

Mt. San Jacinto College
Integrated Course Outline of Record

Form B

Submitted by:	Suzanne Uhl	Date:	11/12/2020
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Department	Subject	Course Number	Title
Communication	Communication COMM	108	Intercultural Communication

Units/Hours

Each lecture unit requires 1 hour per week of class time, and 2 hours per week of study outside of class.
Each laboratory unit requires 3 hours per week of class time.
Each activity unit requires 2 hours per week of class time and 1 hour per week of study outside of class.

Lecture Units	Total Units
3.00	3.00
Lecture Contact Hours	Total Contact Hours
48.00 - 54.00	48.00 - 54.00
Lecture Homework Hours	
96.00 - 108.00	

Stand Alone:

Program Applicable

AA/AS Degree General Ed Breadth Area(s):

B2 SOCIAL & BEHAVIORAL SCIENCES

General Education Justification:

B2--This course deals directly with human behavior in relation to a variety of human institutions. The course will ensure opportunities for students to develop understanding of a wide range of perspectives. Specifically, the course allows students to meet all of the following GELOs: GELO1: examine complex issues and discover the connections and correlations among ideas to advance toward a valid independent conclusion. (For example, assessing the impact of a culture's historical and religious history on a political position of a current issue.) GELO2: analyze real or potential problems and develop, evaluate, and test possible solutions and hypotheses using the scientific method where appropriate. (For example, conducting research to discover correlations between cultural background and voting behavior.) GELO3: evaluate information by selection and using appropriate research methods and tools. (For example, applying varied theoretical perspectives through ethnographic experience.) GELO4: develop individual responsibility, personal integrity, and respect for diverse people and cultures. (For example, asking students to consider their own cultural identity and determine the ways in which that identity acts as a filter to the world they perceive.) GELO5: examine ethical issues that will enhance their capacity for making sound judgments and decisions. (For example, exploring ethnocentrism and its consequences.)
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Maximum Enrollment:
Maximum Enrollment Justification:

30

Course requires significant individualized instruction or assessment – check all that apply:
* Course requires graded class discussion and graded class participation.
* Course relies on small group dynamics as a means of instruction or assessment.

Justification: Because this course goes beyond mere knowledge and concepts of culture and requires that students examine and grow their own unique intercultural communication skills, the dynamics of smaller groups are relied upon significantly. Groups collectively allow for maximum individual student contributions. It is critical to the efficacy of the course that students be allowed time to consider and elucidate on their own shifting cultural paradigms as they hear the views of others. This cannot be done in isolation (solitary assignments) nor is it effective as an entire class body. Additionally, the course has a lower success rate than other Comm classes (61%), enlarging the class size would be counter intuitive to current efforts to raise the overall success rate.

Grading Method:
TOP code:

Letter Grade or P/NP

1506.00

Can be Taken

1

time(s) for credit (max 4)

- ☐
- Visual or Performing Arts course that is required to meet major requirements for UC/CSU
-
- ☐
- Intercollegiate athletics course
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- ☐
- Academic/vocational competition course

Catalog Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(75 words or less in gray box below).

This course studies communication and culture. It is designed to develop the student’s understanding of intercultural communication between/among people from different ethnic and cultural groups across a variety of contexts, both global and domestic. This course focuses on the influence of cultures, languages, and social patterns and explores theory and knowledge of effective communication within and between cultures. It examines potential sources of conflict and ways to improve and appreciate communication of diverse groups.

Schedule Description:
(Please do not refer to transferability or degree, certificate, or employment concentration applicability. Please only describe the course).
(25 words or less in gray box below).

This course examines communication in and between various cultural groups through the examination of theory, exploration, and activity.

