



University of
New Haven

Introduction to Intercultural Communication Abroad

SECTION I: Course Overview

Course Code: COM120SVQ

Subject Area(s): Communication

Prerequisites: None

Language of Instruction: English

Total Contact Hours: 45

Recommended Credits: 3

COURSE DESCRIPTION

This course introduces the basic theories of culture, communication, and their interrelationship, with a focus on intercultural communication while studying abroad. The roles played in communication by individual and group identity, history, context, and power are all examined, along with verbal and non-verbal communication, the role of language and translation, and the influence of popular culture on intercultural interactions. The educational, business, and health care contexts for intercultural communication are each examined individually, and a special unit is devoted to strategies for resolving intercultural conflict. The host society is engaged through a series of experiential assignments designed to support development of the skills necessary to recognizing the role that culture and identity play in establishing communication expectations, and how to successfully navigate those expectations when they differ. The course is framed by a self-assessment exercise that is completed at the beginning and revisited at the conclusion in a structured activity which provides an opportunity to assess one's own personal development, as well as a comprehensive guide to culturally competent communication practices.

LEARNING OBJECTIVES

Upon successful completion of this course, you will be able to:

- Describe the interrelationship between culture and communication.
- Identify differences in preferred communication styles between the home and host societies.
- Develop a reflexive awareness of one's own cultural communication preferences.
- Recognize how the context of majority and minority cultures affects communication.
- Apply interculturally competent solutions to communication challenges.

SECTION II: Instructor & Course Details

INSTRUCTOR DETAILS

Name:	TBA
Contact Information:	TBA
Term:	SEMESTER

ATTENDANCE POLICY

This class will meet once weekly for 150 minutes each session. All students are expected to arrive on time and prepared for the day's class session. Class may meet for more sessions per week, to meet a total of 45 contact hours.

CEA enforces a mandatory attendance policy. You are therefore expected to attend all regularly scheduled class sessions, including any field trips, site visits, guest lectures, etc. that are assigned by the instructor. The table below shows the number of class sessions you may miss before receiving a grade penalty.

ALLOWED ABSENCES – SEMESTER		
Courses Meeting X day(s) Per Week	Allowed Absence(s)	Automatic Failing Grade at X th absence
Courses meeting 1 day(s) per week	1 Absence	4 th Absence

For every additional absence beyond the allowed number, your final course grade will drop down to the subsequent letter grade (ex: A+ to A). As a student, you should understand that the grade penalties will apply if you are marked absent due to tardiness or leaving class early. In the table below, you will find the grade penalty associated with each excessive absence up to and including automatic course failure.

ATTENDANCE DOCKING PENALTIES				
Absence	1 st	2 nd	3 rd	4 th
Penalty	No Penalty	0.5 Grade Docked	1 Grade Docked	Automatic Failure
HIGHEST POSSIBLE GRADE AFTER ATTENDANCE PENALTIES				
Grade	A+	A	A-	F

CEA does not distinguish between excused and unexcused absences. As such, no documentation is required for missing class. Similarly, excessive absences, and the grade penalty associated with each, will not be excused even if you are able to provide documentation that shows the absence was beyond your control. You should therefore only miss class when truly needed as illness or other unavoidable factors may force you to miss a class session later on in the term.

GRADING & ASSESSMENT

The instructor will assess your progress towards the above-listed learning objectives by using the forms of assessment below. Each of these assessments is weighted and will count towards your final grade. The following section (Assessment Overview) will provide further details for each.

Class Participation	10%
Expectations & Encounters Essay	10%
Local History Activity	10%
Midterm Exam	20%
Cultural Differences Report	10%
YOGA Self-Assessment	20%
Final Exam	20%

The instructor will calculate your course grades using the CEA Grading Scale shown below. As a CEA student, you should understand that credit transfer decisions—including earned grades for courses taken abroad—are ultimately made by your home institution.

