

JULY 2 TO 13
BGC 136

INTR 561:
Intercultural Communication

PROFESSOR:
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COURSE SYLLABUS—SUMMER 2007

Course Description: Principles of intercultural communication, social psychology, and cultural anthropology as they relate to contact with those of other cultures and the introduction of change.

Department Mission Statement: Our mission is to develop professionals skilled in the theory and practice of missions for committed service in a dynamically changing world. Therefore we are committed to developing effective cross-cultural professionals who are 1) competent communicators of Christ, 2) skillful in facilitating intercultural understanding, and 3) effective servants.

Student outcomes for the course in relation to the Department Mission Statement: By the end of this course, the student will be able to:

1. *Provide detailed knowledge of categories for describing cultures and implications for intercultural communication.*
2. *Demonstrate knowledge of skills for team building in a cross-cultural context.*

1. Required Texts:

- a. Geert Hofstede, *Cultures and Organizations: The Software of the Mind*. 2nd ed. McGraw-Hill, 2005.
- b. Edward Hall, *The Dance of Life*. New York: Anchor/Doubleday, 1983.
- c. Craig Storti, *Figuring Foreigners Out*. Yarmouth, Maine: Intercultural Press, 1999.
- d. Duane Elmer, *Cross-Cultural Servanthood*. Downers Grove: InterVarsity Press, 2006.
- e. Moreau, INTR 561/2 Course Notes.

2. Attendance policy:

Students are expected to attend all class sessions. Excessive absences will result in a grade reduction unless arrangements are made with the professor in advance.

3. Course Outline (see also Course Schedule):

Foundations (first week):

- a. Contexting and Extraverbal Communication
- b. Defining the Self
- c. Power Distance and Social Structures
- d. Time in Cultural Perspective
- e. World View
- f. Gender Role Separation
- g. World View

Applications (second week):

- a. Intercultural Competency
- b. Cultural Adaptation
- c. Windows to the Heart (and Values)
- d. Cross-Cultural Relationships
- e. Discipleship in Cross-Cultural Context
- f. International Teams
- g. Conflict and Culture

4. Course Assignments

- a. **Advance assignments:** Prior to coming to class, you were to complete these assignments:
- i) For Elmer and Hall, develop a list of three provocative ideas, questions or thoughts that will help generate discussion in the class on major ideas found in the book.
 - ii) For *Figuring Foreigners Out*:
 - (1) Work through the exercises related to Storti's four "building blocks" of culture:
 - (a) The concept of the self (individualist vs collectivist),
 - (b) Personal versus societal responsibility (universalist vs particularist),
 - (c) The concept of time (monochronic vs polychronic), and
 - (d) Locus of control (internal vs external).
 - (2) For those who are already working in a cross-cultural setting:
 - (a) For each of the four building blocks, describe the value or approach most commonly found among those where you serve. Defend your answer by listing 2 to 3 illustrations based on observations you have made in your setting. Do not simply say "because the book says so" or "because other cross-cultural workers say so"—give concrete reasons based on your own experience, values you see around you, stories you hear from cultural insiders, etc.
 - (b) For each building block, develop a 200 word statement that tells me what the implications are for you as a professional (as a teacher, employee, student, etc). Questions to consider include:
 - (i) How do their values clash with your own?
 - (ii) What will you do to deal with the cultural clashes you face?
 - (iii) What changes/adjustments do you need to make in your professional skills to best serve in your chosen capacity among them?
- b. **Reading:** Most of the reading was done prior to class. Reading of Hofstede and course notes are to be completed before class each week according to the Reading Report, which *is due on Friday, July 13 at 5:00 pm*. To facilitate discussion on the readings, write down one significant idea, thought, statement, or question you have that interacts with the readings for each week. Bring this to class and be ready to discuss it.
- Concerning the Reading Report:* You will be given full credit for everything read on time, 50% credit for everything read late. Indicate on the reading report the % of reading done on time, and the % done late for each week. The written ideas/thoughts/statements/questions will be worth 20% of your reading grade. You do not have to ask them in class or turn them in to receive credit, but do bring them to class each week for discussion. On the reading report, simply put a "Y" if you have written the questions down before class, and an "N" if you have not.
- c. **Case Studies:** For those sessions where our class activity is a case study, follow the Case Study Procedures below and come to class with the Case Study Worksheet already filled out, including your proposed solution to the case. During our time together we will split into small groups to discuss the case in detail.

