

INTERCULTURAL COMMUNICATION

INTR 561 (4 credits)

Professor: Evvy Campbell, Ph.D.

Intercultural Communication Office: BGC M221

Phone: (630)752-5258/BGC 255 Fax: (630) 752-7125

Email: Evvy.Campbell@Wheaton.edu

Course Syllabus

I. Overview

a. **Catalog Description:** “Foundational principles of intercultural communication from the fields of social psychology, cultural anthropology, and communication theory integrated with selected areas of personal encounter in cross-cultural settings.” (Catalog of Wheaton College)

b. **Mission Statements:**

Department Mission Statement: Our mission is to develop professionals skilled in theory and practice for culturally relevant service in a constantly changing world.

Intercultural Studies and Intercultural Studies Missions Degree Mission Statement: Our mission is to develop effective cross-cultural professionals who are competent communicators of Christ, sensitive to other cultures, and effective servants.

Related element addressed in Intercultural Communication is:

S4. Detailed knowledge of categories for describing cultures and implications for intercultural communication. (Covered in final exam.). To achieve this objective, by the end of the course you will:

1. Describe how your own culture affects you as an intercultural communicator.
2. Apply the principles of intercultural communication to your context.
3. Articulate an understanding of concepts related to effective intercultural communication, including: culture and world view, individualism and collectivism, universalism and particularism, power distance and social structures, gender and gender role separation, locus of control, contexting and extraverbal communication, time as culture, cultural adaptation and intercultural competency, decision making, conflict and culture, cross-cultural relationships, multiculturalism, implications for communicating the gospel message, and ethical issues in intercultural communication.

4. Demonstrate knowledge of the strategies and skills integral to crossing cultures.

II. Expectations

- A. Class attendance at all sessions and participation are expected. Assignments submitted for Intercultural Communication are to be developed specifically for this course and may not have been submitted for another course.
- B. Late assignments will receive one grade reduction, i.e. A to A-, B+ to B, etc. Simply write "Late Assignment" under your name on any assignment turned in late. Exceptions to the policy include serious illness, a death in the family, or other events of an emergency nature requiring that you be absent from campus.
- C. Plagiarism, or the use of information and ideas without crediting the source, will result in a grade of 0 for that particular assignment. Cheating, the presentation of someone else's work that the student ought to have done personally, will also result in a grade of 0 for that particular assignment.
- D. "A student who has a compelling reason to effect a change in an examination time must submit a *written request* with rationale to the appropriate department chair with a copy to the instructor directly involved. Arrangements for any change in such cases must be made *no later* than the Friday before examinations begin." (Wheaton College Course Schedule)

III. Texts

Required materials for the course include:

- Campbell, E. H. (2004). Course In-Class Worksheets.
- Elmer, D. (1993). *Cross-Cultural Conflict*. Downers Gove, IL: InterVarsity Press.
- Hall, E. T. (1983). *The Dance of Life: The Other Dimension of Time*. New York: Anchor/Doubleday.
- Hofstede, G. & Hofstede G. J. (2005). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill.
- Moreau, A. S. (n.d.). *Intercultural Communication: Course Notes*. Used with permission of the author. Unpublished.
- Storti, C. (1999). *Figuring Foreigners Out: A Practical Guide*. Yarmouth, ME: Intercultural Press.

IV. Assignments

- A. Reading Report (5%): Readings are to be completed prior to the class for which they are assigned. Full credit is given for everything read on time and 50% credit for material read late. The course Reading Report is due _____.
- B. Simulation and Case Study Reflection Papers (10% each x 2 = 20%): Reflections on the simulations and case studies should be recorded in a journal (loose-leaf, electronic, spiral notebook, or index cards) within 24 hours of completing the simulation or case study in class. Two 500-750 word papers are required that

summarize the most important lessons you learned from the case studies and simulations, and how they could help you to become a more effective intercultural communicator.

