

**Misrepresentation.** Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes taking another's work and handing it in as your own; lying to a teacher to increase your grade and lying or misrepresenting facts when confronted with an allegation of academic honesty.

**Fabrication.** The use of invented or fabricated information, or the falsification of research or other findings with the intent to deceive for academic or professional advantage.

**A Note about Office Hours:** As much as humanly possible, I will be available during my office hours. If you cannot meet with me during my office hours, please make an appointment. **Unless you have made an appointment in advance, please respect the fact that I need to attend to other tasks -- research, writing, planning for class, grading papers, meeting with other students, conducting committee work, etc., during my non-office hours.** If you make an appointment and then can't keep it, please call or email me as soon as possible to let me know. Remember, the most efficient method to communicate with me is via email.



## Useful Resources

The following list is by no means inclusive of the vast number of books available for persons wanting to learn more about intercultural communication. Some of the references focus on teaching intercultural communication; others provide a theoretical foundation; still others are useful resources for experiential activities that can be used as launching points for developing activities and small-group projects or demonstrations in intercultural communication teaching, practice or research.

Bennett, M. J. (1993). Towards ethno-relativism: A developmental model of intercultural sensitivity. In R. M. Paige (Ed.), *Education for the intercultural experience* (pp. 1-51). Yarmouth, ME: Intercultural Press.

Bennett, M. J. (Ed.). (1998). *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press.

Brislin, R. W. (1993). *Understanding culture's influence on behavior*. Fort Worth, TX: Harcourt Brace Jovanovich.

Brislin, R. W., & Yoshida, T. (1994). *Intercultural communication training: An introduction*. Thousand Oaks, CA: Sage.

Byrd, M. L. (1992). *The intercultural communication book*. New York: McGraw-Hill.

Carbaugh, D. (Ed.). (1990). *Cultural communication and intercultural contact*. Hillsdale, NJ: Erlbaum.

Chen, G. M., & Starosta, W. I. (1998). *Foundations in intercultural communication*. Boston: Allyn & Bacon

Cushner, K., & Brislin, R. W. (Eds.). (1997). *Improving intercultural interactions: Modules for cross-cultural training programs* (Vol. 2). Thousand Oaks, CA: Sage.

Fowler, S. M., & Mumford, M. G. (Eds.). (1995-1999). *Intercultural sourcebook: Cross-cultural training methods* (Vols.1-2). Yarmouth, ME: Intercultural Press.

Gochenour, T. (Ed.). (1993). *Beyond experience: The experiential approach to cross-cultural education*. Yarmouth, ME: Intercultural Press. Gonzalez, A., Houston, M., & Chen, V. (Eds.). (2000). *Our voices: Essays in culture, ethnicity, and communication: An intercultural anthology* (3rd ed.). Los Angeles: Roxbury.

Groth, G. A. (1997). Managing conflict and hostilities during diversity discussions and training. In C. D. Brown, C. Snedeker, & B. Sykes (Eds.), *Conflict and diversity* (pp. 266-279). Cresskill, NJ: Hampton Press.

Gudykunst, W. B., & Nishida, T. (1989). Theoretical perspectives for studying intercultural communication. In M. K. Asante & W. B. Gudykunst (Eds.), *Handbook of international and intercultural communication* (pp. 17-46). Newbury Park, CA: Sage.

Hall, B. J. (1992). Theories of culture and communication. *Communication Theory*, 1, 50-70. Hall, E. T. (1981). *Beyond culture*. New York: Doubleday. \

Kohls, L. R. (1996). *Survival kit for overseas living* (3rd ed.). Yarmouth, ME: Intercultural Press.

Kohls, L. R., & Knight, I.M. (1994). *Developing intercultural awareness: A cross-cultural training hand- book* (2nd ed.). Yarmouth, ME: Intercultural Press.

Kolb, D. A. (1993). *Learning-Style Inventory: Self-scoring inventory and interpretation booklet*. Boston: Hay /McBer Training Resources Group.

Martin, J. N., & Nakayama, T. K. (1999). Thinking dialectically about culture and communication. *Communication Monographs*, 9, 1-26.

Martin, J. N., & Nakayama, T. K. (2000). *Intercultural communication in contexts* (2nd ed.). Mountain View, CA: Mayfield.