Case Study Procedures

- 1) Read the case carefully to become thoroughly acquainted with all of the details under consideration and construct a rough time line of the events
- 2) Identify the major characters in the case.
- 3) List the major sets factors involved in choosing a course of action:
 - a) Decision(s) faced: what decision does is the person being asked to make? Include any contextual specifics of relevance (i.e., important factors in the immediate context of the case study such as deadlines, impending dangers, etc.);
 - b) Phenomenological analysis: From the insider's *and* cross-cultural worker's perspectives:
 - i) What are the personal needs involved?
 - ii) What cultural values are important in the decision-making process? It might help you to read the case several times, looking for and indicating in the case itself indicators for one set of values (e.g., individualism/collectivism) each time you read it.
 - c) Ontological analysis: relevant Scriptural guidelines:
 - i) What are significant and *relevant* scriptural texts, principles, case studies, and guidelines which must be weighed in the decision-making process? Try to include at least two Old Testament passages.
 - d) Identify what you consider to be an appropriate solution. For that solution, propose
 - i) What the solution is and
 - ii) How that solution may be implemented, involving a specific course of action (how the main character in the case study would implement the proposed solution). This course of action should accord with scriptural principles, be culturally sensitive, and focus on the central issue(s) of the case.

- d. **Team Building Reflection Paper** (*due Saturday, July 14 at 12:00 noon*): Write a 1,000 to 1,500 word non-research reflection paper integrating insights from the course on your role with your current team and what you can do to be a better team member over the coming year. If you are not in a team setting, reflect on your most recent team experience. If you will not be with a team next year, or if you are joining a new team, you can either write what you would have done if you had remained with the same team or what you anticipate you'll need to do to be a valuable member of your new team.

5. Grading: For all assignments for this course, we will use the following scale:

Grade	Mark	Description
A	96-100	Outstanding: The level of research, thinking, and communication are outstanding. I try not to let this be a common grade.
A-	92-96	Very good: The level of research, thinking, and communication are superior. Well done!
B+	88-92	Good: The level of research, thinking, and communication are very good.
B	84-88	Satisfactory: The level of research, thinking, and communication are satisfactory.
B-	80-84	Acceptable but average at best: The level of research, thinking, and communication are acceptable.
C+	76-80	Acceptable but definitely below average: The level of research, thinking, and communication are barely acceptable.
C or below	75 or below	Not acceptable: Depending on what I see, I may assume you tried, but I am not

sure. The work I see is not appropriate for this class.

- a. The relative weight of each assignment towards the final course grade will be as follows:

Advance assignments.....	25%
<i>(Elmer and Hall questions: 5%)</i>	
<i>(Storti “building block” essays: 5% each)</i>	
In-class reading	15%
Case Study Analysis	30%
Team Building Reflection Paper.....	30%

- b. Late assignments: Late assignments will be reduced will be automatically reduced in grade by 10%. Simply write “Late Assignment” under your name on any assignment turned in late. Exceptions to the policy include serious illness, death in the family, or other events of an emergency nature requiring you to be absent from campus.
- c. Cheating and plagiarism: Cheating (the presentation of someone else's work which the student ought to have done personally) or plagiarism (the use of ideas and information from a specific source without giving credit in some manner to the source) will result in the disqualification (including a grade of 0) of the unit of the course affected by it.

6. Access to the Instructor:

- a. The instructor may be contacted by e-mail: A.S.Moreau@wheaton.edu, or by telephone at the office: 630/752-5949, or at home: 630/668-2927.
- b. I do not have official office hours during the summer. You are welcome to ask for scheduled time during lunch or the afternoons to discuss issues related to the course, independent studies you may be taking, or life in general!