

**BABEȘ-BOLYAI UNIVERSITY**  
**Faculty of Political, Administrative and Communication Sciences**  
**Political Science Department**  
**2019–2020 academic year**

## **INTERCULTURAL COMMUNICATION**

Instructor: Prof. Levente SALAT, PhD  
Course identification: UME 1206  
Credits: 5

### **I. COURSE DESCRIPTION**

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.

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.

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.

### **II. KEY CONCEPTS**

Culture, multicultural, cross-cultural, intercultural, transcultural, intercultural resistance, prejudice, stereotypes, stereotyping mechanisms, ethnocentrism, relativism, universals, *emic*, *etic*, cultural shock, rapport, intercultural learning, intercultural success, intercultural interaction competence, intercultural communication, intercultural communication competence, deep culture model, resistance, acceptance, adaptation, third culture, cultural code switching, intercultural dialogue, intercultural person, intercultural training, critical incidents, cultural assimilator.

### **III. CLASS SCHEDULE**

**Location and timing of courses:** Faculty Building, 301, Tuesdays, 17:00-20:00.

### **IV. CONTACT**

**Office hours:** TBA.  
**E-mail:** [salat@fspac.ro](mailto:salat@fspac.ro)

## V. READINGS:

### RECOMMENDED – GENERAL:

1. S. Ting-Tommey – L. C. Chung: *Understanding Intercultural Communication*. New York–Oxford: Oxford University Press, 2012.
2. H. Spencer-Oatey – P. Franklin: *Intercultural Interaction. A Multidisciplinary Approach to Intercultural Communication*. Basingstoke: Palgrave Macmillan, 2009.
3. J. Jackson: *Introducing Language and Intercultural Communication*. London – New York: Routledge, 2014.
4. J. Shaules: *Deep Culture. The Hidden Challenges of Global Living*. Clevedon–Buffalo–Toronto: Multilingual Matters LTD, 2007.

### RECOMMENDED – TOPIC RELATED:

1. P. J. Richerson – R. Boyd: Culture Is Essential. An excerpt from *Not By Genes Alone: How Culture Transformed Human Evolution*. Chicago: Univ. of Chicago Press, 2005.
2. J. Henrich – McElreath, R.: Dual-inheritance theory: the evolution of human cultural capacities and cultural evolution. In R. Dunbar – L. Barrett (Eds.): *Oxford Handbook of Evolutionary Psychology*. Oxford: Oxford University Press, 2007: 555-570.
3. F. Barth: Introduction to *Ethnic Groups and Boundaries. The Social Organization of Cultural Differences*. Long Grove, Ill: Waveland Press, 1969.
4. A. Wimmer: The Making and Unmaking of Ethnic Boundaries: A Multilevel Process Theory. *American Journal of Sociology*, Vol. 113, Nr. 4 (January 2008): 970–1022.
5. R. Brubaker: Ethnicity as cognition. *Theory and Society*, Vol.33 (2004): 31-64.
6. R. Kurzban – Mark R. Leary: Evolutionary Origins of Stigmatization: The Functions of Social Exclusion. *Psychological Bulletin*, Vol. 127, No. 2 (2001): 187-208.
7. R. Brown: Social Identity Theory: past achievements, current problems and future challenges. *European Journal of Social Psychology*, Vol. 30 (2000): 745-778.
8. J. P. Choy: A Theory of Inefficient Culture, with an Application to the Amish. <https://www.sole-jole.org/17056.pdf> (Accessed on March 4, 2019)
9. K. Leung – Rabi S. Bhagat – Nancy R. Buchan – Miriam Erez – Cristina B. Gibson: Culture and international business: recent advances and their implications for future research. *Journal of International Business Studies* (2005) 36, 357–378.
10. J. Diez-Nicolas: Two Contradictory Hypotheses on Globalization: Societal Convergence or Civilization Differentiation and Clash. *World Values Research*, Vol. 2, Nr. 4 (2009).
11. 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.

12. 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.

The required readings and the readings for the assignments will be available in electronic format. The recommended readings are available in print format upon request.

## **VI. COURSE TOPICS AND SCHEDULE:**

### **1. Introduction to the discipline (February 25)**

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.

