

Communication & Global Competence

Course Details

Course Designator & Number: DBLN 3024

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: Onsite Faculty

Term: Fall 2024

Course Description

With the rise of global mobility and communication, encounters between people of diverse and multiple cultural identities are increasingly common. Less obvious are the reasons why these encounters can be challenging and, more importantly, the knowledge and skills necessary for overcoming communication barriers that arise from differences in communication styles and patterns. This course is designed to give students the tools needed to be competent global citizens in the interconnected world.

The study of intercultural communication requires not only grappling with broad concepts such as “culture”, “communication”, and “identity”, but also learning how communication styles are patterned within cultural groups. This course thus explores the interaction between culture and communication and introduces students to the knowledge and skills requisite to building intercultural competence. More specifically, this course invites students to analyze and evaluate how their own cultural identity influences communication with others; encourages interaction with the host culture; and prepares students with knowledge and skills to be effective and ethical intercultural communicators.

Course Objectives

Upon successful completion of this course, students are able to:

- Describe the influence of culture and cultural identity on values, behavior, and communication style, both in ourselves and others.
- Explain links between local cultural phenomena (e.g. language, food, interpersonal interactions, and traditions) and relevant intercultural frameworks.
- Analyze contexts where intercultural skills can improve communication, overcome difficulties, and create synergies.
- Apply selected intercultural frameworks to cross-cultural situations.

Methodology

Experiential Learning & Field Visits

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Guest Lecture
- Neighborhood tours
- Cultural encounters

Required Reading / Materials

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Lustig, Myron, Jolene Koester & Rona Halualani. *Intercultural Competence: Interpersonal Communication Across Cultures* (8th Edition). Hoboken: Pearson, 2018, 303pp.

Selected Readings

Adichie, Chimamanda Ngozi. *Americanah*. United Kingdom, Fourth Estate, 2013. Chapter 12.

Androus, Zachary T. "Cultural Relativism at Home and Abroad: An American Anthropologist Confronts the Genital Modification of Children" in *Circumcision and Human Rights*, George C. Denniston, Frederick Mansfield Hodges, and Marilyn Fayre Milos, eds. Springer, 2009, pp. 33-41.

Avruch, Kevin. "Culture and Conflict Resolution" in *The Palgrave Encyclopedia of Peace and Conflict Studies*, O. Richmond and G. Visoka, eds. Springer, 2019, pp. 1-6.

Jin, Dal Yong. "An Analysis of the Korean Wave as Transnational Popular Culture: North American Youth Engage Through Social Media as TV Becomes Obsolete." *International Journal of Communication* 12, 2018, pp. 404-422.

Kelly, Stephanie & Zachary Denton. "Introducing Intercultural Communication by Introducing Deaf Culture." *Carolinas Communication Annual XXXIV*, 2018, pp. 57-64.

Kim, Young Yun. "The Identity Factor in Intercultural Competence" in *The Sage Handbook of Intercultural Competence*, Darla K. Deardorff, ed. Sage Publications, 2009, pp. 53-65.

Nukui, Hiroki. "Japanese Intercultural Communication Hindrances in Business Environment: Case Studies with Polish Counterparts." *Lodz Papers in Pragmatics* 15(2), 2020, pp. 163-181.

Paternotte, Emma, Fedde Scheele, Conny M. Seeleman, Lindsay Bank, Albert J. J. A. Scherpbier, & Sandra van Dulmen. "Intercultural Doctor-Patient Communication in Daily Outpatient Care: Relevant Communication Skills". *Perspectives on Medical Education* 5, 2016, pp. 268-275.

Sharma, Bal Krishna. "Training Workers for Intercultural Communication in Tourism". *Language and Intercultural Communication* 18(4), 2018, pp. 408-423.

Steers, Richard M., C.J. Sánchez-Runde & Luciara Nardon. *Management Across Cultures: Developing Global Competencies*. New York University Press, 2010, pp. 55-66.

Recommended Readings

Cai, Deborah A. & Edward L. Fink. "Conflict style differences between individualists and collectivists." *Communication Monographs*, Vol. 69, No. 1, 2002, pp. 67-87.