CEA GRADING SCALE			
Letter Grade	Numerical Grade	Percentage Range	Quality Points
A+	9.70 – 10.0	97.0 – 100%	4.00
A	9.40 – 9.69	94.0 – 96.9%	4.00
A-	9.00 – 9.39	90.0 – 93.9%	3.70
B+	8.70 – 8.99	87.0 – 89.9%	3.30
B	8.40 – 8.69	84.0 – 86.9%	3.00
B-	8.00 – 8.39	80.0 – 83.9%	2.70
C+	7.70 – 7.99	77.0 – 79.9%	2.30
C	7.40 – 7.69	74.0 – 76.9%	2.00
C-	7.00 – 7.39	70.0 – 73.9%	1.70
D	6.00 – 6.99	60.0 – 69.9%	1.00
F	0.00 – 5.99	0.00 – 59.9%	0.00
W	Withdrawal	N/A	0.00
INC	Incomplete	N/A	0.00

ASSESSMENT OVERVIEW

This section provides a brief description of each form of assessment listed above. Your course instructor will provide further details and instructions during class time.

Class Participation (10%): Student participation is mandatory for all courses taken at a CEA Study Center. The instructor will use the rubric below when determining your participation grade. All students should understand that attendance and punctuality are expected and will not count positively toward the participation grade.

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CLASS PARTICIPATION GRADING RUBRIC	
Student Participation Level	Grade
You make major & original contributions that spark discussion, offering critical comments clearly based on readings, research, & theoretical course topics.	A+ (10.0 – 9.70)
You make significant contributions that demonstrate insight as well as knowledge of required readings & independent research.	A/A- (9.69 – 9.00)
You participate voluntarily and make useful contributions that are usually based upon some reflection and familiarity with required readings.	B+/B (8.99 – 8.40)
You make voluntary but infrequent comments that generally reiterate the basic points of the required readings.	B-/C+ (8.39 – 7.70)
You make limited comments only when prompted and do not initiate debate or show a clear awareness of the importance of the readings.	C/C- (7.69 – 7.00)
You very rarely make comments and resist engagement with the subject. You are not prepared for class and/or discussion of course readings.	D (6.99 – 6.00)
You make irrelevant and tangential comments disruptive to class discussion. You are consistently unprepared for class and/or discussion of the course readings.	F (5.99 – 0.00)

Expectations & Encounters Essay (10%): This activity is based on what we cover in the first two weeks of class (culture shock, your positionality relative to the host society), and will give us material that we can refer back to and work with during the next two weeks of class (how context and generalizations each can affect communication). Before you arrived at your study abroad destination, you naturally had some ideas about what things would be like. These may have been anything from well-researched expectations to fanciful daydreams. Identify two specific expectations about the host society that you had before arriving, by going back through what you remember thinking about before you arrived. Describe each of these expectations, being as specific as possible (for example, share an actual scenario you imagined yourself being in). Then, consider what you have actually encountered in respect to your expectations, and answer the following questions:

- What were the sources of your expectations?
- How accurate were they?
- Did having the expectations help or hinder your experience?
- Would you have been better off without them?

There are no right or wrong answers! Write in the first person and don't hesitate to include your thoughts, feelings, questions, doubts, uncertainties, or any other feelings, positive or negative, that you may be experiencing. Think hard, reflect deeply, write honestly, and strive to be as specific as possible. The requirements of this written assignment are as follows: two pages minimum, three maximum, typed double-spaced. Due by the start of the first class of Session Three.

Local History Activity (10%): This activity is based on what we cover in Sessions Three through Five. The purpose of this activity is to help you recognize the multiple identities that exist within the host society, beyond the single official national or 'citizenship' identity. For this activity, be sure to both refer to and apply the concepts outlined in Chapter Three from Martin and Nakayama ("History and Intercultural Communication"). Search the internet for information about the country's racial, ethnic, and/or political minorities (bearing in mind that these may overlap, correlate, or otherwise correspond in multiple ways); use any sources, but make sure that they are reliable. Then, take some time to observe your everyday experiences and identify two examples

of the majority culture being expressed and two examples of minority culture being expressed (the two can be different minority cultures or the same). Prepare a brief presentation for the class in which you share the examples you found, and hand in a one to two page summary. Due Session Six.

Cultural Differences Report (10%): This report is based on everything we have covered over the entirety of the course, so start thinking about it right from the start! We will discuss it during class on an ongoing basis. It is intended to provide a structured opportunity to connect concepts covered in the classroom to your own lived experience while you are in the host society. Think about how broadly we have defined communication and all of the different ways we have seen communication manifest in people's interactions. Now, drawing on your own experience in the host society, identify one of the cultural differences in communication that is most interesting to you and explain how you have experienced it during your time here. Be specific and use as many examples as you can think of; remember, the same cultural value can be expressed in many different ways! Refer back to Chapter Two in Martin and Nakayama for the definitions and examples that will help you write this. The requirements of this written assignment are as follows: two pages minimum, three maximum, typed double-spaced, due by the start of the class during Session 13.

