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| **Course** | Intercultural Communication |
| **Program, semester, year** | International Studies Program, Spring 2023 |
| **Credits ECTS** | 3 USA |
| **Instructor´s full name and email** | Dr. Christine Pease-Hernandez  christine.hernandez@sru.edu |
| **Block dates** (days and time) | Monday-Thursday, 9am-12pm  February 6 – March 1, 2023 |
| **Classroom** | TBA |
| **Class hours** | 45 |
| **Office Hours** | TBA |
| **Requirements** |  |
| **Language of instruction** | English |
| **Type of teaching** | In person |

**INTRODUCTION**

This course is designed to create a greater understanding of communication patterns and breakdowns which occur as members of one culture group interact with those of another culture group. This course will also foster an increased awareness of particular skills and knowledge that can foster more effective intercultural communication.

**COMPETENCIES**

**The teaching approach is student-centered and competency-based. This allows communication with students on what is taught, how it will be done, what should be learned, what activities are completed, what resources are used and how to evaluate learning. The course will aim to develop the following competencies:**

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| **Competency 1.** | **Analyze the values and beliefs of your own culture and how these influence thought and behavior.** |
| **Competency 2.** | **Recognize obstacles that impede intercultural communication competence.** |
| **Competency 3.** | **Demonstrate knowledge of research in the intercultural communication field.** |
| **Competency 4.** | **Increase awareness of diversity and social justice issues as they relate to your personal and professional lives.** |
| **Competency5.** | **Begin to question power dynamics and social injustices through critical thinking.** |
| **Competency 6.** | **Apply intercultural communication concepts and theories to everyday life in an effort to enhance community.** |
| **Competency 7.** | **Understand, appreciate and respect intercultural, intracultural and cross-cultural differences.** |
| **Competency 7.** | **Assess your own story/lived experience and areas of possible resistance in intercultural settings and develop an action plan for individual improvement.** |

**METHODOLOGY**

Course content will come in the form of lecture and discussion. For your note-taking convenience, chapter PowerPoint slides will be available via Blackboard. Trying to find a balance between lecture and discussion can be challenging. In my experience, each class handles this differently. There will be times when the nature of the discussion provides a rich learning experience that cannot be gained from a mere lecture. Should time get in the way of formal lecture, you will still be responsible for chapter material.

**PREPARATION FOR CLASS**

In order to best support and challenge each other, there needs to be an environment of respect. Such an environment is not void of challenge. In our discussions and/or critiques we need to respect each other as human beings as we challenge differing perspectives. We also need to be willing to take some positive risks. Speaking is often challenging and scary, if we are not willing to ask challenging questions or to be bold, we will surely miss out on learning opportunities. This class will challenge your views, attitudes and beliefs and I encourage each of you to express yourselves; however, racial or oppressive language will not be tolerated under any circumstances. If you have any questions about the appropriateness of your rhetoric, please contact me. In my eyes, classroom community consists of being an active member of the class who respects him/herself and others.

Your participation influences our classroom community. Are you engaged in the discussions or are you just doing the minimum to get a passing grade? Remember, like any class, you get out of the class that which you invest. Think about the proverb, “You reap what you sow” which basically means, your actions today inevitably influence future consequences. My expectation is that you genuinely engaged in learning the course material and will utilize your critical thinking skills as you navigate through the course.

**EVALUATION**

**Your final grade will be based on the following:**

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| **Classroom Community (earned only if all work is completed in the class)** | **25 points \_\_\_\_\_\_** |
| **2 Exams (100 points each)** | **200 points (\_\_\_\_, \_\_\_\_\_)** |
| **3 Reflections** | **75 (25 x 3) \_\_\_\_\_, \_\_\_\_\_,\_\_\_\_\_** |
| **6 (5 graded) Discussions (30 points each)** | **150 points** |
| **My Identity Collage and Essay** | **75 points (50 points collage/25 points essay)** |
| **IC Participation/Observations (2)** | **20 points (10 points each) \_\_\_\_\_,\_\_\_\_\_** |
| **Walk in Your Shoes Assignment** | **50 points** |
| **Visits to organizations, day trips, and others** | **50 points** |
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| **TOTAL** | **645 POINTS your total: \_\_\_\_\_\_\_\_** |
|  | **100 points** |
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**GRADING SCALE:**