- Croucher, Stephen M., Ann Bruno, Paul McGrath, Caroline Adams, Cassandra McGahan, Angela Suits & Ashleigh Huckins. "Conflict Styles and High–Low Context Cultures: A Cross-Cultural Extension." *Communication Research Reports*, 29:1, 2012, pp. 64-73.
- Delman, Carmit. *Burnt Bread and Chutney: Growing Up Between Cultures—A Memoir of an Indian Jewish Girl*. 2002.
- Dumetz, Jerome (Ed). *Cross-Cultural Management Textbook*. CreateSpace Independent Publishing Platform, 2012.
- Fischler, Claude & Estelle Masson. "France, Europe, the United States: what eating means to us". *Le Mangeur Ocha*, 2008.
<https://www.lemangeur-ocha.com/france-europe-the-united-states-what-eating-means-to-us-an-interview-with-claude-fischler-and-estelle-masson-about-the-new-volume-published-by-odile-jacob/>
- Gesteland, Richard R. *Cross-Cultural Business Behavior: Negotiating, Selling, Sourcing and Managing Across Cultures*. 4th edition. Liber: Copenhagen Business School Press, 2005.
- Hall, Edward T. *Beyond Culture*. Anchor Books, 1977.
- Hofstede, Geert. *Culture's Consequences: Comparing Values, Behaviors, Institutions and Organizations Across Nations*. 2nd Edition. London: Sage Publications, 2001.
- Jalal, Band, Andrea Romanelli & Devon E. Hinton. "Cultural Explanations of Sleep Paralysis in Italy: The Pandafeche Attack and Associated Supernatural Beliefs". *Cult Med Psychiatry* 39, 2015, pp. 651–664.
- Jandt, Fred E. *An Introduction to Intercultural Communication: Identities in a Global Community*. Sage Publications, 2012.
- Lewis, Richard D. & Kai Hammerich. *Fish Can't See Water: How National Culture Can Make or Break Your Corporate Strategy*. John Wiley & Sons, 2013.
- Matusitz, Jonathan. "The Role of Intercultural Communication in Cyberterrorism". *Journal of Human Behavior in the Social Environment*. Vol. 24, No. 7, 2014, pp. 775-790.
- Rivera, Jennifer W. *Essential Guide to Intercultural Communication*. Boston: Bedford Books, 2009. Samovar, Larry A, Richard E. Porter & Edwin R. McDaniel. *Intercultural Communication: A Reader*. South Melbourne, Australia: Wadsworth Cengage Learning, 2009.
- Tili, Tiffany & Gina Barker. "Communication in Intercultural Marriages: Managing Cultural Differences and Conflicts." *Southern Communication Journal*, Vol. 80, No. 3, 2015, pp. 189-210.

Grading

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Details section provides further details for each.

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Engagement	20%
Self-Assessment Activity	5%
Cultural Encounters	15%
Quizzes	5%
Active Learning Reflection	5%
Midterm Exam	15%
Group Project	20%
Final Exam	15%
Overall Grade	100%

Assessment Details

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the Class Engagement Rubric that outlines how engagement is graded.

Self-Assessment Activity (5%): This activity is designed to heighten your self-awareness and to encourage you to focus on developing your global competencies while you are studying abroad. At the beginning and end of the semester, you will evaluate yourself with respect to specific competencies. Then, in a 500 word essay, you'll reflect on your results and develop strategies for self-improvement.

Cultural Encounters (15%): These are experiential activities (3) designed to engage you with the host culture. Each activity involves concepts from class material and will be tied to

components of global competence. You will interact with members of the host culture, then apply course concepts and evaluate the experience through a reflection essay.

Quizzes (5%): There will be 2 short (10-minute) tests intended to check your comprehension of homework assignments or other course content that the instructor will use for continuous evaluation of your progress. They will be announced in advance.

Active Learning Reflection (5%): Active learning activities are designed to help you connect your experience with the course content. Active learning assessment for this course will consist of a short essay (500 words). The instructor will provide clear guidelines in class.

Midterm Exam (15%): The midterm exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. It will consist of multiple choice, short-answer, and essay questions intended to test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and your ability to synthesize and apply it to real-life situations.

Group Project (20%): The purpose of this group project is for you to investigate a topic that reflects core issues of intercultural communication and global competence, present your findings to the class, and stimulate a class discussion. Students will work collaboratively in groups of 5. It will include both a class presentation and a written paper that summarizes your project and findings. Guidelines will be distributed in class, and the instructor will assist you in selecting topics, project formats and resources. Topics must be approved in advance by the instructor to ensure they are in accordance with the guidelines.