YOGA Self-Assessment (20%): This activity is intended to provide a benchmark for assessing the extent to which your own intercultural communication skills have changed over the course of your time abroad. During the first session of class you will complete an intercultural communication self-assessment, in which you score yourself on a number of behavioral and attitudinal factors. Your professor will collect these and then return them to you at the end of the semester. Your assignment is to look back over your answers from the beginning of the semester and identify one item where you think you should have scored yourself higher than you originally did (something at which you were better than you expected), and one item where you think you should have scored yourself lower than you originally did (something at which you were worse than you expected). Write a brief summary of at least two, maximum three, pages in which you provide a specific example from your experience that supports your answers. Due by the start of class during Session 14, during which we will each explain our answers in a short presentation.

Midterm & Final Exams (40%): These are intended to assess your comprehension of the core concepts from the course, and will draw on lectures, assigned readings, and classroom discussions. The format includes a combination of matching terms with definitions, short answer, and essay questions. Unlike the experiential forms of assessment, there are clearly defined correct and incorrect answers, allowing assessment of the degree to which you have successfully mastered the essential content from the course.

EXPERIENTIAL LEARNING ACTIVITIES (AICAP)

CEA courses are designed to include a variety of experiential learning activities that will take you out of the classroom and allow you to explore your local, host city. These activities may include field studies, guest lectures and/or activities offered through our Academically Integrated Cultural Activities Program (AICAP). The following experiential learning activities are recommended for this course:

- Guest lecture series
- Insider's Tour

REQUIRED READINGS

Reading assignments for this course will come from the required text(s) and/or the selected reading(s) listed below. All required readings—whether assigned from the text or assigned as a selected reading—must be completed according to the due date assigned by the course instructor.

- I. **REQUIRED TEXT(S):** You may purchase or obtain the required text(s) prior to departure or upon program arrival. The required text(s) are listed below:

Martin, Judith N. and Nakayama, Thomas K. (2017) *Experiencing Intercultural Communication: An Introduction*, 6th Edition. 432 pp.

Poggioli, Sylvia. (2008) *Study Abroad Students Gone Wild in Italy? All Things Considered*, <https://www.npr.org/templates/story/story.php?storyId=88683687&t=1560021989496>

Salmon, Merrilee H. and Skinner, Elliott P. (2006). « Should Anthropologists Work to Eliminate the Practice of Female Circumcision ?» In *Taking Sides: Clashing Views in Cultural Anthropology*, Rbert L. Welsch and Kirk M. Endicott, eds. 359-378 pp.

RECOMMENDED READINGS

The recommended reading(s) and/or text(s) for this course are below. These recommended readings are not mandatory, but they will assist you with research and understanding course content.

Delman, Carmit. (2002). *Burnt Bread and Chutney: Growing Up Between Cultures – A Memoir of an Indian Jewish Girl*. 288 pp.

Deloria Jr., Vine. (1969). *Custer Died for Your Sins: An Indian Manifesto*. 296 pp.

Fadiman, Anne. (2012). *The Spirit Catches You and You Fall Down: A Hmong Child, Her American Doctors, and the Collision of Two Cultures*. 368 pp.

Hall, Edward T. (1976). *Beyond Culture*. 320 pp.

ADDITIONAL RESOURCES

In order to ensure your success abroad, CEA has provided the academic resources listed below. In addition to these resources, each CEA Study Center provides students with a physical library and study areas for group work. The Academic Affairs Office at each CEA Study Center also compiles a bank of detailed information regarding libraries, documentation centers, research institutes, and archival materials located in the host city.

- **UNH Online Library:** As a CEA student, you will be given access to the online library of CEA's School of Record, the University of New Haven (UNH). You can use this online library to access databases and additional resources while performing research abroad. You may access the UNH online library [here](#) or through your MyCEA Account. You must comply with UNH Policies regarding library usage.
- **CEAClassroom – Moodle:** CEA instructors use Moodle, an interactive virtual learning environment. This web-based platform provides you with constant and direct access to the course syllabus, daily schedule of class lectures and assignments, non-textbook required readings, and additional resources. Moodle includes the normal array of forums, up-loadable and downloadable databases, wikis, and related academic support designed for helping you achieve the learning objectives listed in this syllabus.