Need for the course:

As an institution committed to meet the needs of a diverse and growing population and to promote the cultural and ethnic diversity and equity of that population, and to provide programs for personal enrichment and cultural opportunities, it becomes apparent that a course focusing on the communication between culturally diverse individuals is warranted. Furthermore, the course is designed to go far beyond providing students with a knowledge base but rather to help them become more personally competent in the myriad of intercultural encounters they are likely to experience throughout their lives. This course is a university transfer course; its C-ID number is 150. Under MSJC option B, it meets the D7 requirement. Additionally, it meets the Area B2 F requirements of MSJC option A due to the primary focus on cultural diversity. It is a elective course for the Communication Studies ADT degree and in the Pathway for Communication, in all three foci areas (Human Comm, Performance Comm and Professional Comm). This course is an elective for the ADT for Social Justice Studies and the ADT for Law, Public Policy and Society. It is also referenced in the Liberal Arts and American Indian Studies awards.

Prerequisite(s):

Prerequisites go through a separate approval process. See Forms E1-E6 for details.
(For further clarification, contact the Prerequisite Subcommittee)

-none-

Corequisite(s):

Corequisites go through a separate approval process. See Forms E1-E6 for details.

-none-

Recommend Preparation:

Recommended Preparation goes through a separate approval process. See Forms E1-E6 for details.

- ENGL 101

Other Enrollment Criteria:

-none-

Learning Objectives:

(please number each objective and express in behavioral terms)
Upon the completion of the course the student will be able to do the following:

1. Evaluate the relationship between culture and communication.
2. Consider the theoretical bases for understanding the concepts of intercultural communication and exhibit an ability to apply theoretical taxonomies to one's own culture and those of others (Hofstede, Hall, Minkov, and Kluckhohn and Strodtbeck).
3. Examine culture shock and barriers to effective intercultural competencies such as stereotyping, prejudice, and ethnocentrism, while considering varied methods of overcoming such barriers and adapting to new cultures.
4. Document the role of varied cultural patterns, verbal codes, and non-verbal codes in the development of intercultural interpersonal relationships.
5. Demonstrate their own empathetic abilities and acknowledge alternative perspectives by identifying elements of commonality.
6. Describe and, when possible, apply competent intercultural communication, including identifying potential obstacles, guidelines for mitigating difficulties, and techniques to improve communication competence.
7. Research and report on customs, traditions, values, lifestyles, and unique communication components of other cultures.
8. Demonstrate increased personal awareness of the way people are walking and talking cultural artifacts and value others as cultural artifacts of a different sort than themselves.
9. Appraise how core values, worldview and communication patterns shape cultural and individual identity.
10. Consider the social and psychological variables of culture and its expression.
11. Assess the varied attributes of American culture and the nuances and value of the cultural complexity within the "American paradigm".

Course Content:

(please number the outline of main topics and subtopics)

1. Introduction to Communication and Culture
 1. Influence of Intercultural communication (interconnectedness)
 2. Terms
 3. Process and Model(s)
 4. Domestic diversity
2. Own Culture/Cultural identity
 1. Local and Global
 1. We are unique cultural artifacts in our diverse ethnicity (race and heritage), language (Germanic, Romance etc.), gender, and values (from western to eastern and more).
 2. Membership and Identification (e.g.: one could compare the identity role of motherhood in Uganda and Italy.)
 3. Practical/personal influence (e.g.: This may include the way relationships are conducted in Taiwan, Canada or France; the concept of self within Palestine, Nigeria or Japan.)
 4. Communication patterns (e.g.: general differences like Eastern and Western to specific differences like Ethiopian and German)
3. Cultural Patterns (exploring specific cultures in light of theoretical perspective)
 1. Different approaches to studying Cultural communication patterns
 2. Theories/Taxonomies (Hofstede, Minkov, Hall, and Kluckhohn & Strodtbeck etc.)
 1. High/Low context (e.g.: Eastern cultures such as Japan & China to Western cultures such as Britain and Australia)
 2. Individualism/Collectivism (e.g.: USA and El Salvador)
 3. Power distance (e.g.: India and Denmark)
 4. Humans and Nature (e.g.: Indigenous peoples)
 3. Beliefs, values, norms (Values, worldviews, patterns are often found in varied world religions, from Islam to Hindu, or cultural history, from Slavic history to Mongolian history, to just name a few.)
4. Cultural Worldviews/Religious traditions
 1. Confucianism
 2. Buddhism
 3. Hinduism
 4. Islam
 5. Judaism
 6. Christianity
5. Cultural Histories
 1. Mexican
 2. Japanese
 3. Russian
 4. Islamic
 5. USA
 6. Chinese
6. Language and Culture
 1. Language influence
 2. Verbal codes (e.g.: gendered nouns etc.)
 3. Cultural variations
 4. Language usage (e.g.: indirect language in Korea compared to direct language use in Belgium)
 5. Theories/hypotheses (e.g.: Linguistic determinism/relativism)
 6. Effects of language
7. Non-verbal
 1. Non-verbal communication (e.g.: depth of the bow in many Eastern cultures)
 2. Cultural Influences (e.g.: cultural rites of passage, such as bar/bat mitzvah of Jewish tradition, Seijin-no-Hi of the Japanese, Rumspringa of Amish tradition, circumcision of the Maasai as examples, or

