

SYLLABUS

1. Information regarding the program

1.1 Higher education institution	Babeş–Bolyai University Cluj Napoca
1.2 Faculty	Faculty of Political, Administrative and Communication Sciences
1.3 Department	Department of Communication, PR and Advertising
1.4 Field of study	Communication
1.5 Study cycle	Master
1.6 Study programme / Qualification	Advanced Communication Techniques

2. Information regarding the discipline

2.1 Name of the discipline	Intercultural Communication						
2.2 Course coordinator	Prof. Levente SALAT, PhD						
2.3 Seminar coordinator	Prof. Levente SALAT, PhD						
2.4. Year of study	2	2.5 Semester	2	2.6. Type of evaluation	Col	2.7 Type of discipline	DS

3. Total estimated time (hours/semester of didactic activities)

3.1 Hours per week	3	Of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total hours in the curriculum	36	Of which: 3.5 course	24	3.6 seminar/laboratory	12
Time allotment:					hours
Learning using manual, course support, bibliography, course notes					24
Additional documentation (in libraries, on electronic platforms, field documentation)					30
Preparation for seminars/labs, homework, papers, portfolios and essays					36
Tutorship					12
Evaluations					4
Other activities: fieldwork					8
3.7 Total individual study hours	114				
3.8 Total hours per semester	150				
3.9 Number of ECTS credits	6				

4. Prerequisites (if necessary)

4.1. curriculum	<ul style="list-style-type: none"> • N/A.
4.2. competencies	<ul style="list-style-type: none"> • synthesizing, analytic thinking; • understanding of real-life policy processes; • handling the online resources.

5. Conditions (if necessary)

5.1. for the course	
5.2. for the seminar /lab activities	

6. Specific competencies acquired

Professional competencies	<ul style="list-style-type: none"> • C1. Specific scientific language; • C2. Using new communication technologies (NTIC); • C3. Defining target groups in communication; • C4. Medium grade of complexity PR and campaign plans.
Transversal competencies	<ul style="list-style-type: none"> • CT2. Working in multidisciplinary teams; • CT3. Self-evaluation and insertion in the workforce market.

7. Objectives of the discipline (outcome of the acquired competencies)

7.1 General objective of the discipline	The aim of the course is to provide students with concepts and analytical frameworks useful in understanding the role of culture, on the one hand, and in understanding intercultural relations, on the other. The course will build on the tension between the role of culture in fostering intercultural resistance, on the one hand, and the accentuated intercultural exposure of individuals living in a globalized world, on the other.
7.2 Specific objective of the discipline	<p>The courses will address issues related to the scholarly concept of culture, different views on intercultural interaction, ways of assessing intercultural competence and various aspects of intercultural learning. The applicative part of the course will include discussion about readings, homework assignments, and in class evaluation of the assignments.</p> <p>By participating in the course, the students will gain an understanding of the concepts, methods and interpretative frameworks needed in the more systematic study of cultural differences. The students will acquire competences in intercultural communication and multicultural understanding and will become familiar with ethical and political consequences of diversity in the context of globalization and the European integration.</p>

8. Content

8.1 Course/Seminar	Teaching methods	Remarks
<p><u>1. Introduction to the discipline</u></p> <p>The importance of studying intercultural communication. The structure of the course. Introductory discussion: culture's role in the life of the individual; culture's role in the life of communities. Culture's impact on perception and behavior.</p>	Interactive presentation and discussions.	
<p><u>2. The origins of culture</u></p> <p>The concept of culture: a typology of definitions. Where do cultures come from? The beginnings: the relationship between culture and politics. <i>Bible – Exodus</i>. Fustel de Coulanges: <i>The Ancient City</i>.</p>	Interactive presentation and discussions.	

<p>Watching and discussing parts of a documentary: <i>Ghosts of Sulawesi</i>. The theory of cultural evolution. The importance of cultural learning: dual-inheritance theory (Boyd and Richerson).</p>		
<p><u>3. Understanding culture</u></p> <p>The function of stereotypes (Shiraev and Levy). Evolutionary origins of stigmatization (Kurzban and Leary). Ethnic and cultural boundaries (Barth, Brubaker and Wimmer). Social identity theory.</p>	<p>Interactive presentation and discussions.</p>	
<p><u>4. The scientific study of cultures</u></p> <p>Why is it difficult to define culture? Methodological difficulties in studying culture: the unit of observation in cross-cultural research. The <i>emic</i> and the <i>etic</i> perspective. The concept of “deep culture”. Cultural typologies. Culture’s consequences on societies and political systems: Lewis, Hofstede, Schwartz, Inglehart.</p>	<p>Interactive presentation and discussions.</p>	
<p><u>5. Exercises: debate</u></p> <ul style="list-style-type: none"> • Cultures: primordial or constructed? • The role of cultural differences: will it increase or fade away? 	<p>Students will be divided in groups and instructed to participate in a debate on the intrinsic nature of culture (building on Boyd–Richerson, Barth, Wimmer, Shirayev–Levy, Kurzban–Leary and Brown) and on the impact of globalization on cultural differences.</p>	
<p><u>6. Intercultural Communication as a discipline</u></p> <p>The concept of cultural shock. The phases of the cultural shock. Alternative views: U-curve, W-curve. The consequences of the cultural shock. The history of Intercultural Communication as a discipline. The Foreign Service Institute in the US. E. T. Hall’s path-breaking works: <i>The Silent Language</i> and <i>The Hidden Dimension</i>. Methodological characteristics of the burgeoning period of the discipline.</p>	<p>Interactive presentation and discussions.</p>	
<p><u>7. Alternative views in the study of intercultural exposure</u></p> <p>The concept of intercultural encounter (Spencer-Oatey and Franklin). Alternative views of intercultural success: intercultural learning, intercultural adaptation, intercultural effectiveness, intercultural competence, intercultural interaction competence, cultural</p>	<p>Interactive presentation and discussions.</p>	