During the first week of class, CEA academic staff and/or faculty will help you navigate through the many functions and resources Moodle provides. While you may print a hard copy version of the syllabus, you should always check Moodle for the most up-to-date information regarding this course. The instructor will use Moodle to make announcements and updates to the course and/or syllabus. It is your responsibility to ensure that you have access to all Moodle materials and that you monitor Moodle on a daily basis in case there are any changes made to course assignments or scheduling. To access Moodle: Please log-in to your MyCEA account using your normal username and password. Click on the “While You’re Abroad Tab” and make sure you are under the “Academics” sub-menu. There you will see a link above your schedule that says “View Online Courses” select this link to be taken to your Moodle environment.

COURSE CALENDAR			
Introduction to Intercultural Communication Abroad			
SESSION	TOPICS	ACTIVITY	READINGS & ASSIGNMENTS
1	<p>Course Introduction: Review Syllabus, Classroom Policies</p> <p>Positioning Ourselves in the Host Society: What Role do International Students Play?</p>	<p>Course Overview</p> <p>In class activity: YOGA Self-Assessment</p> <p>Discussion: What about the situation described in the host society do you think applies to where you are studying abroad?</p>	<p>Reading: Poggioli, see reading section above</p> <p>Assignments: YOGA Self-Assessment (provided in class)</p> <p>Listen to the broadcast about US students in Italy together in class</p>
2	<p>Hosts & Guests: Insights from Tourism</p> <p>Culture Shock: Expectations, Differences, & the Elusive 'Authenticity'</p>	<p>Discussion: Which aspects of tourism do you think also apply to study abroad? How do they differ?</p> <p>Identifying Symptoms of Culture Shock: How are we doing so far?</p>	<p>Reading: Martin and Nakayama, pp. 288-296 & pp. 296-306</p> <p>Assignments: For the discussion, prepare two lists: what tourism has in common with study abroad and how they differ</p> <p>Reflect on the relationship between expectations, authenticity, and culture shock. What can you recognize in your own experience so far?</p>
3	<p>Getting Past the Shock: Understanding Culture</p> <p>Communication, Context, & Power</p>	<p>Group Discussion: Sharing our expectations & encounters</p> <p>Communication carries meanings, but so does the context in which the communication occurs</p>	<p>Reading: Martin and Nakayama, pp. 30-39 & 39-56</p> <p>Assignments: *Expectations & Encounters Essay Due</p> <p>Be prepared to discuss the role that context played in the examples from your Expectations and Encounters essay</p>
4	<p>Barriers to (Intercultural) Communication</p> <p>Introducing Identity</p>	<p>Learning to interrupt the process by which Stereotypes lead to Discrimination</p> <p>How to best represent our multiple, negotiated, contested identities:</p>	<p>Reading: Martin and Nakayama, pp. 56-65 & pp. 94-114</p> <p>Assignments: Come to class with one example each of a positive stereotype and a negative stereotype about the host society you had before arriving. How did</p>

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		a list, a chart, a Venn diagram, a kaleidoscope....?	these affect your behavior? How many different kinds of identity do you possess? Try to list as many as you can, going beyond those in the textbook
5	Identity & Communication History, Identity, Context, & Communication	Should we be looking for ‘culture’? Or should we be thinking about ‘inter-identity communication’? Writing our personal histories and putting them in the context of global histories	Reading: Martin and Nakayama, pp. 114-128 & pp. 69-86 Assignments: What factors have most influenced the development of your own identity? What is the relationship between your personal history and your identity?
6	Applying What We’ve Learned to the Host Society Recognizing Diversity Within the Host Society	Round Table Discussion: Sharing our findings from the Local History Activity Locating the connections between your assignment & the current events chosen by the professor	Reading: Martin and Nakayama, pp. 86-91 Professor’s selection on current events Assignments: *Local History Activity Due Be prepared to discuss how what you learned for the assignment compares to the reading about current events
7	Using Words: Language & Verbal Communication Using Language: Communicating Across Differences	Identifying differences between our language & the language of the host society Comparing translations together	Reading: Martin and Nakayama, pp. 134-150 & pp. 150-169 Assignments: Bring your textbook and notes from language class Using your library databases, find two different translations of the same work in a language from the host society
8	Review for the Midterm Exam	Bring questions for our in-class review session	Reading: Review all readings! Assignments: Review all notes and assignments!
MIDTERM EXAM			