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| **A** | **90%>** |
| **B** | **80%>** |
| **C** | **70%>** |
| **D** | **60%>** |
| **F** | **<59%** |

**ASSIGNMENTS & Deadlines: All assignments will be submitted by the due date.** I do not consider deadlines to be optional or a suggested time to hand in an assignment. A late assignment will be reduced by 10% for each day it is late. Assignments that a more that week late will not be accepted unless you have prior approval from Dr. P-H. My printer didn’t work, there was no paper in the printer, I over slept, are excuses that reflect poor planning. **Please include your name, class time, and assignment title on each assignment.**

**EXAMS:**

You will have two exams in this course. The exams are used as tools to provide me (and you) with information regarding your understanding and application of course concepts. The exams along with your other assignments also help us to see if you are working to meet the goals and objectives of this course. No make-up exams will be given unless you can provide a documented excuse for missing the exam within 24 hours. Failure to contact me via phone or email regarding missed exam will result in zero points.

**MY IDENTITY COLLAGE and ESSAY:**

First, read the Social Identity, Social Identity and Power information and complete the Social Profile chart (see D2L Dropbox). What did you learn from completing this activity? The responses generated from the following questions should ***guide your identity collage essay***.

1. Go through the questions/and subquestions on the handout:
   1. What identities are you most aware of?
   2. What identities do you think about least often?
   3. What identities have the greatest effect on how others see you (positive or

negative)?

* 1. What identities have the strongest effect on how you perceive yourself?
  2. What identities give you power and privilege in society?
  3. What identities do you have the earliest memory of?
  4. What identities influence your involvement in your professional field/field of study?

1. Which components of the personal identity wheel were hard to fill out?
2. Why is it important to critically reflect on our identities?
3. What is the value in completing activities like this in our class?

**YOU ARE NOT REQUIRED TO SUBMIT THE CHART; IT IS FOR YOUR REFERENCE AND SHOULD BE UTILIZED TO GUIDE YOUR ESSAY  :-)**

Second, to make your collage, you may use PowerPoint, or any other collage making tool. The Social Identity Map activity and Chapter 4 might be useful resources as you develop this assignment. Use at least 10 images/pictures to reflect different aspects of your personal, social, and cultural identity. Be creative by adding descriptive words, drawings, and/or text. How you define the different aspects of your identity is up to you. Upload the link to your collage to the designated Discussion Board and follow the DB instructions. In addition to the collage, as prompted above, write a 450-500-word essay (INCLUDE WORD COUNT AT THE BOTTOM OF YOUR ESSAY) that addresses the questions above. Please write your essay in paragraph form with an indented introduction (with clear thesis), body, and conclusion. (Use Times New Roman, double space, 12 pt. font, and 1-inch margins. **Upload your essay to the appropriate dropbox folder in D2L.**

**READING/ACTIVITY REFLECTION:**

You are required to submit typewritten reflections for the assigned readings or activities. Make sure to complement your writing with personal examples with terminology from the text. I want you to think critically about the readings/activities and how they relate to your communication behavior. In your writing, demonstrate your understanding of the materials presented in class. Length: 450-500 words (INCLUDE WORD COUNT AT THE BOTTOM OF YOUR ESSAYS), Times New Roman, 12 pt. font, double-spaced with one-inch margins. Your reflections should be written in standard paragraph form, i.e. indented paragraphs, introduction with a clear thesis, body (3-5 main points) and a conclusion.

The following resource may be helpful for students who are not sure how to write a reflection:

Writing a Reflection - <https://www.youtube.com/watch?v=WjLa2sJjla0>

**Reflection 1:** In this essay, tell me about a time when you first noticed a ‘difference’ in terms of any element that falls under the diversity umbrella (race, ethnicity, socio-economic status, religion, sexual orientation, ability, etc.) This could range from observing an act of discrimination, to noticing cultural differences between you and a friend, to discovering a conflict in ideology. What did you learn from this intercultural experience? How did your upbringing impact your response to the experience or your thoughts about the experience? And How did the experience impact how you see your own cultural identity? (Due: \_\_\_\_\_\_\_\_\_\_\_)

**Reflection 2:** Complete the Kirwan Institute for the Study of Race and Ethnicity Implicit Bias Module Series. <http://kirwaninstitute.osu.edu/implicit-bias-training/>