- C. Reflection Paper #1 due _____, including reflections on course handouts (H on the syllabus) and from the following case studies and simulations: Win As Much As You Can, What's New?, Nemon's Death, The Authority Dilemma, and Barnaga.
Reflection Paper #2 due _____, including reflections on course handouts (H on the syllabus) and from the following case studies and simulations: Helping Hands, Lump Sum, Trouble with Servants, and The Law of Liberty vs. the Law of Love.
- D. Case Study Worksheets (5% each x 4 = 20 %): The Case Study Worksheets are to be completed in preparation for class. Additions made during group discussions in class should be made in a different color of ink than the pre-class work. The Case Study Worksheets are to be submitted as follows: Nemon's Death, _____; The Authority Dilemma, _____; Trouble with Servants, _____; The Law of Liberty vs. the Law of Love, _____.
- E. Integration Paper (25%): An integration paper of 1500 words on an intercultural studies problem, issue, or topic of professional concern/interest is due _____. The paper should identify the importance of the topic you select, use eight or more references outside of required class texts to address the topic, and discuss how course concepts apply. An exercise to assist you in identifying your topic will be done in class _____. Use APA style requirements.
- F. Final Exam (30%): The final examination is in two parts and will be given _____. The first day there will be a series of short-answer questions that cover content from the readings and class discussions. These questions will be distributed in class on _____ so you can prepare for the exam in advance. On the second day you will address a case study individually. The case study form used for earlier exercises will not be provided. You may use an unmarked Bible.

V. Grading Scale

Grade Range Description

=====

A 96-100 Outstanding: Mastery of theory and penetrating insights in real-life context.

Outstanding research, thinking, and communication.

=====

A- 92-95 Superior: Understanding the theory and its application in real-life content.

Superior research, thinking, and communication.

=====
B+ 88-91 Very good: Research, thinking, and communication are very good. General understanding of theory and application in real-life context.
=====

=====
B 84-87 Satisfactory: Research, thinking, and communication are satisfactory. Understanding of theory and applicability but work could be stronger.
=====

=====
B- 80-83 Acceptable but average at best: Research, thinking, and communication are acceptable. Appear to grasp theory and have made a start in showing its applicability.
=====

=====
C+ 76-79 Acceptable but definitely below average: Research, thinking and communication are barely acceptable.
=====

=====
C 75 or below Not acceptable: The work is not appropriate for this class.
=====

VI. Schedule

H = Handout in “Course In-Class Worksheets” packet

Week One

Topic: Course Overview

 Culture and World View

In-Class Exercise:

 Personal Profile of Intercultural Experiences and Interests (H) p. 42

 Culture and World View Video Exercise (H) p. 1

Gospel and Culture Statements (H) pp. 2-5

Permanent or Temporary?

I'm an Ethnic (H) pp. 6-8

Body Ritual Among the Nacirema

Fiddler on the Roof (Video Clip)

Week Two

Topic: Individualism/Collectivism

In-Class Exercise:

Simulation: Win As Much As You Can

Learning To Do Journal Entries

Learning to Do Case Studies - Case Study Guide (H) p. 14

Case Study Worksheets (H) pp. 15-27

Case Study Worksheet Evaluation (H) pp. 15-27

Material for Nemon's Death Case Study (due September 9) (H) p. 44

Definitions from Hall and Hofstede (H) pp. 9-10

Triandis: Individualism and Collectivism

Japan: The Electronic Tribe (Video) (H) p. 11

Seven Years in Tibet (Video Clip)

Reading:

Hofstede and Hofstede, Ch. 1, Rules of the Social Game, pp. 1-36

Hofstede and Hofstede, Ch. 3, I, We, and They, pp. 73-114

Moreau, Introduction to Intercultural Communication, pp. 1-2

Moreau, A Model of Communication, pp. 3-15

Moreau, Defining the Self: Individualism and Collectivism, pp. 33-42

Moreau, World View, pp. 68-75

Moreau, Case Study of a Cultural Map, pp. 76-78

Moreau, Windows to the Heart and Values, pp. 100-116

Storti, What Is Culture? Building Blocks of Culture, pp. 1-52

Week Three

Topic: Power Distance and Social Structures

In-Class Exercise:

Simulation: What's New?

