

Course Outline

COURSE: ETHN 4 **DIVISION:** 10 **ALSO LISTED AS:** CMUN 4

TERM EFFECTIVE: Fall 2021 **CURRICULUM APPROVAL DATE:** 06/8/2021

SHORT TITLE: INTERCULTURAL COMMUNICATION

LONG TITLE: Intercultural Communication

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
3	18	Lecture:	3	54
		Lab:	0	0
		Other:	0	0
		Total:	3	54

COURSE DESCRIPTION:

This course will explore the dynamics of communication as it applies to people from different cultures. Course content focuses on the application of theory and research to intercultural communication contexts. Increasing the awareness and understanding of diversity, the perception process, culture, verbal and non-verbal communication and the obstacles that prevent one from becoming a competent intercultural communicator will be examined. Also listed as CMUN 4.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: D - Credit - Degree Applicable

GRADING MODES

- L - Standard Letter Grade
- P - Pass/No Pass

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 73 - Dist. Ed Internet Delayed LAB

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Recognize and articulate how core values, worldview, and communication patterns shape cultural and individual identity.
2. Develop an understanding of how cultural identities are influenced by intersections of race, ethnicity, and other forms of difference affected by hierarchy and social structures such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.
3. Discuss the diverse ways of thinking, perceptions, and interpretations held by various cultural groups.
4. Identify how culture and context influences application of nonverbal and verbal communication practices.
5. Recognize barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism.
6. Demonstrate how to actively combat barriers marginalized communities face in the form of allyship, anti-racist practices, and social movements to create more equitable societies.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/8/2021

Additional Content Learning Objectives:

1. Analyze and articulate concepts of ethnic studies, including but not limited to race and ethnicity, racialization, equity, ethno-centrism, eurocentrism, and anti-racism.
2. Apply theory to describe critical events in the histories, cultures and intellectual traditions, with special focus on the lived-experiences and social struggles of one or more of the following four historically defined racialized core groups: Native Americans, African Americans, Latina/o Americans and/or Asian Americans, and emphasizing agency and group-affirmation.
3. Critically discuss the intersection of race and ethnicity with other forms of difference affected by hierarchy and oppression, such as class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age.

(5 Hours)

Topic/Content: Orientation and Course Overview: Review course objectives and requirements. Getting acquainted activities. Define culture and explore the ?iceberg metaphor for culture? to demonstrate the difference between ?above the surface? cultural indicators (what we wear, physical appearance, jewelry/adornments, etc.) and ?below the surface? cultural indicators (values, beliefs, etc.). We begin to explore how cultural and up brining shape core values, communication patterns, and worldview. Connections are made to how stereotypes are formed and how these are barriers to building strong intercultural relationships. Introduce reasons for Studying Intercultural Communication (economic, peace, ethical, demographic, technological, and self awareness imperatives).

Student Performance Objectives: SLO 1

(6 Hours)

Topic/Content: Mainstream and Nonmainstream Histories and Identity Development. Identity Development-- Film Analysis of "Daughter From Danang" (documentary film that traces the identity development of Heidi, a Vietnamese-American woman) or comparable film that focuses on cultural identity. Then, students will debrief key concepts of identity development (Created through communication, Created in spurts, Identities are Multiple, Influenced by society, Dynamic, and are Developed in different ways in different cultures). The film serves as a case study for analysis of key concepts. Students expand their knowledge of identity development through an assigned "Cultural Identity Speech" which requires students to select a personal identity and apply textbook terminology to share their culture (how culture is learned, shared, expressed, involved feelings, perceptions, and values, as well as how identities are dynamic and heterogeneous). These speeches are shared with peers and the term intersectionality is introduced to look factors that influence identity expression (race, ethnicity, class, gender, sexuality, religion, spirituality, national origin, immigration status, ability and/or age). Lastly, students will learn about Mainstream and Nonmainstream Histories. Students will select a historically racialize core group (Native Americans, African Americans, Latina/o Americans or Asian Americans), research, and report on the unique social histories and/or intellectual traditions from this group. Emphasis will be placed on how history has influenced the lived-experiences and social struggles of the core group studied. Students will share their research to build an understanding of how core group experiences are similar and different.

