



Culturology and Cross Cultural Communications
Human Services Program/Sociology
SOCI 3332/ BINT 3332

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Course Description

This course provides students with the key concepts and theories surrounding intercultural communication. In our interdependent world, students of all majors need the intercultural communication knowledge, skills, and sensitivities to be able to function as citizens and employees.

Note: This course is cross-referenced as **SOCI 3332 Culturology and Cross-Cultural Communication** or **BINT 3332 Culturology and Cross-Cultural Communication** or **COMM 6398 Directed Studies in Communication Arts**. The class and course outline which follows is identical for these courses. This allows the flexibility for both business and non-business majors to select which "prefix" (SOCI or BINT) best fits their major. When applying for the program, students will select the appropriate course designator required for their transcript.

Sample excursions:

- Visit various German companies
- Heidelberg Castle tour
- Mercedes Benz museum visit and city tour in Stuttgart
- Castle garden tour and Weide brewery visit in Schwetzingen, Germany
- Speyer city tour in Speyer, Germany

Course Objectives

- Students will experience first-hand how to interact with Germans in a business and academic setting.
- Students will be able to compare and contrast verbal communications between US Americans and Europeans, particularly Germans.
- Students will be able to compare and contrast nonverbal communications between US Americans and Europeans, particularly Germans.
- Students will participate in several excursions to learn about cross-cultural communications from business professionals and individuals from different cultures.

- Students will be able to explain stereotypes, clichés, and prejudices; taboos & do's & don't in a crosscultural setting.
- Students will be able to discuss how their own culture and background affect or influence their communication and interaction with other cultures.

Class Schedule and Sequence of Instruction

Lecture	Date	Content
1	Arrival	Orientation
2	July 6 - 9	Lecture/Discussion: Chapter 1, 2, 3, 4 - Intercultural issues, self-awareness imperative, my own cultural imprintings, group work, excursion, Culture, Communication, Context, and Power; assignment, group work, excursion
3	July 13 -16	Lecture/Discussion: Chapters 5,6; Internet readings; Most important "guru:" Geert Hofstede; Distribution of Alfonsus Trompenaars & E.T. Hall for homework in groups; group work, excursion
4	July 20 - 23	Lecture/Discussion: Chapters 7, 8; Internet readings; Understanding Intercultural Transition; The other "gurus:" Alfonsus Trompenaars re National Cultural Differences and Edward T. Hall; High and Low Context Cultures; group work, excursion
5	July 27 - 30	Lecture/Discussion: Chapters 9, 10, 11, 12; Internet readings; Stereotypes clichés & prejudices; Taboos & do's & don'ts; group work, excursion

Required Textbooks and Materials

Textbook

Intercultural Communication in Contexts (SmartBook)

Martin, 7e
LearnSmart

By Judith N. Martin. Intercultural Communication in Contexts 7th Edition (Paperback) 【2018】 by Judith N. Martin (Author) (Paperback)

by [McGraw-Hill Education](#)

ASIN: B07JFLTVD7

Also includes:

Martin, Intercultural Communication in Contexts, 7e (0073523933) (eBook)

Suggested Electronic Readings:

Baraldi, C. (2006). New Forms of Intercultural Communication in a Globalized World. *International Communication Gazette*, 68(1), 53–69. <https://doi.org/10.1177/1748048506060115>

Cohen, L., & Kassis-Henderson, J. (2017). Revisiting culture and language in global management teams: Toward a multilingual turn. *International Journal of Cross Cultural Management*, 17(1), 7–22. <https://doi.org/10.1177/1470595816684882>

Hei, M. de, Tabacaru, C., Sjoer, E., Rippe, R., & Walenkamp, J. (2019). Developing Intercultural Competence Through Collaborative Learning in International Higher Education. *Journal of Studies in International Education*. <https://doi.org/10.1177/1028315319826226>

Mulder, P. (2009). *Cultural dimensions by Geert Hofstede*. Retrieved [insert date] from ToolsHero: <https://www.toolshero.com/communication-skills/hofstede-cultural-dimensions/>

Psychogiopoulou, E. (2017). The cultural open method of coordination: A new boost for cultural policies in Europe? *Maastricht Journal of European and Comparative Law*, 24(2), 264–288. <https://doi.org/10.1177/1023263X17709752>

Williams, T. R. (2013). Examine your LENS: A tool for interpreting cultural differences. *Frontiers: The Interdisciplinary Journal of Study Abroad*, Vol. 22, pp. 148 – 165.

Sommier, M. (2017). Insights into the construction of cultural realities: Foreign newspaper discourses about the burkini ban in France. *Ethnicities*. <https://doi.org/10.1177/1468796817739328>

Su, N., Min, H., Chen, M.-H., & Swanger, N. (2018). Cultural Characteristics and Tourist Shopping Spending. *Journal of Hospitality & Tourism Research*, 42(8), 1210–1231. <https://doi.org/10.1177/1096348017731131>

Van Vliet, V. (2015). *Trompenaars Cultural Dimensions*. Retrieved from ToolsHero: <https://www.toolshero.com/communication-skills/trompenaars-cultural-dimensions/>

Wolff, F., & Borzikowsky, C. (2018). Intercultural Competence by International Experiences? An Investigation of the Impact of Educational Stays Abroad on Intercultural Competence and Its Facets. *Journal of Cross-Cultural Psychology*, 49(3), 488–514. <https://doi.org/10.1177/0022022118754721>

Grading

A - Achievement that is outstanding relative to the level necessary to meet course requirements.



B - Achievement that is significantly above the level necessary to meet course requirements.

C - Achievement that meets the course requirements in every respect.

D - Achievement that is worthy of credit even though it fails to meet fully the course requirements.