All 4 modules should take about an hour to complete. Once you complete the modules, write a reflection highlighting two points from each module. Additionally, explain how learning this material might help you currently and in the future. (Due: \_\_\_\_\_\_\_\_\_\_\_)

**Reflection 3:**  Read the structural oppression, power, and white privilege materials and view the related videos. Write an **intellectual** response to the material/videos remembering to use critically reflective practice. **Writing an essay in the form of a rant will be considered an uneducated response and will result in a significant loss of points.** Make sure to draw from the sources given to you and cite them within your essay to show that you have read/viewed the material. Remember, your writing needs to reflect your understanding of the materials presented and how they impact our environment.

**DISCUSSIONS:**

* In the course we will hold 6 discussion topics, 5 will be graded. Your first discussion is an introductory discussion so that we can get to know each other as we begin the course. Additionally, in the course content, I will entertain 5 structured discussion topics. Your task is to give a write a thoughtful response (175-200 words min) about the discussion topic and bring your notes to class. Use terms and concepts from the text. Show me that you are applying what you are learning. A good response is insightful, reflects that you have thought about the question/topic, and demonstrates critical thinking. Think independently; disagreeing is fine, you just need to be respectful about it. (15 points for your response and 15 points for in class discussion = 30 points)

**Discussion #1** – For this discussion, I would like you to introduce yourself to us. What is your major, where are you from, where do you work, what do you do in your spare time, pet peeves, proudest moment, why you are taking this course and what you hope to learn?...These are just some ideas...try to let us sense your personality...don’t' forget to read all of the posts (mark them as read) and respond to at least 3 peers. Have fun! I am looking forward to meeting you and getting to know you!

**Discussion #2** – COLLAGE SHARING - This is one of my favorite assignments!!!! You could call it online scrapbooking with an academic twist! Remember your collage represents you and your cultural identity (however you want to define cultural identity). Please give us the link to your collage in this discussion. Please look at everyone's collage and respond to at least 3 or more peers. Remember the rules for responding...see syllabus for a refresher. Enjoy!

**Discussion #3** - **CURRENT EVENT -** You will choose a current event related to intercultural communication that you would like to discuss in class. You will be responsible for finding a credible article related to the topic by using LexisNexis or another news source (go to the SRU Library website/databases.) The article must be over 1100 words. Cite the source at the beginning of your post using the MLA or the APA style manual. Write a 250-300-word summary of the article and including a critical response. What are your thoughts regarding the current event? Why is it important that we know about this current affair in terms of intercultural communication?

**Discussion #4** - The purpose of this discussion is to demonstrate the power that labels have for students and the way labels are used to describe negative and positive characteristics of entire groups of people. Be aware that this discussion requires some "GUTS." Remember this is a learning environment. By doing this activity I am not condoning the use of language that will be presented, I am merely opening up a space for dialogue, a space where we can talk about controversial language/labels. For the following words I want you to list all of the labels you have heard, both negative and positive. Don't hold back, you are not directing your language to anyone, you are just identifying language that you have heard people use. If you just can't write the whole word, then you can write the first letter and then word, e.g. the C word...referring to a woman's you know what. I have included some examples to start the discussion. After you identify labels, look at your list, what thoughts do you have about the use of labels? What did you notice? How do you use your voice to stop the use of hurtful language? Just remember silence, communicates a powerful message. Respond to what others have to say as well. Hint: Do your list first and then look at other responses.

