

**Departamento: Formación Humana**  
**Intercultural Communication Syllabus**

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**Course Description:**

The Intercultural Communication Course will help you acknowledge the variety of cultures and social groups made up of individuals from different religions, social, ethnic, beliefs and educational backgrounds. Specifically, it will help you identify and understand how people communicate and perceive the world around us for a better understanding and integration.

Its overreaching goals are to help you develop and open and critical attitude required in multicultural contexts, such as our current society.

Respect, empathetic attitudes, tolerance, objectivity, open-mindedness are some of the core values aimed at rather than raising cognitive awareness solely, because awareness itself does not change actions.

Firstly, getting to know different cultures will thus lead us to become more knowledgeable of the existence of others. Secondly, becoming aware of our own selves will lead us to become more tolerant and compassionate towards ourselves and others.

In this course, we will read and discuss about theories proposed by scholars, activists and artists on the subject of intercultural communication and will reflect and discuss them individually and in collaboration with our classmates.

This course is also an invitation for you to contribute with ideas and proposals.

Be welcome to this journey!

I am looking forward to getting to know you!

**General Learning Purpose:**

Students will be able to reflexively examine their personal willingness to interact with others, based on the concept of culture, in order to develop an open and critical attitude required in multicultural contexts.

**Specific Learning Purposes:**

- Students will recognize some concepts of culture and its functions in our lives.
- Students will reflect on the dimension of their own identity.
- Students will recognize cultural plurality as a fact in our social world and in our everyday reality.

- Students will distinguish between pluriculturalism, multiculturalism and interculturalism as a response towards the different ways of thinking, behaving and living in diversity.
- Students will be able to develop critical thinking from the ethical perspective of interculturalism, in order to analyze the present and facilitate future projects.

### **Course Requirements:**

English Level: Students should have a higher -intermediate level of English (PCI English Level 6+ for Iteso Students) or have demonstrated equivalent proficiency.

Commit to independent and collaborative work during the 16 weeks, when readings, forums and homework are scheduled.

Create your own blog and to feed it constantly- share the link with the teacher.

### **Grading Criteria:**

- **Forums and participation: 30%**
- **Individual Journals: 30%**
- **Assignments: 20%**
- **Final reflections (assessment): 20%**
- **Total: 100%**

### **Other Grading and Class Policies:**

This is a **100% Online Course**. This means that...

- All the work/readings/discussions/Forums and participation is going to be done in Canvas by means of different learning tools and applications. Checking Canvas and your institutional mail in a daily basis is a must.
- No face to face sessions.
- No classroom or specific class hour.
- All work is done via Canvas page (and other applications which will be on Canvas).
- Asynchronous course: No need to be online at a particular time.
- Deadlines **MUST** be respected, if you wish a successful passing grade.
- No advance computer skills required.

As a participant to this course, you are to comply with all the requirements for a successful passing grade. This means, complete, participate, present all required work.

**Late/Incomplete work:** Students are aspiring professionals, and therefore professional standards of work are expected. This includes deadlines.

**Assignments** must be completed by the specified session or due date. Usually assignments start on Monday and end on Saturday.

**Exceptions** or accommodations will be made only for unavoidable and documented emergencies such as major illnesses and hospitalization. If you fail to post your work on time and do not interact in class, you will not receive credit. If you were required to read in preparation for a discussion, and you don't, you will not get credit for forum participation that day. If you know in advance that you will miss a class when an assignment or participation is due, submit it early.

**What are online forums?** They are activities where you will discuss several topics and terms related to the theory, case studies, articles and/or videos. Sometimes you will need to research, share images or pictures, recordings or concept maps. To facilitate your work, you will be provided with written instructions and your teacher will be available for consultation, through the institutional e-mail, forums and chats. Everyone must contribute and share relevant information and contributions. This does not include agreeing/disagreeing, citing other classmate's work, etc. What is an E-Journal? You will keep an e-journal either in a personal webpage, blog, or Google drive. Your teacher might provide some prompts or questions but most of the time you will carry out a free-writing reflective exercise about the topics discussed in class, and your own personal experience. Your journal can also be recorded via Vocaroo, Audacity, MP3 or other compatible apps.

All learning evidences, will be graded. Students will be provided with a rubric (and examples if required). The following document is the agenda for the first half of the course.

## Syllabus:

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### **Week 1:**

- Introduction to the course.
- Getting to know each other.
- Understanding how to work in this course.
- Individual online conversation with the teacher to clear out doubts about the course, syllabus.