	greeting behaviors, such as kisses on the cheek between men in most Arab countries to head nods in China.
	3. Distinct nonverbal codes/dimensions (e.g.: variations of a forward head nod in the US to the lateral head nod in India)
8. Environment	1. Different contexts (e.g.: Education, Healthcare, Business) 2. Influence (e.g.: collective learning in Nepali classrooms to independent learning in the Netherlands)
9. Barriers to Intercultural communication	1. Ethnocentrism 2. Stereotypes 3. Prejudice/Racism 4. Discrimination 5. Power 6. Overcoming/reducing such barriers
10. Intercultural Adaptation	1. Culture Shock 2. Perspectives 3. Stages/Models 4. Assimilation/enculturation
11. Intercultural competence	1. Factors/Rules/Definitions 2. Theories 3. Dimensions 4. Components 5. Tools to improve
12. Ethics and Future	1. Nature of intercultural ethics 2. Immigrant flow 3. Cultural dominance

Methods of Instruction:

Methods of instruction may include, but are not limited to the following:

• Method: Lecture Integration: Lecture presentation and discussion with supporting visual materials (overhead slides or multimedia), introducing concepts and communication skills throughout the course (e.g., communication & cultural theories; perception, gender, and social variables; language and nonverbal communication, communication choices and competence; culture and relationship development; prejudice/stereotypes and adaptation).
• Method: Discussion Integration: Small group application of content (e.g., discussion and analysis of a culture’s norms, values, beliefs etc.; cultural issues that arise in relationships; effects of context on intercultural communication, communication choices and competence; culture and relationship development; prejudice/stereotypes and adaptation; for example, one could compare the identity role of motherhood in Uganda and Italy.).
• Method: Demonstration of skills Integration: Small group application of skills to realistic situations (e.g., cultural perception and language differences, dimensions of intercultural competence, and conflict).
• Method: Role Playing/Simulation Integration: Small group creation of simulated dialogue and role-play of realistic interpersonal communication situations to raise awareness, stimulate discussion, encourage empathy, demonstrate effective strategies for dealing with collectivistic and individualistic cultures, and practice constructive skills. (Perhaps a negotiating simulation between Eastern cultures such as Japan & China and Western cultures such as Britain and Australia)
• Method: The use of experiential materials Integration: Varied experiential materials (film, video, essays, guest speakers, and/or intercultural encounters)

may be used to illustrate other cultural perspectives, as well as present an opportunity for students to identify the cultural influences involved. (For example, a guest speaker who promotes charitable global workshops, schools, and programs around the world, who discusses her negotiations with varied cultural personalities.)

- **Method:** Lab Activities

Integration: The Communication Studies Center, Learning Center, and/or Net Tutor may be used to allow students an opportunity to research and discuss varied concepts discussed in class.