intelligence.		
<p><u>8. Intercultural adaptation</u></p> <p>Cross-Cultural adaptation according to Kim. Process and structure of cross-cultural adaptation. Dimensions and constructs of cross-cultural adaptation. Phases of intercultural adaptation: from ethnocentric to ethnorelative (Hanvey, Bennett, Hammer). The deep cultural model of intercultural adaptation according to Shaules. Resistance to change. Acceptance of difference.</p>	Interactive presentation and discussions.	
<p><u>9. The outcome of intercultural adaptation</u></p> <p>Adaptation and cultural identity according to Shaules. The three phases of intercultural adaptation in Shaules view: Resistance, Acceptance, Adaptation. The consequences of the deep culture model. The „third culture” model: Dodds, Casmir and Holmes.</p>	Interactive presentation and discussions.	
<p><u>10. Intercultural competence</u></p> <p>Models of intercultural competence (Dinges). Dimensions of intercultural competence. The Intercultural Interaction Competence (ICIC) according to Spencer-Oatey and Franklin. The role of understanding and rapport in intercultural interaction. The role of disadvantage and domination in intercultural interaction. The concept of cultural intelligence (Ang and van Dyne).</p>	Interactive presentation and discussions.	
<p><u>11. Exercises: cultural awareness, cross-cultural effectiveness</u></p> <ul style="list-style-type: none"> • Diversity activities • Inclusion, exclusion • Circles of my multicultural self • Cross-cultural simulation scripts • BaFa 	Students will be divided in groups and instructed to participate in the various role-plays.	
<p><u>12. Assessing intercultural competence</u></p> <p>About instruments used in assessment in general. Assessing value orientations. Assessing cultural competences. Assessing intercultural competence (INCA). Assessing intercultural interaction competence (Spencer-Oatey and Franklin). Assessing cultural intelligence. International competencies (WorldWork).</p>	Interactive presentation and discussions.	
<p><u>13. Intercultural education and training</u></p>	Interactive presentation	

<p>Types of intercultural training. Critical incidents and case studies. The cultural assimilator: culture-specific assimilator; culture-general assimilator. The intercultural sensitizer. Discourse-analysis based training. Recent tendencies in intercultural competence training. Conflict mediation across cultures (Augsburger)</p>	<p>and discussions.</p>	
<p>14. Intercultural ethics</p> <p>Ethnorelative ethics. Ethics in intercultural encounters. Ethics in intercultural research. Ethics in intercultural education and training. Concluding discussions: What have we learned? Strengths and weaknesses of the course. Lessons to be taken away.</p>	<p>Interactive presentation and discussions.</p>	
<p>BIBLIOGRAPHY</p> <p>Recommended – General:</p> <ol style="list-style-type: none"> 1. H. Spencer-Oatey – P. Franklin: <i>Intercultural Interaction. A Multidisciplinary Approach to Intercultural Communication</i>. Basingstoke: Palgrave Macmillan, 2009. 2. J. N. Martin – Th. K. Nakayama: <i>Intercultural Communication in Contexts</i>. NY: McGraw-Hill, 2010. 3. J. Shaules: <i>Deep Culture. The Hidden Challenges of Global Living</i>. Clevedon–Buffalo–Toronto: Multilingual Matters LTD, 2007. 4. H. Kotthoff – H. Spencer-Oatey (eds.): <i>Handbook of Intercultural Communication</i>. Berlin–New York: Mouton de Gruyter, 2007, pp. 55-98. <p>Recommended – Topic Related:</p> <ol style="list-style-type: none"> 1. P. J. Richerson – R. Boyd: Culture Is Essential. An excerpt from <i>Not By Genes Alone: How Culture Transformed Human Evolution</i>. Chicago: Univ. of Chicago Press, 2005. 2. Henrich, J. – McElreath, R.: Dual-inheritance theory: the evolution of human cultural capacities and cultural evolution. In R. Dunbar – L. Barrett (Eds.): <i>Oxford Handbook of Evolutionary Psychology</i>. Oxford: Oxford University Press, 2007: 555-570. 3. F. Barth: Introduction to <i>Ethnic Groups and Boundaries. The Social Organization of Cultural Differences</i>. Long Grove, Ill: Waveland Press, 1969. 4. A. Wimmer: The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory. <i>American Journal of Sociology</i>, Vol. 113, Nr. 4 (January 2008): 970–1022. 5. R. Brubaker: Ethnicity as cognition. <i>Theory and Society</i>, Vol.33 (2004): 31-64. 6. 2. Robert Kurzban – Mark R. Leary: Evolutionary Origins of Stigmatization: The Functions of Social Exclusion. <i>Psychological Bulletin</i>, Vol. 127, No. 2 (2001): 187-208. 7. R. Brown: Social Identity Theory: past achievements, current problems and future challenges. <i>European Journal of Social Psychology</i>, Vol. 30 (2000): 745-778. 8. Leung, Kwok – Rabi S. Bhagat – Nancy R. Buchan – Miriam Erez – Cristina B. Gibson: Culture and international business: recent advances and their implications for future research. <i>Journal of International Business Studies</i> (2005) 36, 357–378. 9. Diez-Nicolas, Juan: Two Contradictory Hypotheses on Globalization: Societal Convergence or Civilization Differentiation and Clash. <i>World Values Research</i>, Vol. 2, Nr. 4 (2009). 10. M. J. Bennett: Intercultural communication: A current perspective. In Milton J. Bennett 		

