

# BUTTE COLLEGE

## COURSE OUTLINE

### I. CATALOG DESCRIPTION

**CMST 9 - Intercultural Communication**

**3 Unit(s)**

**Prerequisite(s):** NONE

**Recommended Prep:** Reading Level IV; English Level IV

**Transfer Status:** CSU/UC

51 hours Lecture

This course provides an understanding of the dynamics of intercultural communication. Students will develop knowledge, attitudes, and skills to become more effective intercultural communicators. (C-ID COMM 150).

### II. OBJECTIVES

Upon successful completion of this course, the student will be able to:

- A. Recognize and articulate how core values, worldviews, and communication patterns shape cultural and individual identities.
- B. Identify the components of culture and communication and their interrelationship.
- C. Explain how culture influences verbal and nonverbal communication.
- D. Compare and contrast cultural communication behaviors in various contexts.
- E. Identify and describe barriers to effective intercultural communication such as stereotyping, prejudice, and ethnocentrism.
- F. Analyze and describe the ethical considerations that impact intercultural citizenship.
- G. Recognize social and psychological variables of culture and its expression.
- H. Explain how culture influences perceptual differences and interpretations.
- I. Recognize elements of common ground among diverse cultures.

### III. COURSE CONTENT

#### **A. Unit Titles/Suggested Time Schedule**

Lecture	
<u>Topics</u>	<u>Hours</u>
1. Understanding Intercultural Communication	3.00
2. Perception and Worldviews	3.00
3. Culture, Communication, Context, and Power	3.00
4. History and Intercultural Communication	3.00
5. Identity	3.00
6. Language and Intercultural Communication	4.00
7. Nonverbal Codes and Cultural Space	3.00
8. Understanding Intercultural Transitions	3.00
9. Popular Culture	3.00
10. Intercultural Relationships	4.00
11. Culture Communication and Conflict	4.00
12. International Cultures- Understanding Diversity	3.00
13. Intercultural Communication Competence	3.00
14. Ethical Considerations	3.00

15. Barriers to intercultural communication including ethnocentrism, stereotyping, prejudice, discrimination, power and culture shock.	6.00
Total Hours	51.00

#### **IV. METHODS OF INSTRUCTION**

- A. Lecture
- B. Collaborative Group Work
- C. Class Activities
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Discussion
- F. Multimedia Presentations

#### **V. METHODS OF EVALUATION**

- A. Exams/Tests
- B. Research Projects
- C. Group Participation
- D. Written Assignments
- E. Essays and research papers
- F. Class Discussion

#### **VI. EXAMPLES OF ASSIGNMENTS**

- A. Reading Assignments
  1. Read “On the Invisibility of Privilege” from Dr. Peggy McIntosh. Analyze your own behavior in relation to the author’s argument and come to class prepared to discuss.
  2. Read Chapter 1 from Understanding Intercultural Communication by Leeva Chung and Stella Ting-Toomey. Consider the components of flexibility in intercultural communication. How can you balance being yourself with adapting to another individual’s cultural values and behaviors? Be prepared to discuss your answers in class.
- B. Writing Assignments
  1. In a 3-4 page paper, view and analyze a full-length, feature film that relates to some aspect of intercultural communication. Your paper should summarize the film and give a brief overview of the setting, the plot, and any other relevant information necessary to describe the context for understanding the intercultural communication dynamics in the film. Be sure to relate the film to class material. Does the film confirm or contradict information from our text? Discuss at least three (3) specific intercultural communication concepts from our text and relate them to the film. Be sure to connect specific examples from the film with the concepts from the text. Finally, provide an overall assessment of the film. Argue whether the film helps inform intercultural communication, or constrain it (by perpetuating negative stereotypes, for example.)
  2. Prepare a report based on research presented in a scholarly journal. You must first locate a study that is relevant to the material being covered in class. After reading the study, you will prepare a 3-4 page report that should be approximately evenly divided into the following sections: a summary of the study, a section relating the study to class material, and a section relating the study to personal experience. Cite and reference all work using current APA guidelines.
- C. Out-of-Class Assignments
  1. This assignment is designed to bring awareness of diversity on campus and in our communities and to foster tolerance in our society and empathy in our relations with others. Each group will create an interactive project that helps to reach this goal. Projects will be displayed in the student center in conjunction with other campus activities, such as

Diversity Days and International Education Week.

2. View “Reel Bad Arabs: How Hollywood Vilifies a People.”

Do you agree with the statement that Arabs are “the most maligned group in the history of Hollywood”? What other groups of people have also been depicted negatively in Hollywood films? What are some consequences of negative media representation? What images come to your mind when you think of Arab men, women, and children? Are those images different after seeing this film? Why or why not? How do you think these films might shape perceptions of the United States in the Arab world, especially among young people? In 500- 750 words (2-3 pages), respond to these questions.

**VII. RECOMMENDED MATERIALS OF INSTRUCTION**

Textbooks:

A. Chung, L. C. & Ting-Toomey, S. Understanding Intercultural Communication. 2 Edition. Oxford University Press, 2011.

**Created/Revised by:** Stacey Bartlett

**Date:** 12/02/2013