Student Performance Objectives: Students will be able to define and illustrate what cultural identity is, how identity development occurs, and how identities intersect to create different life experiences. Students will be able to define and discuss the differences between mainstream and nonmainstream cultural identities. Furthermore, students will be able to recognize how history shapes collective and individual cultural identity.

The formal learning objectives connected to the above content are: SLO 1 and 2; Additional Content Learning Objectives 2 and 3

(6 hours)

Topic/Content: Students turn in outlines and then deliver their Cultural Identity Speeches in class and receive written speech feedback from classmates and from instructor.

Student Performance Objectives: Students articulate their own cultural identity and develop an understanding of how cultures communicate verbally and nonverbally in different ways. Students also explore how broad identities can be defined (race, ethnicity, gender, sexual orientation, ability, age, etc.) and start to explore how identities intersect (how one identity cannot be separated from another; i.e. a Latino female will have different social expectations and expressions than a Latino male). The formal learning objectives connected to the above content are: SLO 1 and 2; Additional Content Learning Objectives 1 and 3

(7 hours)

Topic/Content: Popular Culture and Power. Power is defined and discussed as it pertains to the Building Blocks in Chapter 2 (power is always present, rarely equal, and determined by majority groups). We then delve into Hofstede's 6 dimensions of Power Distance and use case studies to examine how power is accepted and distributed in various culture. The concept of privilege is defined and the concept of intersectionality are addressed in more depth as defined by scholar/lawyer Kimberly Crenshaw. Popular culture is then defined and students analyze popular culture for stereotypes, communication theories, portrayals of race/ethnicity/sexuality in a written assignment (Cultural Exploration Paper #2). Connections are examined between popular culture and power (i.e. media's responsibility in the creation and portrayal of people groups and the power dynamic involved in perpetuating stereotypes).

Student Performance Objectives: Students should be able to define power, privilege, and popular culture. Students should begin to see how these concepts overlap and influence one another, such as how power is imbedded in media portrayals and the effects this has on perceptions, stereotyping, ethnocentrism, and varying worldviews. The formal learning objectives connected to the above content are: SLO 1 and 4; Additional Content Learning Objectives 1 and 3

(5 hours)

Topic/Content: Barriers to effective intercultural competencies. Textbook definitions of the 4 barriers to strong intercultural relationships are introduced (ethnocentrism, prejudice, discrimination, stereotype). We/ I select a topic area to explore such as religion, gender, sexual orientation etc. and invite a knowledgeable guest speaker to expand students' knowledge base to break stereotypes. For example, I have had a guest speaker who is Muslim, Jewish, Genderqueer, etc. attend class to discuss common stereotypes and misconceptions, and ultimately how these stereotypes prevent strong intercultural relationships from forming. If no guest speakers are available, students will complete and share a short research project on stereotypes of various cultural groups. Students are then introduced to the difference between avoiding discriminatory behaviors and activism (anti-racism, allyship, creating/participating in a social movement, etc.)

Student Performance Objectives: Students will recognize and understand the barriers that keep us from learning about and truly understanding diverse cultures. Also, students will demonstrate how to actively combat barriers marginalized communities face in the form of allyship, anti-racist practices, and social movements to create more equitable societies. The formal learning objectives connected to the above content are: SLO 4; Additional Content Learning Objectives 1 and 3

(5 hours)

Topic/Content: Verbal issues, Nonverbal Issues, and conflict. Discussion and role play activities related to verbal and nonverbal communication and different communication styles across cultures. For verbal communication, the fields of linguistics are introduced: phonology, semantics, syntactics, and pragmatics. In-class discussion and activities place emphasis on the importance of how these areas of linguistics impact our ability to effectively communicate verbally across cultures. Also, non-verbal gestures are explored through in-class research and role plays. Role plays can be replaced with a viewing of "World of Gestures" (short film made at UCSC that explores how gestures vary across cultures). Lastly, intercultural conflict style and approaches are discussed and how conflict arises as a result of varying verbal and nonverbal communication strategies applied across cultures.