(ed.): *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press, 1998.

11. St. Holmes: *Intercultural Communication and Dialogue Competence: An Attempt at Synthesis through useful "Fictions"*. Working paper of International Society for Diversity Management, 2005.

Required – Assignments:

1. E. Shirev – D. Levy: *Cross-Cultural Psychology. Critical Thinking and Contemporary Applications*. Boston – London – Toronto – Sydney – Tokyo – Singapore: Allyn and Bacon, 2001.
2. P. B. Pendersen – D. Hernandez: *Decisional Dialogues in a Cultural Context. Structural Exercises*. Thousand Oaks–London–New Delhi: SAGE Publications, 1997.
3. L. R. Kohls – J. M. Knight: *Developing Intercultural Awareness. A Cross-Cultural Training Handbook*. Yarmouth, Me: Intercultural Press, INC., 1994.

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9. Corroborating the content of the discipline with the expectations of the epistemic community, professional associations and representative employers within the field of the program

10. Evaluation

Type of activity	10.1 Evaluation criteria	10.2 Evaluation methods	10.3 Share in the grade (%)
10.4 Course/ seminar	Assignment 1	Assignment 1: a min. 1 page (12 TNR 1.5) long presentation of a personal experience which would qualify as “intercultural”. Due: March 17, 6 PM (compulsory). Assignment 2: (i) Chose one critical incident from P. B. Pendersen – D. Hernandez: <i>Decisional Dialogues in a Cultural Context. Structural Exercises!</i> (ii) Analyze the chosen critical incident with the help of the Interpersonal Cultural Grid (to be presented in class), or the stereotyping mechanisms discussed in Shiraev–Levy. (iii) Write up your conclusions in a minimum 2 pages (12 TNR 1.5) report. Due: April 13, 6PM. Assignment 3: (i) Chose a case study from: L. R. Kohls – J. M. Knight: <i>Developing Intercultural Awareness. A Cross-Cultural Training Handbook!</i> (ii): Using the concepts introduced so far	10%
	Assignment 2		15%
	Assignment 3		15%

	<p>Assignment 4 (2 points)</p>	<p>in the course, write a minimum 3 pages (12 TNR 1.5) analysis of the case, including (a) an explanation of what you learned from the case, and (b) an evaluation of the actors' levels of ICIC. Due: April 27, 6PM.</p> <p>Assignment 4: Using the concepts and analytical frameworks discussed in the course, assess your personal intercultural experience presented in Assignment 1. What were the sources of difficulty or discomfort? What would have helped? Write up your conclusions in a minimum 5 pages (12 TNR 1.5) long analysis! Due: May 18, 6PM (compulsory).</p> <p>The point(s) lost for non-participation in the exercise (weeks 5 and 11) can be recuperated by additional synopses of further texts selected from the topic related recommended reading-list.</p> <p>The synopsis of the selected text from the topic related recommended readings should be minimum 5 pages (12 TNR 1.5). It should reflect the structure of the original text, highlight the main arguments, and include a paragraph with the personal opinion of the author of the synopsis regarding the way the topic has been addressed in the original text.</p>	<p>20%</p> <p>20%</p> <p>10%</p> <p>10%</p>
<p>10.6 Minimum performance standards</p>			
<ul style="list-style-type: none"> • Participation at seminars min 70% • Academic dishonesty – plagiarism, cheating, fabrication or multiple submission – will not be tolerated. Punishment will be in accordance with the department's rules. For details, see http://www.polito.ubbcluj.ro/polito/documente/reguli_plagiat.pdf. 			

Date
14.05.2018.

Signature of course coordinator
Prof. Levente SALAT, PhD

Signature of seminar coordinator
Prof. Levente SALAT, PhD Phd

Date of approval

Signature of the head of department
HOSU Ioan, Phd