



CHAMINADE
University of Honolulu

**INTERCULTURAL
COMMUNICATION
FALL 2001**

General Information

COM 310
Intercultural Communication
Classroom: H-203
Semester: Fall 2001
Office Hours:

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Course Pre-requisite

EN 102, COM 140

Catalog Description

Major concepts in the study of communication with people from different cultural backgrounds. Values, beliefs, expectations, customs, and attitudes of various ethnic groups are studied to facilitate communicating across cultural boundaries.

Reading Materials

Required Reading:

- Samovar, L. A. and Porter, R. E. (2001). *Communication between cultures*. (4th ed.) Belmont, California: Wadsworth Publishing Company.
- Class handouts

Supplemental Reading

CultureGrams (www.culturegrams.com)

-2001 series published by the Millennial Star Network

-Older series published by Brigham Young University David M. Kennedy Center for International Studies

Do's & Taboos series by Roger E. Axtell published by John Wiley & Sons

-*Do's & Taboos Around the World*, 3^d ed. (1993)

-*The Do's & Taboos of International Trade* (1989)

-*The Do's & Taboos of Hosting International Visitors* (1990)

-*Gestures! The Do's & Taboos of Body Language Around the World* (1991)

-*The Do's & Taboos of Preparing for Your Trip Abroad* (1994)

-*Do's & Taboos of Using English Around the World* (1995)

-*Do's & Taboos Around the World for Women in Business* (1997)

-*Do's & Taboos of Humor Around the World* (1999)

Other book titles, relevant weblinks, and articles to be announced in class

Course Objectives

In this course, students will:

- a Review the basic processes, principles, and definition of communication
- 0 Know the theoretical terminologies, functions, and characteristics of culture
- 0 Understand the relationship between culture and communication and its global/societal implications
- 0 Study the dimensions of macrocultures (patterns of relationships, language, nonverbal behavior, business, thought and values, and world perception)
- a "Experience" intercultural communication through simulations and virtual interaction/field work
- 0 Compile and present a microcultural "ethnography" (written and oral research)
- 0 Recognize barriers to communicating intercultural
- a Improve intercultural communication competence

Policies

- By nature, this course covers issues that may be sensitive to some students; however, it is important to keep an open mind, treat others with respect, and focus on the educational value that the lessons provide in helping to improve skills in intercultural communication.

- Please attend and be punctual to class. Tardies are disruptive. Two and a half points per tardy will be deducted from the final grade. No distinction between excused and unexcused absences will be made. Five points per absence will be deducted from the final grade.

- All assignments must be typed/wordprocessed, unless otherwise specified by the instructor. College writing standards are expected. The use of the American Psychological Association (APA) style is preferred when documenting sources in research papers.

- Assigned chapters must be read ahead of class. Pop quizzes may be given to encourage readings and contribution to/participation in class discussions. Extra credit or merit points cannot account for more than 10% of the final grade.

All assignments must be turned in by their due dates. Points (-10% per class meeting) will be deducted for all late assignments. Please take responsibility in preparing for and completing the assignments. Make-ups are allowed only with written verification that circumstances were beyond your control. Please communicate your concerns with your instructor.

Refer to the general catalog for other grading, academic and college policies.

Grading

Grades for the assignments listed below will be calculated by the following range:

A = 90-100%	or	A = 270-300 points
B = 80-89%	or	B = 240-269 points
C = 70-79%	or	C = 210-239 points
D = 60-69%	or	D = 180-209 points
F = <50%	or	F = <179 points

Assignments and Student Grade Record

<i>Assignment Description</i>	<i>Points Possible</i>	<i>Points Earned</i>
Field Work: Observation 1 Observation 2	60	
Cross-Cultural Simulation Group Participation and Reaction Paper Culture: Alpha or Beta	40	
Midterm Exam	100	
Oral Presentation Culture:	50	
Final Paper Mini-Ethnography	50	
Penalties (tardies, absences, late assignments, etc.)		
Other (pop quizzes, merits, etc.)		
<i>Total</i>	<i>300</i>	

Assignments

Field Work (60 points)

Observation 1:

Observation 2:

Attend two separate cultural events (festival/fair, show, play, meeting, special gathering, etc.) during the semester. Eating at an ethnic restaurant does not count! Bring “proof (photos, program, ticket stub, etc.) and write a 2-page paper describing the event and what you have learned about the culture. Submit the paper within one week of the event. (30 points each for attendance=60)

Cross-Cultural Simulation Group Participation and Reaction Paper (40 points)

Assigned Group: Alpha or Beta

Participate in a simulation as a member of the Alpha or Beta culture (10 points). Evaluate the simulation experience of 1) being a member of your culture, 2) crossing into another culture and 3) learning how to communicate interculturally. (2-3 pages/10 points per section)

Written Exam (100 points)

Test your “intercultural communication literacy” and understanding of the terminologies based on lectures and readings.