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9	<p>Language Without Words: Nonverbal Communication</p> <p>Cultural Spaces & Cultural Identities</p>	<p>Discussion of Small Group Activity with the rest of the class</p> <p>Mapping the social spaces of our experience in the host society</p>	<p>Reading: Martin and Nakayama, pp. 172-191 & pp. 191-200</p> <p>Assignments: Divide into small groups, and each complete an activity from p. 199 of the reading</p> <p>Think about how you move through your host city and how you use the space, not just physically, but also socially</p>
10	<p>“Popular Culture” & Intercultural Communication</p> <p>Popular Culture, Representation, & Power</p>	<p>How does the popular culture of the moment compare between the US & the host city?</p> <p>Discussion on popular culture & resistance</p>	<p>Reading: Martin and Nakayama, pp. 203-213 & pp. 213-223</p> <p>Assignments: Check local cinema listings, trending videos on YouTube, and top videos on MTV for both the US and the host city</p> <p>The reading explains how people resist the dominant culture as expressed through popular culture; think also about how popular culture is used to resist dominant culture</p>
11	<p>The Economic Context: Intercultural Communication in Business Settings</p> <p>The Educational Context for Intercultural Communication</p>	<p>Identifying cultural differences in host society business practices</p> <p>Classrooms don’t need to be international to be intercultural! How does this affect teaching and learning?</p>	<p>Reading: Martin and Nakayama, pp. 310-331 & pp. 338-357</p> <p>Assignments: Prepare a list of things that you have learned to do differently in business transactions here, and start to think about how they reflect local cultural values</p> <p>How does your experience compare with that of international students coming to the US?</p>
12	<p>The Health Care Context: Intercultural Communication & Cultural Differences in Health Care</p> <p>Power & Intercultural Encounters</p>	<p>How does the structure of a health care system reflect cultural values?</p> <p>In what other contexts is “power” an important factor in intercultural interactions?</p>	<p>Reading: Martin and Nakayama, pp. 364-377 & pp. 377-382</p> <p>Assignments: Look online to learn about how the health care system is structured in the host country</p> <p>Bring questions to class about the Cultural Differences Report</p>

13	<p align="center">Communication & Intercultural Conflict Managing Intercultural Conflict</p>	<p align="center">Conflict Styles & Conflict Management: Consider our earlier unit on identity & think about how identity relates to conflict style</p> <p align="center">Effective communication techniques for responding to conflict situations</p>	<p>Reading: Martin and Nakayama, pp. 226-239 & pp. 239-251</p> <p>Assignments: *Cultural Differences Report Due</p> <p>Identify specific communication techniques for resolving intercultural conflict; you will need these for the next class!</p>
14	<p align="center">Applying Intercultural Conflict Resolution Strategies to a Real World Example Assessing Our Progress: Revisiting Where We Were When We Arrived</p>	<p align="center">Roundtable debate in class on Ethnocentrism & Cultural Relativism: How can we apply the conflict management strategies we have learned?</p> <p align="center">YOGA Presentations</p>	<p>Reading: Salmon, pp. 361-370 (Group One) OR Skinner, pp. 370-378 (Group Two)</p> <p>Assignments: Prepare to defend your assigned position in a roundtable debate</p> <p>*YOGA Presentations Due</p>
15	<p align="center">Review for the Final Exam</p>	<p align="center">Bring questions for our in-class review</p>	<p>Reading: Review all readings!</p> <p>Assignments: Review all notes and assignments!</p>
	<p>FINAL EXAM</p>		

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SECTION III: CEA Academic Policies

The policies listed in this section outline general expectations for CEA students. You should carefully review these policies to ensure success in your courses and during your time abroad. Furthermore, as a participant in the CEA program, you are expected to review and understand all CEA Student Policies, including the academic policies outlined on our website. CEA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. For the most up to date policies, please review the policies on our website.

Class & Instructor Policies can be found [here](#)

General Academic Policies can be found [here](#)