Student Performance Objectives: Students are able to recognize and understand how culture influences verbal and nonverbal communication. Students will be able to understand how verbal and nonverbal communication styles influence various cultural contexts. The formal learning objectives connected to the above content are: SLO 1, 2, and 3

(7 hours)

Topic/Content: Tourism and Intercultural Communication. Students will explore how intercultural communication principles apply in the context of tourism (effects on the host country and tourist). Attitudes of hosts toward tourists are defined, varying rules for comportment in public such as language expectations, bargaining, and appropriate public interactions are explored. Then, students participate in a bargaining simulation where they learn about currency exchange, techniques for bargaining and appropriate interactions with those from varying host countries. This simulation takes place over a 45-minute time period where the classroom is transformed into a Moroccan bazaar with items to sell and buy. The Tour Guide Group Project is assigned. Students will work in teams to create a travel brochure for a culture of their choosing and articulate the values and communication patterns of that culture from each chapter from the textbook (verbal and nonverbal traits, conflict styles, tourism, etc.).

Student Performance Objectives: Students experience an intercultural host/tourist encounter and understand how verbal and nonverbal communication influences tourist/host interactions. Students understand how various cultural values influence perceptions and understand that diverse interpretations of verbal and nonverbal communication occur in tourism.

The formal learning objectives connected to the above content are: The formal learning objectives connected to the above content are: SLO 1, 2, and 3

(5 hours)

Topic/Content: Intercultural Communication in Business. Students learn about principles of business communication and how they vary by culture (i.e. relationship vs. task priority, harmony vs. honesty, quality vs. efficiency, and work vs. material gain). Then, students recall -pairs- of concepts from the entire semester (collectivism vs. individualism, contact vs. non-contact cultures, high vs. low power distance, etc.) and make a connection to how these concepts help us to anticipate interactions while doing business outside the United States. Students then participate in a cross-cultural business simulation called -Trip to Mintania.- Students are split into teams of five, with two being ?Americans? and three being -Mintanians.- Students are then briefed and do a bit of research before participating in a 40-minute business simulation. A post analysis is assigned for students to apply the concepts they learned about from Chapter 11 and the class lecture to their experience in the simulation.

Student Performance Objectives: Students understand how intercultural interactions relate to business and how to overcome intercultural differences to find the common ground necessary to build strong cross-cultural business relationships. The formal learning objectives connected to the above content are: SLO 1, 2, and 3.

(8 hours)

Topic/Content: Students participate in a -workshop- where they can study for the Exam or work on the Tour Guide Projects in class. Students take their Exam and turn in the Tour Guide Project.

Student Performance Objectives: Students will apply salient concepts/theories to their own cultural identities and reflect on what they have learned over the course of the semester. Tour Guide Projects take place during the last three class periods of the semester. The culminating Tour Guide Project allows students to see how all course concepts apply in specific cultural contexts. The formal learning objective connected to the above content are: The formal learning objectives connected to the above content are: SLO 1, 2, and 3.

METHODS OF INSTRUCTION:

Lecture, in-class discussion, videos and activities including role-plays, presentations and collaborative dyadic and small groupwork.

OUT OF CLASS ASSIGNMENTS:

Required Outside Hours: 8

Assignment Description:

Cultural Identity Speech- Students will select a personal identity from chapter 4 (class, race/ethnicity, gender, sexual orientation, personal identity, etc.) and present a 4-5 minute speech. The speech should articulate their identity as it pertains to the six elements of culture (learned, perceptions and values, shared, feelings, expressed behavior, and dynamic/heterogeneous).