Oral Exam/Microcultural Analysis (50 points)

Culture:

Date of Speech:

Introduce classmates to the chosen culture, citing interesting approaches for communicating with the natives of that culture. Address several terminologies as possible with examples. Bring a variety of visual aids, including maps, posters, artifacts, music, etc. Dressing in the native outfit, inviting a contact person from that culture and sharing a snack are not required but certainly would enhance the presentation. An additional separate checklist for presentation requirements with grading point breakdown will be distributed in class.

Final Paper/Mini-Ethnography (50 points)

Research a particular culture thoroughly and write about its cultural background. Provide information on as many cultural variables as possible by using theoretical terms from the textbook and lectures and by doing library and Internet searches and interviewing at least one person from that culture (personal communications, e-communications, etc.). An additional separate checklist for ethnography requirements with grading point breakdown will be distributed in class.

Terminology

Basics

- D Communication
- D Culture
- O Intercultural communication

Issues

- O Ethnocentrism
- O Prejudice
- O Racism
- O Perception
- O Stereotyping
- O Culture/Re-entry Shock (multi-dimensional model of acculturation)

Research Methods

- O Ethnography
- O Etic Perspectives
- O Emic Perspectives

Taxonomies of Relationships

- O Direction (Individualism-Collectivism-Hofstede's Dimensions)
- O Personalization and Power Distance
- O Intensity
- O Confrontation
- O Competition
- O Informality
- D Status
- O Sexism (Masculine-Feminine roles)
- O Age and Rites of Passage
- O Family
- O Favors and Gift-Giving
- D Hospitality

Nonverbal Behavior

- O Paralinguistics
- Chronemics and Temporal Orientation
- O Proxemics
- D Haptics
- O Kinesics
- D Facial Expressions (Eckman's universal expressions)
- D Oculesics
- D Personics
- D Olfactics
- D Colors

Business Factors

- D Decision-making
- D Socializing
- D Hiring-firing
- D Wages
- D Off-job Status

- O Governmental Roles
- O Trust
- O Haggling
- O Bribery
- D Fair Play
- O Ownership
- O Authority and Management
- D Directness
- O Fatalism/Uncertainty Avoidance

Religion/World View Orientation

- O Identifiers
- O Doctrine and Development
- D Sacred Texts
- D Afterlife
- O Concepts of Evil
- O Calendar/Festivals
- O Authority Figures
- O Buildings
- D Worship Rituals
- O Dress and Accessories
- O Dietary and Other Laws
- O Kluckhohns and Strodtbeck's World View Value Orientations

Verbal Communication

- O Language and Dialects
- O Symbols and Rules
- O Phonology
- O Morphemes
- D Semantics (Denotation/Connotation)
- O Pragmatics
- O Syntactics
- O Intonation
- O Speech Accommodation Theory
- Sapir-Whorf Hypothesis of Linguistic Relativity

Education Contexts

- D Teaching Methodology
- D Learning Styles

Health Settings

- D Biomedical
- D Personalistic
- D Naturalistic

Competence

- D Empathy
- D Tolerance
- D Ethics

Itinerary

<i>Week #</i>	<i>Dates</i>	<i>Class Activities/Readings</i>
1	Aug. 28 Aug. 30	Introductions and Intercultural Communication Issues (read: Chapter 1-The Challenge of Intercultural Communication)
2	Sept. 4 Sept. 6	Communication Processes (read: Chapter 2-Communication and Culture: The Voice and the Echo) Cultural Approaches and Issues (read: Chapter 3-Cultural Diversity in Perception: Alternative Views of Reality)
3-4	Sept. 11 Sept. 13 Sept. 18 <u>Sept. 20</u>	Simulation-Alpha Simulation-Beta Simulation-Crossing Cultures Simulation--Debriefing
5	Sept. 25 Sept. 27	Macro-cultural Perspectives Taxonomies of Relationships (read: Chapter 4-The Deep Structure: Roots of Reality) Patterns of Behavior
6	Oct. 2 Oct. 4	Nonverbal Behavior and Verbal Communication (read: Chapters 5 and 6: Language and Culture: Words and Meanings <i>and</i> Nonverbal Communication: The Messages of Action, Space, Time, and Silence)
7	Oct. 9 Oct. 11	Business Factors (read: Chapter 7-Cultural Influences on Context: The Business Setting)
8	Oct. 16 Oct. 18	Religion/Educational and Health Contexts (read: Chapters 8 and 9-Cultural Influences on Context: The Educational Setting and The Health Care Setting)
9	Oct. 23 Oct. 25	Midterm Exam Begin Oral Presentations
10-14	Oct. 30 Nov. 1 Nov. 6 Nov. 8 Nov. 13 Nov. 15 Nov. 20 Nov. 27 Nov. 29	Microcultural Analyses Sources: <i>CultureGrams</i> and Do's & Taboos Australian/Pacific/North American Latin American European Middle-Eastern African Asian
15	Dec. 4 Dec. 6	Course Summation/Field Work Completion (read: Chapter 10-Accepting and Appreciating Similarities)
16	TBA	<u>Final Ethnographies Due</u>