Final Exam (15%): The final exam is designed to establish and communicate to you the progress you are making towards meeting the course learning objectives listed above. It will consist of multiple choice, short-answer, and essay questions intended to test your abilities in three important areas of competency: the amount of information you master; the accuracy of the information you present; and your ability to synthesize and apply it to real-life situations.

Course Content

Unit 1

Topics

- **Course Introduction**
 - Review Syllabus & Classroom Policies
- **What is Culture? What is Communication?**

Activities

- Course Overview
- Lecture & Discussion

Readings & Assignments

- Lustig, Koester & Halualani, Chapter 1.

Unit 2

Topics

- **Cultural Differences & Intercultural Competencies**

Activities

- Lecture & Discussion

Readings & Assignments

- Lustig, Koester & Halualani, Chapter 2
- **Self-Assessment Due**

Unit 3

Topics

- **Host Society & U.S Society**

Activities

- Lecture & Discussion

Readings & Assignments

- Lustig, Koester & Halualani, Chapter 3.
- Adichie, *Americanah*, Chapter 12.

Unit 4

Topics

- **Cultural Taxonomies**

Activities

- Lecture & Discussion

Readings & Assignments

- Lustig, Koester & Halualani, Chapter 4.
- Steers et al, *Management Across Cultures* (pp. 55-66)
- **Quiz #1**

Unit 5

Topics

- **Communication I:**
 - Introduction, verbal, non-verbal, intercultural, and styles

Activities

- Lecture & Discussion

Readings & Assignments

- Lustig, Koester & Halualani, Chapter 7.
- **Cultural Encounter Exercise Due**

Unit 6

Topics

- **Communication II:**
 - (Verbal, non-verbal, intercultural, styles)

Activities

- Lecture & Discussion

Readings & Assignments

- Lustig, Koester & Halualani, Chapter 8.

Unit 7

Topics

- **Perception, Patterns & Systemic Bias**

Activities

- Lecture & Discussion

Readings & Assignments

- Lustig, Koester & Halualani, Chapter 6.
- **Cultural Encounters Exercise Due**

Unit 8

Midterm Exam

Unit 9

Topics

- **Adaptation & Intercultural Conflict**
- **Transformation**
- **Ethics**

Activities

- **Lecture & Discussion**

Readings & Assignments

- **Avruch, "Culture and Conflict Resolution" (pp. 1-6)**
- **Androus, "Cultural Relativism at Home and Abroad" (pp. 33-41)**

Unit 10

Topics

- **Role of Identity in Communication**

Activities

- **Lecture & Discussion**

Readings & Assignments

- **Kim, 'The Identity Factor in Intercultural Competence' (pp. 53-65)**
- **Cultural Encounter Exercise Due**

Unit 11

Topics

- **Intercultural Communication In Context:**
 - **Business, Healthcare, Migration, Tourism**

Activities

- Lecture & Discussion
- Guest Lecture

Readings & Assignments

- Nukui, "Japanese Intercultural Communication Hindrances in Business Environments" (pp. 163-181)
- Kelly & Denton, "Introducing Intercultural Communication by Introducing Deaf Culture" (pp. 57-64)
- **Quiz #2**

Unit 12

Group Project Presentation

Unit 13

Topics

- **Pop Culture & Globalization**

Activities

- Lecture & Discussion

Readings & Assignments

- Lustig, Koester & Halualani, Chapter 11.
- Jin, "An Analysis of the Korean Wave as Transnational Popular Culture" (pp. 404-422)
- **AICAP Assessment Due**

Unit 14

Topics

- **Intercultural Communication in Context:**
 - Business, Health Care, Migration, Tourism

Activities

- Lecture & Discussion

Readings & Assignments

- Lustig, Koester & Halualani, Chapter 12.
- Sharma, "Training Workers for Intercultural Communication in Tourism" (pp. 408-423)
- Paternotte et al, "Intercultural Doctor-Patient Communication in Daily Outpatient Care" (pp. 268-275)
- **Self-Assessment Activity Due**

Unit 15

Final Exam

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).