**1. Man -**jock, father

**2. Woman -** bitch, mother

**3. Disabled -**retard, physically challenged

**4. Senior Citizens -**cotton top, elderly

**5. LGBT -**dike, partner

**6. Latinos -**spic, Border Crosser, Wetback, Beaner, Mexican

**7. African American vs. the use of Black -**oreo

**8. Asians -**oriental (neg term), Chinese

**9. Native American –** indigenous

**10.** **Immigrants** - illegal alien

**11**. **Muslim -**ISIS

**12. Millennials** - lazy

**13**. What other labels communicate positive or negative characteristics about people? - explain

**Discussion #5** - For this discussion, I would like you to test a nonverbal norm. Please do not get into trouble and please make sure to adhere to CDC Social Distancing Guidelines. I don't want anyone getting hurt or breaking the law! Examples of testing nonverbal norms include, getting into someone's personal space, avoiding eye contact, eating at a restaurant without utensils, wearing clothes you normally do not wear, etc. I had a student dress up in all black and entered a Christian book store asking for a Satanic Bible and then went back in his everyday clothes and just asked for help. Imagine the different responses he received. I also had a male student pass out flowers to other males in the quad. The world is an open door here. As you engage in this activity, remember to obey the law, be respectful, think about intercultural communication and differences AND most important, HAVE FUN! Describe what you did to test a nonverbal norm? How was engaging in this behavior contrary to U.S. norms of nonverbal communication? What did you learn from engaging in this activity? Please make sure to use terminology from the Nonverbal Communication chapter. Remember to read other posts and respond to at least 3 peers.

**Discussion #6** - For this discussion, I will give you the links to some videos that I want you to watch. Watch them with a critical eye. Consider the following: What do you see and what **don't** you see? Who is the hero? Look for hidden messages with Intercultural Communication at the forefront of your mind. Where do you see social injustice? Go beyond the 'entertainment' aspect of the videos and critically analyze the power dynamics that influence intercultural communication. What would you do if saw any of these dynamics occurring in your environment?

**IC Participation/Observation: You are required to attend** **two** separate (10 points each) cultural/ethnic events (in person or virtual). Do not “double dip” this assignment with similar assignments in other classes. Using the same assignment for more than one class is considered academic dishonesty, and will result in a student conduct violation and potential course failure. I will also try to announce event dates of which I am informed. Make sure to connect the activity to Intercultural Communication. In addition to attending the event, you must type a 350-400-word essay explaining the event that you attended and the Intercultural Communication you observed. INCLUDE THE WORD COUNT AT THE BOTTOM OF YOUR ESSAYS).

**A WALK IN YOUR SHOES ASSIGNMENT:** Chances are you have heard the expression “Walk a mile in someone’s shoes before you criticize or make judgments.” For this assignment, I am asking you to put yourself in another’s “culture/ethnic shoes.” Seek someone out from a culture or ethnic background other than your own and **who has not** been previously interviewed for this course. You are required to engage in a **current** semester, face-to-face experience. This assignment should take 1-2 hours of contact time. Following this activity, you will be required to write a 500-600-word essay (INCLUDE WORD COUNT AT THE BOTTOM OF YOUR ESSAY) sharing your experience. (Note: A consent form signed by you and your co-participant is required for this activity. A copy of the form is on D2L.

**Activities and field trips:** Visits to organizations, day trips, and others 50 points

**Plagiarism:**

It is important that you take pride in your work. All work is required to be typed unless otherwise announced in class. How you present your written and oral work is a reflection of **YOU. All your work must be your own work. If you cite someone, use an appropriate style manual.** Please make sure to **proofread your work. In addition, points will be deducted for grammar and “*spoellng errurrs.”***

**ATTENDANCE (Instituto Franklin-UAH Policy)**

Attendance is mandatory. Students are not permitted to miss any classes of the program without proper justification (i.e. emergencies, health problems, in this case students have to show a medical note). The following types of excuses are not justified: family visits, illnesses without a medical note, personal trips, etc. Each unjustified absence will result in a grade deduction of 10 points in the final grade of the class (example: from A to B). Students will not be allowed, in the classroom or fieldtrips, to arrive 10 minutes late or more. If a student has continual delays, he/she will be penalized with an absence and the instructor may not allow them into class or the visit.

**STUDENTS WITH SPECIAL NEEDS (Instituto Franklin-UAH Policy)**

Students with special needs should contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es) Instituto Franklin-UAH can accommodate these students who show through a medical note or a note from their academic advisor that require help in order to fulfill the program.

**USE OF TECHNOLOGY IN CLASS**

The use of technology is essential today in education, but if is used inappropriately it can be harmful for students. It is necessary that students ask for permission from the teacher in order to use any technological devices. Faculty should make clear to students in what instances technology can be used.