Martin, J. N., Nakayama, T. K., & Flores, L. A. (1998). *Readings in intercultural contexts*. Mountain View, CA: Mayfield.

Paige, R. M. (Ed.). (1993). *Education for the intercultural experience*. Yarmouth, ME: Intercultural Press.

Paige, R. M. & Martin, J. N. (1983). Ethical issues and ethics in cross-cultural training. In D. Landis & R. Brislin (Eds. ), *Handbook of intercultural training*. Elmsford, NY: Pergamon.

Ponterotto, J., & Pedersen, P. (1993). *Preventing prejudice: A guide for counselors and educators*. New- bury Park, CA: Sage.

Pusch, M. D. (Ed.). (1979). *Multicultural education: A cross-cultural training approach*. Yarmouth, ME: Intercultural Press.

Samovar, L., & Porter, R. (Eds.). *Intercultural communication: A reader* (9th ed.). Belmont, CA: Wadsworth.

Seelye, H. N., (Ed.) (1996). *Experiential activities for intercultural learning* (Vol. 1). Yarmouth, ME: Intercultural Press.

Singer, M. R. (1998). *Perception and identity in intercultural communication*. Yarmouth, ME: Intercultural Press.

Smith, D., & Kolb, D. A. (1985). *User guide for the Learning-Style Inventory*. Boston: McBer.

Steward, E. C., & Bennett, M. I. (1991). *American cultural patterns: A cross-cultural perspective*. Yarmouth, ME: Intercultural Press.

Summerfield, E. (1993). *Crossing cultures through film*. Yarmouth, ME: Intercultural Press.

Thiagarajan, S. (1990). *Barnga: Simulation*. Yarmouth, ME: Intercultural Press.

Ting-Toomey, S. (1999). *Communicating across cultures*. New York: Guilford.

Warren, L. (1997). *15 suggestions for controlling emotional "hot buttons" in class*. Derek Bok Center for Teaching and Learning, Harvard University. [www.fas.harvard.edu/~bok-cen/docs](http://www.fas.harvard.edu/~bok-cen/docs).

Wildman, M. (1996). *Privilege revealed: How invisible preference undermines America*. New York: New York University Press.

## **Journals & Trade Publications**

**Howard Journal of Communications** ISSN 1064-6175 Academic/Scholarly. Taylor & Francis, Inc. 1988-current While many Communication Studies journals publish articles on Intercultural Communication, the Howard Journal of Communication, according to Ulrich's, "examines ethnicity, gender, and culture as domestic and international communications concerns. Addressing topical issues on television and culture, gender and communication, and African American film, HJC offers a multiethnic interdisciplinary research vehicle. The HJC emphasizes the link between communication and culture." Quarterly.

**Human Relations** ISSN 0018-7267 Academic/Scholarly. Sage Publications. 1947-current Considered the most valuable resource of research in intercultural communication in interpersonal, small group, and organizational relationships. Monthly.

**Intercultural Communication** ISSN 1404-1634 Academic/Scholarly. University of Goteborg, Department of Linguistics. 1999-current <http://www.immi.se/intercultural/> An online journal, whose stated goal is to "promote research but also education and training in the area of intercultural communication."

**Journal of Cross-Cultural Psychology** ISSN 0022-0221 Academic/Scholarly. Sage Publications. 1970-current Examines research on responses of individuals and groups from different cultures or environments to similar stimuli or situations. Bimonthly.

**Journal of Intercultural Studies** ISSN 0725-6868 Academic/Scholarly. Routledge. 1977-current According to Ulrich's, "the Journal of Intercultural Studies is an interdisciplinary, international journal that provides a forum for research related to intercultural studies. Two issues are published each year, with one issue thematic, examining a common topic from a variety of disciplinary perspectives as reflected by writers from different countries, and the other presenting a wide range of timely topics for reflection and discussion." 3 times a year.

#### Other Intercultural Communication Research Journals

**Journal of Intercultural Communication Research**

**Journal of International and Intercultural Communication**

**For more resources focused on Intercultural Communication, see:**

<http://www.mislinks.org/topics/icc.htm>

[http://wikis.ala.org/acrl/index.php/Intercultural\\_Communication](http://wikis.ala.org/acrl/index.php/Intercultural_Communication)

**and do a Google search!**

**Note: For title changes consult a serials directory such as Ulrich's Periodicals Directory.**