Methods of Evaluation:

A student's grade shall be determined by the instructor using multiple measures of performance related to the course objectives. Methods of evaluation may include but are not limited to the following:

- **Method:** Quizzes
Integration: Periodic short objective tests of course-related concepts, such as the characteristics of intercultural communication, influence of specific cultural norms, effects of language, findings of nonverbal communication research, and relationship patterns around the world. These are evaluated for consistency with lecture/textbook/course content.
- **Method:** Exams/Tests
Integration: A combination of objective questions of important concepts (previously quizzed or discussed in class) and essay questions which demonstrate analysis and application of intercultural skills. These are evaluated for consistency with lecture/textbook/course content.
- **Method:** Written Assignments
Integration: These will apply important concepts and skills to the student’s experience outside the classroom. The focus might be on analyzing a personal intercultural encounter, evaluating and responding to hypothetical intercultural situations (perhaps Eastern & Western education systems), evaluating a culturally focused film or essay, or dissecting indigenous culture. The assignments will be evaluated according to standards of good writing (complete sentences, thesis statements etc.), ability to connect life experiences to course concepts, and skill at identifying appropriate course concepts.
- **Method:** Group research project
Integration: Project and presentation related to cultural concepts and skills developed throughout the course. Project will be evaluated according to group project guidelines (oral presentation guidelines, content such as theoretical connections, event participation, assessment of personal competence, etc.).
- **Method:** Class Participation
Integration: Varied assessments designed to connect course concepts to individual behavior may be distributed. Case studies and scenarios (for example, exploring the view of hospitality in the Middle East) are effective tools to allow students to apply course concepts. These are evaluated for effort, clarity, collegiality, and connections to course content.

Examples of Assignments:

Students will be expected to understand and critique college level texts or the equivalent. Reading and writing, as well as out of class assignments are required. These assignments may include but are not limited to the following:

1. Sample theory paper: “Select another culture and research the cultural patterns that are dominant in that culture. You should use one of the following taxonomies described in Chapter 6 as a framework for this analysis: Kluckhohn and Strodtbeck, Hofstede, Hall, or Minkov. You will also need to assess your own cultural patterns and the degree to which you are a “typical” member of your culture, using that same framework. Identify and describe the most significant cultural patterns that you believe would influence your communication with members of the culture you have selected. Your description should include both ways in which the cultural patterns might lead to more competent intercultural communication and ways the cultural patterns might lead to problems and misunderstandings. Focus on the juxtaposition of your own culture and that of someone from another culture as you attempt to engage in competent intercultural communication.”
2. Sample application paper: “View the film *Babel*. Analyze the film for cultural influences on persuasion, power, stereotypes, relationships, and basic interaction. What specific scenes are most indicative of the hi/low context differences, stereotypes, individualistic/collectivistic differences, and differing conflict strategies? What specific

advice would you give to the lead characters that might have helped them avoid the problems they later encountered?"

3. Sample group research presentation: "The class will be divided into groups of four to five students. Each group should select a culture different from their own. The group should be able to discuss the verbal, non-verbal, gender, environmental influences, stereotypes, relational influences of that culture. Research must include individual contact with a member of that culture, in addition to text-based research."

Textbooks:

- Lustig, M. & Koester, J (2018). *Intercultural Competence: Interpersonal Communication Across Cultures* Pearson. ISBN: 9780134002712-8
- Martin, J. & Nakayama, T (2018). *Intercultural Communication in Contexts* McGraw-Hill. ISBN: 0073523933
- Samovar, L., Porter, R., McDaniel, E., Roy, C (2017). *Communication Between Cultures* Cengage. ISBN: 9781285444628
- Jandt, F (2020). *An Introduction to Intercultural Communication: Identities in a Global Community 10th Edition* Sage. ISBN: 154438386X

Other Resources:

Minimum Qualification

- Communication Studies (Speech Communication) (Masters Required)