**USE OF BLACKBOARD**

All courses offered by Instituto Franklin-UAH can be taught through the Blackboard virtual classroom. Also teachers can have materials, forums, etc in the virtual classroom even if they don´t teach the class virtually. For more information about using it contact Antonio Fernández: [antonio.fernandezm@uah.es](mailto:antonio.fernandezm@uah.es)

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| **DAYS** | **CLASS SCHEDULE** | | **ASSIGNMENTS** | |
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| Week 1 | | | | |
| **2/6/2023** | Welcome – Course Overview  Why Study Intercultural  Communication? |  | |  |
| **2/7/2021** | Studying Intercultural Communication |  | | Chapter 1 - Reflection 1 |
| **2/8/2021** | IC Building Blocks/Barriers |  | | Chapter 2 |
| **2/9/2021** | History and Intercultural Communication |  | | Chapter 3 |
|  |  |  | | Week 2 |
| **2/13/2023** | Intercultural Communication  and Identity |  | | Chapter 4 -Collage and Identity Essay |
| **2/14/2023** | Verbal Issues in Intercultural Communication |  | | Test 1 Ch 1-4– first part of class  Chapter 5 |
| **2/15/2023** | Nonverbal Issues in Intercultural Communication |  | | Chapter 6  Field Trip TBD |
| **2/16/2023** | Popular Culture and Intercultural Communication |  | | Chapter 7 – Reflection 2 |
|  |  |  | | Week 3 |
| **2/20/2023** | Culture, Communication, and Conflict |  | | Test 2 Ch 5-7 – first part of class  Chapter 8 |
| **2/21/2023** | Intercultural Communication in Everyday Life |  | | Chapter 9 – Reflection 3 |
| **2/22/2023** | IC and Tourism |  | | Chapter 10 |
| **2/23/2023** | IC and Business |  | | Chapter 11 |
|  |  |  | | Week 4 |
| **2/27/2023** | IC and Education |  | | Chapter 12 – Reflection 4 |
| **2/28/2023** | IC and Healthcare |  | | Chapter 13 |
| **3/1/2023** | Intercultual Communication -  Now what? |  | | **Final Exam** |
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Note:

If there are activities outside of the classroom, it is important to include a warning note explaining that these are subject to change.

**BIBLIOGRAHY**

BOOKS:

Martin, J. N. & Nakayama, T. K. (2018). *Experiencing intercultural communication: An introduction*.6/E New York: McGraw-Hill.

Various video resources

Additional readings TBA

**INSTRUCTOR**

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Christine Pease-Hernandez is an Associate Professor of Strategic Communication and Media at Slippery Rock University. She teaches Intercultural Communication, Communication Concepts/Theory, Civil Discourse, Communication Theory, and Interpersonal Communication.

A native of Bay City, Michigan, Dr. Pease-Hernandez received a bachelor of arts degree in Communication from Saginaw Valley State University, a master's degree in Interpersonal and Public Communication from Bowling Green State University, a master's degree in Professional Counseling from Central Michigan University, and a doctoral degree in Communication and Culture from Bowling Green State University. Her teaching philosophy is grounded in creating a student centered, inclusive, and engaging learning environment that challenges students to consider diverse perspectives.

Dr. Pease-Hernandez currently serves on the PASSHE Diversity, Equity, and Inclusion Board of Advisors, and is a Co-Chair of the Hispanic/Latino Culture Series Planning Committee. Her extensive university service has included, DEI faculty development, Co-Chair of the President's Commission on Race and Ethic Diversity, Presidential Search Committees, CBISS Dean's Search Committee, Respect Campaign, and the Jump Start Advisory Board. She was also elected to serve APSCUF as an Alternate Delegate and appointed to serve as the interim president of the state Social Justice Committee. In the Strategic Communication and Media Department she has served on several committees. She advises between 30-35 students each academic year and was recently invited to serve on the university's Advising Task Force.

Dr. Pease-Hernandez engages in scholarship in the areas of infusing diversity into the curriculum, intergroup dialogue, implicit bias, navigating difficult conversations, and critical pedagogy.

International service activities include accompanying students on three community engagement/service learning trips (2 to Bolivia, and 1 to Puerto Rico) and accompanying students affiliated with the Center for Student Leadership and Involvement on a leadership trip to Peru. She has also led spring break study abroad excursions to Spain and Portugal.

Dr. Pease-Hernandez serves as the faculty co-advisor to SOL (Student Organization for Latinos/Hispanics and Allies). Important areas of life fulfillment include spending time with her family and friends, cooking, practicing yoga, indoor-cycling, and traveling. Dr. Pease-Hernandez may be contacted at christine.hernandez@sru.edu.