Required Outside Hours: 10

Assignment Description:

Building Blocks Paper (roughly 4 page paper): Students are introduced to the four "Building Blocks" of Intercultural Communication: Communication, Culture, Context, and Power. Students select a social movement within, our outside of the U.S. and examine that social movement from the perspective of all four building blocks. They start the paper by defining: What is a social movement? Why do social movements start? Why do some social movements never seem to end? Then, students explore "Communication" and "Culture" by addressing the cultural groups involved (who started the social movement, what are they communicating, as well as who is counter-communicating. How do their messages differ on the basis of their cultural viewpoints? Then, students will explore the "Context" of the social movement-- why did the social movement start (when, where, why) and when did, if applicable, a counterprotest develop (when, where, and why). Finally, students will explore "Power" by explaining the struggle for power between these two groups. Who is the group in a position of power and who is the group lacking/struggling for power? How does this power differential influence if the social movement truly creates change? How does the timeline of who started the social movement and who countered the social movement cause a power differential?

Required Outside Hours: 10

Assignment Description:

Cultural Exploration Paper #2: Power of Popular Culture. Students write a 4-5 page media analysis. Students chose a personal identity and three examples of their identity in media. Then, students have to examine how their identity is represented through each example. The purpose of this paper is for them to explore media's role in how others perceive their culture, how they perceive their culture through media representations, as well as how others perceive them in connection to those representations.

Required Outside Hours: 6

Assignment Description:

Business Simulation. Students will prepare, participate, and debrief a cross-cultural business simulation in small groups. The purpose of this assignment is to allow them to practically apply what they have learned about varying cultural approaches to verbal and nonverbal communication to a business context. The debrief asks students to connect what occurred in the simulation to intercultural business theories and concepts in a short write-up.

Required Outside Hours: 30

Assignment Description:

Tour Guide Project. In groups, students will construct an informative brochure on a culture of their choosing. Then, they will research and document the following for their chosen culture: location/geography, history/identity, values, verbal communication, nonverbal communication, popular culture, relationships, conflict styles, tourism, business, and 10 practical tips for American's when visiting this culture. Then, students will present a 20-minute presentation of their findings, including an interactive and informative activity teaching us about a cultural practice. The purpose is for students to apply the knowledge they've accumulated over the course of the semester to a specific cultural competency.

Required Outside Hours: 39

Assignment Description:

Readings and Assessments- Students are assigned 11 textbook chapters and various other articles, activities, and videos to prepare for class (totals roughly 25 hours). Additionally, students take two online quizzes (quiz and study time equals roughly 2 hours each). Lastly, students study for an in-person final exam (average of 10 hours of studying).

Required Outside Hours: 2

Assignment Description:

After exploring the material on barriers to effective intercultural communication, students will write a paper on what it means to be an ally, why do some communities need allies, and why other communities do not want allyship. They need to research and list three detailed and creative ways someone can become an ally. They connect these specific ways to become an ally to a particular marginalized group (ex: LGBTQ+ community, a religious group, etc.). Finally, they have to discuss why allyship is important in reducing discrimination.

Required Outside Hours: 3

Assignment Description:

Students watch a series of videos on privilege and intersectionality. I select roughly 5-7 videos showing intersections of race, ethnicity, class, gender, sexuality, religion, spirituality, etc. Students then reflect on the clips they watched as well as their own identity. They reflect on their own privilege and also, how others experience the world differently on the basis of their identity and intersections.

METHODS OF EVALUATION:

Writing assignments

Percent of total grade: 35.00 %

Writing assignments: 30% - 40% Written homework Term papers Other: Presentation outlines, role-play scripts, evaluation.

Skill demonstrations

Percent of total grade: 35.00 %

Skill demonstrations: 30% - 40% Class performance Other: Oral presentations, interviews, groupwork

Objective examinations

Percent of total grade: 30.00 %

Objective examinations: 20% - 30% Multiple choice True/false Completion Other: Short answer/essay

REPRESENTATIVE TEXTBOOKS:

Martin & Nakayama. . Experiencing Intercultural Communication.. Boston:: McGraw Hill,2018.

ISBN: ISBN: 978-1259870569

Reading Level of Text, Grade: 13+ Verified by: K. Alviso

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Transferable CSU, effective 202170

UC TRANSFER:

Transferable UC, effective 202170

SUPPLEMENTAL DATA:

Basic Skills: N

Classification: Y

Noncredit Category: Y

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: N

Funding Agency Code: Y

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000623640

Sports/Physical Education Course: N

Taxonomy of Program: 220300