Power Distance in the Palace of King Xerxes (H) p. 12

Television Commercials and Power Distance (Video Clip) (H) p. 13

The Last Emperor (Video Clip)

Reading:

Hofstede and Hofstede, Ch. 2, More Equal Than Others, pp. 39-72

Moreau, Power Distance, pp. 43-46

Moreau, Social Structures, pp. 47-54

Storti, Culture in the Workplace, Ch. 4, pp. 127-151

Assignment:

Case Study: Nemon's Death due

Week Four

Topic: Gender and Gender Role Separation

In-Class Exercise:

Men Women and the Sex Differences (Video) (H) p. 31

Gender Related Commercials (Video) (H) p. 32

My Fair Lady (Video Clip)

Reading:

Hofstede and Hofstede, Ch. 4, He, She, and (S)he, pp. 115-162

Moreau, Gender Role Separation, pp. 65-67

Week Five

Topic: Locus of Control and Uncertainty Avoidance

In-Class Exercise:

Case Study: The Authority Dilemma (H) pp. 45-46

The Joy Luck Club (Video Segment)

Integration Paper Planning Exercise

Reading:

Hofstede and Hofstede, Ch. 5, What Is Different Is Dangerous, pp. 163-205

Storti, Locus of Control, pp. 66-85

Assignment:

Case Study: The Authority Dilemma due

Week Six

Topic: Contexting

Communicating Clearly: The Importance of Learning a Heart Language,

Dr. Lonna Dickerson (1:15-2:05)

In-Class Exercise:

Simulation: Barnaga

Optical Illusions (Video Clip)

Reading:

Hall, Foreword, Introduction, Chs. 1-4, pp. 1-77

Moreau, Contexting and Extraverbal Communication, pp. 16-29

Moreau, Encoding the Message, pp. 30-32

Storti, Styles of Communication, Ch. 3, pp. 87-126

Week Seven

Topic: Extraverbal Communication

Culture in Organizations

In-Class Exercise:

High Context Humor (Video Clip) (H) p. 47

Nonverbal Communication (H) p. 29

Extraverbal Communication (H) p. 30

Pushing Hands (Video Segment)

Reading:

Hofstede and Hofstede, Ch. 7, Pyramids, Machines, Markets, and Families,
pp. 241-278

Assignment:

Reflection Paper #1 due

Week Eight

Topic: Time

Intercultural Competency

In-Class Exercise:

Simulation: Helping Hands

Kinds of Time

Doubles: Japan and America's Intercultural Children (Video)

Reading:

Hall, Chs. 5-11, pp. 78-205

Hofstede and Hofstede, Ch. 6, Yesterday, Now, or Later? pp. 207-238

Moreau, Time in Cultural Perspective, pp. 55-64

Moreau, Intercultural Competency, pp. 79-92

Storti, Concept of Time, pp. 53-65

Week Nine

Topic: Cross-Cultural Relationships and Organizational Cultures

In-Class Exercise:

Simulation: Lump Sum

Chinese Americans: Living in Two Worlds (Video) (H) p. 43

Reading:

Hofstede and Hofstede, Ch. 8, The Elephant and the Stork: Organizational Cultures, pp. 279-315

Moreau, Cross-Cultural Relationships, pp. 117-122

Storti, The Cross-Cultural Perspective, pp. 153-161

Week Ten

Topic: Cultural Adaptation and Intercultural Encounters (Part 1)

In-Class Exercise:

Case Study: Trouble With Servants (H) pp. 48-49

Model of Adjustment (H) p. 33

Traits for Effectiveness (H) p. 34

Cold Water (Video) (Two Handouts) pp. 35-36

A Year in Provence (Video Clip)

Reading:

Hofstede and Hofstede, Ch. 9, Intercultural Encounters, pp. 319-334

Moreau, Cultural Adaptation, pp. 93-99

Assignment:

Case Study: Trouble With Servants due

Week Eleven

Topic: Decision-Making and Intercultural Encounters (Part 2)

In-Class Exercise:

Case Study: The Law of Liberty vs. The Law of Love

Reading:

Hofstede and Hofstede, Ch. 9, Intercultural Encounters, pp. 334-362

Moreau, Decision-Making, pp. 141-145

Assignment:

Case Study: The Law of Liberty vs. The Law of Love due

Week Twelve

Topic: Understanding Conflict and Culture

In-Class Exercise:

Your Conflict Style (H) pp. 37-41

They Came to Tell Their Stories (Video) (H) p. 54

The Hiding Place (Video Clip)

Reading:

Elmer, Cross-Cultural Conflict, pp. 11-182

Moreau, Conflict and Culture, pp. 147-155

Week Thirteen

Topic: Multiculturalism

In-Class Exercise:

Conflict Resolution in Contemporary Chinese Society (Video) (H) p. 55

Sa-I-Gu: From Korean Women's Perspectives (Video)

Conflict Resolution in Israel

Reading:

Hofstede and Hofstede, Ch. 10, Surviving in a Multicultural World, pp. 363-375

Assignment:

Reflection Paper #2 due

Thanksgiving Vacation

Week Fourteen

Topic: Implications for Communicating the Gospel Message

Ethical Issues in Intercultural Communication

Reading:

Moreau, Discipleship in Cross-Cultural Context, pp. 123-129

Moreau, Communicating Christ in the Intercultural Setting, pp. 131-139

Assignment:

Integration Paper due.

The course evaluation, which will be sent to you online at your wheaton.edu email address, must be completed prior to taking the final exam.

Week Fifteen

Topic: Final Examination, Part I (Short Answer)

Assignment:

Reading Report due

Week Sixteen

Topic: Final Examination, Part II (Case Study), 1:30-3:30.

INTR 561 Name _____

Intercultural Communication

Evy Campbell, BGC M221 CPO _____

READING REPORT

(due _____)

Date	Reading	No. of Pages	# Read on Time	# Read Late
Week 1	Hofstede, 1-36, 73-114	78		
	Moreau, 1-2, 3-15, 33-42,	31		
	68-75, 76-78, 100-116	53		
	Storti, 1-52	<u>52</u>		
	Total: 183		_____	_____
Week 2	Hofstede, 37-72	36		
	Moreau, 43-46, 47-54	12		
	Storti, 127-151	<u>25</u>		
	Total: 73		_____	_____

Week 3	Hofstede, 115-162 48		
	Moreau, 65-67 <u>3</u>		
	Total: 51	_____	_____
Week 4	Hofstede, 163-205 42		
	Storti, 66-85 <u>20</u>		
	Total: 62	_____	_____
Week 5	Hall, 1-77 77		
	Moreau, 16-29, 30-32 17		
	Storti, 87-126 <u>40</u>		
	Total: 134	_____	_____
Week 6	Hofstede, 241-278 38	_____	_____
Week 7	Hall, 78-205 128		
	Hofstede, 207-238 32		
	Moreau, 55-64, 79-92 24		
	Storti, 53-65 <u>13</u>		
	Total: 197	_____	_____
Week 8	Hofstede, 279-315 37		
	Moreau, 117-122 6		
	Storti, 153-161 <u>9</u>		
	Total: 52	_____	_____
Week 9	Hofstede, 319-334 15		
	Moreau, 93-99 <u>7</u>		
	Total: 22	_____	_____

Week 10	Hofstede, 334-362 29		
	Moreau, 141-145 <u>5</u>		
	Total: 34	_____	_____
Week 11	Elmer, 11-182 171		
	Moreau, 147-155 <u>9</u>		
	Total: 180	_____	_____
Week 12	Hofstede, 363-375 13	_____	_____
Week 13	Moreau 123-129, 131-139 16	_____	_____
Total: 1055		_____	_____