P - Achievement that is satisfactory, which is equivalent to a C- or better (achievement required for a P is at the discretion of the instructor but may be no lower than equivalent to a C-.)

NP - Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I (Incomplete) - Assigned at the discretion of the instructor when, due to extraordinary circumstances, e.g., hospitalization, a student is prevented from completing the work of the course on time. Requires a written agreement between instructor and student.

Grading Scale (Based on points)

95 – 100 A	77 – 79 C+	59 – Lower F
90 – 94 A-	74 – 76 C	
87 – 89 B+	70 – 73 C-	
84 – 86 B	67 – 69 D+	
80 – 83 B-	60 – 66 D	

Assignments, Exams, and Presentations

Description	Percentage
Writing Assignment – Week 1	10%
Excursion, Journal Entries, Heidelberg Challenge	20%
1 st Group Assignments/Presentation	15%
Class Participation and Readings	30%
2 nd Group Presentation	15%
Final Individual Presentation	10%
Total	100%



Assignments

Writing assignment guidelines should always include the following components:

- Introduction, body, and conclusion.
- Incorporate key concepts from the chapter reading(s) to support the information you wrote.
- It is OK to use "I," "my," or "me" as long as you do not overuse these pronouns.
- A paragraph should have 3-5 sentences.

Class Participation and Readings (7.5 points each x 4 = 30 points)

Students will be expected to show up in class four times a week. This includes joining the excursions every week and participating in the class activities. Students will also be expected to show up on time and leave at the end of class.

Individual Assignment 1: Week 1 (10 points)

Write a 350-500 word paper where you reflect on your culture, background, education, family experiences, travels, etc. Based on your identity you have disclosed, how has your own self-awareness affected or influenced your ability to relate to other people? Follow the writing assignment guidelines when developing this paper.

Individual Journals Entries: Week 1- 5 (4 points each x 5 = 20 points)

This can be a class discussion of 3-5 paragraphs emailed to me. You have to attend the excursion in order to receive a grade. Due Thursday of every week. An extra credit of 1 point will be given for completing the Heidelberg Challenge.

Write a 200-word reflection journal on your observations, experiences, and analysis of the weekly excursions. Describe in detail what the excursion was about, discuss 3-5 highlights of the excursions, write about your verbal and non-verbal observations about the interactions between you/students and the German counterparts (tour guide, presenter, audience, staff, etc.). What were some of your initial biases about the excursions that proved different after the visit? Analyze the overall excursion and indicate the strengths and areas of improvement about the experience.

You have to attend the excursion in order to receive a grade. Due Thursday of every week. An extra credit of 1 point will be given for completing the Heidelberg Challenge.

First Group Presentation: Week 3 (10 points)

Review three chapters from the assigned readings. The group will present the chapters in class by delivering a 12-15 PowerPoint presentation. Each member of the team will discuss the chapters in detail, while incorporating real-life examples to support his/her points. Make sure that each member of the team is given equal time and equal work when completing this assignment. The PowerPoint should include 5-7 bullets on each slide. At least 7-8 slides should have extensive speaker notes. Include 5-7 visuals that would supplement your presentation. Be sure to include an introduction and conclusion. At least three references section should also be included to support the information you have written.

Second Group Presentation: Week 4 (10 points)

Prepare a presentation using Hofstede's Model of Cultural Dimension and compare and contrast the German culture and the American culture. Make sure that each member of the team is given equal time and equal work when completing this assignment. The PowerPoint should include 5-7 bullets on each slide. At least 7-8 slides should have extensive speaker



notes. Include 5-7 visuals that would supplement your presentation. Be sure to include an introduction and conclusion. At least three references section should also be included to support the information you have written.

Final Individual Presentation: Week 5 (10 points)

The final presentation is the culmination of our class. You will select a country of your choice that represents your cultural identity, heritage, or a personal choice. You will bring food to share that represents that particular country. You will also bring several artifacts (music, clothing, games, toys, etc.) that represent your country. Be ready to present your country and connect that presentation with several course concepts we discussed in class. Include a 7-10 PowerPoint presentation with this assignment. Follow the guidelines provided in the group presentation when developing your PowerPoint. The idea of this presentation is to just have fun and celebrate the end of our class. If you would like to invite a friend to share in our celebration, feel free to do so.

Paper and Presentation

Give information about the content & structure of papers and / or presentations as well as the grading. For example:

Item	Points (100%)
Cover Sheet	5
Correct Spelling	5
APA Format (6 th or 7th Ed.)	15
Grammar	15
Reference to Text	25
Adequate & Clear Conclusion	10
References (APA)	5
Presentation (Delivery, eye contact, introduction, conclusion)	20

Other Regulations and Policies

Attendance and Participation

Attendance and active classroom participation are required of each student. Tests will cover for all course material provided through lectures and presentations, readings, discussions, cases, and videos during class.

Absences and/or a lack of participation in discussions will impact negatively on the final grade. Each student is responsible for all material covered and/or assigned and any announcements made in any class session, whether student is present or not. Group activities require all students to participate and contribute to group discussions and projects.



Students are expected to come to class on time and to have read assigned material before class. There may be an occasional pop quiz to verify whether students have read the assignments before class.

All work must be turned in on time. Late work may be accepted but points will be taken off if work is not turned in to instructor when it is due. At all times, in class and group discussions, students are expected to respect contributions, questions, and opinions of other people. Demeaning others in any way is not acceptable.

Scholastic Dishonesty

You are expected to do your own academic work and cite sources as necessary. Failing to do so is scholastic dishonesty. Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering, forging, or misusing a university academic record; or fabricating or falsifying data, research procedures, or data analysis.

If it is determined that a student has cheated, he or she may be given an "NP" for the course, and may face additional sanctions from the Study Center.