### **UNIT 1: Culture**

**Learning Purpose:** Students will recognize some concepts of culture and its function in our lives.

**Essential question: What is culture?**

#### **GRADED ACTIVITIES**

- Research information to create your own concept of Culture.
- Post your Culture Definition in the forum in Moodle - Concept maps/Infographics, etc.
- Homework 1. Individual: Read and answer questions on The Iceberg Model of Culture.
- Journal 1
- Bibliography:
- Samovar, Larry A., and Richard E. Porter. Communication between Cultures. 5th ed. Belmont, CA: Wadsworth Publishing Co., 2003
- Hall, Edward T. (1976, 1989). Beyond Culture, NY: Anchor Books Editions. <http://www.edwardthall.com>
- Macionis, John J. Sociology. 11<sup>th</sup>. Ed. Upper Saddle River, New Jersey 07458, 2007.

### **UNIT 2: Identity**

**Learning Purpose:** Students will reflect on the historical and cultural dimension of their own identity.

**Essential Question: What is my identity?**

#### **GRADED ACTIVITIES**

- Online work- Discuss some case studies on cultural vs personal identity.
- Homework 2 - Individual – Reading and creating an Identity Web.
- Journal 2
- Bibliography: Online Readings in Psychology and Culture Unit 2. Retrieved from <http://scholarworks.gvsu.edu/orpc/vol2/iss1/8>, 2016 Hall, Edward, T. Beyond Culture. Anchor Books (December 7, 1976). Samovar, Larry A. and Richard E. Porter. Communication Between Cultures. 5th Ed. Thompson and Wadsworth, 2004

### **UNIT 3: Ethnocentrism, Xenophobia, Racism**

**Learning Purpose:** Students will recognize cultural plurality as a fact in our social world and in our everyday reality.

**Essential question:** How can we become less ethnocentric?

#### **GRADED ACTIVITIES:**

- Individual reading and forum discussion
- -Understanding concepts
- Bibliography:
- Online Readings in Psychology and Culture Unit 2. Retrieved from <http://scholarworks.gvsu.edu/orpc/vol2/iss1/8>, 2016 Hall, Edward, T. Beyond Culture. Anchor Books (December 7, 1976).
- Samovar, Larry A. and Richard E. Porter. Communication Between Cultures. 5th Ed. Thompson and Wadsworth, 2004
- Macionis, John J. Sociology. 11<sup>th</sup>. Ed. Upper Saddle River, New Jersey 07458, 2007.

### **UNIT 4: Pluriculturalism, multiculturalism and interculturalism**

**Learning purposes:** Students will distinguish between pluriculturalism multiculturalism and interculturalism as an answer toward the different ways of thinking, behaving and living in diversity.

#### **Essential Questions:**

- How do we open up to other cultures and become interculturally sensitive?
- How can peoples of different cultural backgrounds pursue mutual understanding, negotiate and compromise on their initial positions, and achieve some degree of harmonious engagement?

#### **GRADED ACTIVITY:**

- Journal 3
- Bibliography:
- " National Differences in Communication Styles". Chapter 1 in D. Brzozowska and W. Chłopicki (Eds.),
- Culture's Software: Communication Styles, Cambridge Scholars Printing, 2015, 1-14
- Macionis, John J. Sociology. 11<sup>th</sup>. Ed. Upper Saddle River, New Jersey 07458, 2007.
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### **UNIT 5: National Identities and Variability**

**Essential concepts:** Students will learn how our individual identity is embedded in the core of the individual and yet in the core of our communal culture. Students will explore how collectivities and individuals can work out how to relate to each other harmoniously.

## **GRADED ACTIVITIES**

-Individual reading and forum -Understanding National Variability Dimensions.

-Case Analysis in teams

Bibliography:

- Geert Hofstede Model in context. Geert Hofstede's Webpage. Online Readings in Psychology and Culture, Unit 2. Retrieved from <http://scholarworks.gvsu.edu/orpc/vol2/iss1/8>, 2016 Hall, Edward, T. Beyond Culture.
- Anchor Books (December 7, 1976). Samovar, Larry A. and Richard E. Porter. Communication Between Cultures. 5th Ed. Thompson and Wadsworth, 2004

## **UNIT 6: Social Change: Traditional, Modern, and Postmodern Societies**

### **Essential question:**

What is social change?

### **Essential concepts:**

Culture and change. Dimensions of modernization.

### **GRADED ACTIVITY:**

- Individual reading and forum.
- Team work
- Reflective Journal

Bibliography:

- Macionis, John J. Sociology. 11<sup>th</sup>. Ed. Upper Saddle River, New Jersey 07458, 2007.
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## **UNIT 7: Population and the environment: Migration**

**Essential concepts:** Demography, population, migration, the environment.

### **GRADED ACTIVITY:**

- Individual reading and forum participation
- Reflective Journal
- Team work

Bibliography:

- T. Schaefer, Richard and P. Lmm, Robert. Sociology. 5<sup>th</sup>. Ed. Western Illinois University Mc.Graw-Hill, Inc.