### **2. The origins of culture (March 3)**

The concept of culture: a typology of definitions. Where do cultures come from? The beginnings: the relationship between culture and politics. *Bible – Exodus*. Fustel de Coulanges: *The Ancient City*. Watching and discussing parts of a documentary: *Ghosts of Sulawesi*. The theory of cultural evolution. The importance of cultural learning: dual-inheritance theory (Boyd and Richerson).

### **3. Understanding culture (March 10)**

The function of stereotypes (Shirev and Levy). Evolutionary origins of stigmatization (Kurzban and Leary). Ethnic and cultural boundaries (Barth, Brubaker and Wimmer). Social identity theory.

### **4. The scientific study of cultures (March 17)**

Why is it difficult to define culture? Methodological difficulties in studying culture: the unit of observation in cross-cultural research. The *emic* and the *etic* perspective. The concept of “deep culture”. Cultural typologies. Culture’s consequences on societies and political systems: Lewis, Hofstede, Schwartz, Inglehart.

### **5. Exercises: debate (March 24)**

- **Cultures: primordial or constructed?**

- **The role of cultural differences: will it increase or fade away?**

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, Brown and Choy) and on the impact of globalization on cultural differences.

### **6. Intercultural Communication as a discipline (March 31)**

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: *The Silent Language* and *The Hidden Dimension*. Methodological characteristics of the burgeoning period of the discipline.

### **7. Alternative views in the study of intercultural exposure (April 7)**

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 intelligence.

### **8. Intercultural adaptation (April 21)**

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.

### **9. The outcome of intercultural adaptation (April 28)**

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, Casimir and Holmes.

### **10. Intercultural competence (May 5)**

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).

### **11. Exercises: cultural awareness, cross-cultural effectiveness (May 12)**

- **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.

### **12. Assessing intercultural competence (May 19)**

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).

### **13. Intercultural education and training (May 26)**

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)

### **14. Intercultural ethics (June 2)**

Ethno-relative 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.

## **VIII. COURSE REQUIREMENTS, EVALUATION:**

The final grade will be calculated according to the following formula:

**Final grade =**

Active participation in class (1 point) +

Active participation in the two exercises (2 points, 1 point each) +

Synopsis of a text selected from the readings (1 point) +

**Assignment 1** (1 point) +

Assignment 2 (1.5 points) +

Assignment 3 (1.5 points) +

**Assignment 4** (2 points) = **10 (ten)**.

**Assignment 1:** a minimum 1 page (12 TNR 1.5) long presentation of a personal experience which would qualify as “intercultural”. Due: **March 16, 6 PM (compulsory)**.

**Assignment 2:**

(i) Chose one critical incident from P. B. Pendersen – D. Hernandez: *Decisional Dialogues in a Cultural Context. Structural Exercises!*

(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 3 pages (12 TNR 1.5) report.

Due: **April 6, 6PM.**

**Assignment 3:**

(i) Chose a case study from: L. R. Kohls – J. M. Knight: *Developing Intercultural Awareness. A Cross-Cultural Training Handbook!*

(ii): Elaborate a minimum 4 pages (12 TNR 1.5) analysis of the case, covering the following aspects: (a) an evaluation of the actors' levels of ICIC; and (b) an explanation of what you learned from the case, building on the concepts introduced so far in the course.

Due: **April 27, 6PM.**

**Assignment 4:** Using the concepts and analytical frameworks discussed in the course, assess your personal intercultural experience described in **Assignment 1** in a minimum 6 pages (12 TNR 1.5) long analysis! The analysis is expected to address the following questions: What were the sources of difficulty or discomfort you have encountered? What would have helped in order to cope or perform better? Did the knowledge acquired during the course change your perception on intercultural situations and if so, in which way?

Due: **May 25, 6PM (compulsory).**

Requirements regarding the **format** of the assignment:

1. Assignments will be submitted as attached **word documents**.
2. The files will be named as follows: FAMILY NAME\_Given Name\_A/Si, where A for assignment, S for synopsis, i=1-4.

**The synopsis** of the selected text from the topic related recommended readings should be minimum 5 pages (12 TNR 1.5). It should (1) summarize the structure of the original text, (2) highlight the main arguments, and (3) 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.

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.

**IX. ACADEMIC HONESTY POLICY:**

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 <https://fspac.ubbcluj.ro/application/files/9215/7017/6735/FSPAC-code-of-ethics.pdf>.