



COMM/PSYC 290: Intercultural Communication
Course Syllabus
Spring Semester 2022

Instructor: Gabriella Brigitte Klein, Ph.D.

Credits: 3

Contact Hours: 45

Prerequisites: none

Course Type: Standard Course

Course Description

This course serves as an introduction to contemporary concepts, practices, and processes of interpersonal communication in an intercultural perspective. Throughout this class, students will acquire the methodologies and knowledge to engage critically with their personal experiences abroad as intercultural communicators. They will participate in critical assessment of intercultural communication theories and apply the explicit goal of addressing a variety of topics. These topics range from the nature of language, culture and society, to analysis of verbal, paraverbal, non-verbal and visual communication, underlying meaning in discourse, representation of individual stereotypes and prejudices. A strong focus will be given to the relationship between one's linguistic, cultural and social identity, and relevant topics will be deeply discussed and applied with hands-on activities. Students will observe communicative events in their context, at various levels of "interculturality", keeping in mind that all types of interpersonal communication are ultimately intercultural. This course will also help students better navigate the intricacies of Italian cultural identities and their own intercultural communication practices during their study abroad experience.

Students will be expected to bring personal insights into the classrooms and use communication theories to understand, analyze, and evaluate intercultural experiences. Questions that they will examine include the following: How is communication scientifically investigated? What are the different components that are relevant in a communication event? What are different elements to communication, e.g., verbal, paraverbal, non-verbal, as well as some visual elements? What is the role of different languages in different contexts of usage? What is the relationship between language, culture, society and one's identity? The answers to these issues will be explored through lectures, class discussions, readings, writing assignments, and field research activities observing and analyzing everyday interactions.

Learning Outcomes and Assessment Measures

By the end of the course, students will be able to:

Learning Outcomes	Assessment Measures Course requirements that will be used to assess students' achievement for each learning outcome
Critically engage with communicative events through observation techniques, conversational transcription practice, analyses based on Conversation Analysis and Multimodal Analysis	Intercultural Portfolio including audio/video recordings, observation forms, field notes, transcripts of interactions and related analyses
Critically engage with contemporary theories in intercultural communication, anthropology and sociolinguistics	Final exam, Participation, Intercultural Portfolio
Appreciate the value of cultural diversity	Quiz, Participation to activity
Critically assess the relationship between language, cultural and social identity	Quiz, Intercultural Portfolio, Participation to activity
Learn communication techniques to solve intercultural and interpersonal conflicts	Interpersonal communication exercises and Communication Workshop??

Course Materials

Book

Piller, Ingrid., *Intercultural Communication, A critical introduction*, Edinburgh University Press (2nd Edition), 2017.

Readings

All reading materials will be made available in digital format on Moodle.

Please see “Umbra Institute Course Materials - Textbooks and Readers” handout provided in the orientation folder for more information.

Further Readings

- DOSSOU, Koffi M. / KLEIN, Gabriella B. / RAVENDA, Andrea F. Our RADAR Communication Concept. In: DOSSOU, Koffi M. / KLEIN, Gabriella B. *RADAR Guidelines. Understanding hate-oriented communication and tools for anti-hate communication strategies in an intercultural dimension*. Deruta/Perugia: Key & Key Communications 2016: 5-18. **(Reader #1)**
- GUMPERZ, John J. / COOK-GUMPERZ Jenny. Introduction: language and the communication of social identity. In: GUMPERZ, John J. (ed.). *Language and social identity*. Cambridge, London, New York, New Rochelle, Melbourne, Sydney: Cambridge University press, 1982: chap. 1, pp. 1-21. **(Reader #3)**
- HYMES, Dell. *Foundation in Sociolinguistics. An Ethnographic Approach*. Philadelphia: University of Pennsylvania Press, 1974. **(Reader #2)**
- KLEIN, Gabriella B. *Verbal interactions and their transcription*. University of Perugia: RADAR: Regulating AntiDiscrimination and AntiRacism. 2015 [6 pp.]. **(Reader #4)**
- KLEIN, Gabriella B. / DOSSOU, Koffi M. / PASQUANDREA, Sergio. Embodying epistemicity. Negotiating (un)certainly through semiotic objects. In: ZUCZKOWSKI, Andrzej / BONGELLI, Ramona /

RICCIONI, Ilaria / CANESTRARI, Carla (eds.) (2011). *Communicating Certainty and Uncertainty In Medical, Supportive and Scientific Contexts*. Amsterdam/Philadelphia: Benjamins, 2011: chap.11, pp. 223-246. **(Reader #5)**
 - TING-TOOMEY, Stella (2013), What is Culture Shock? In: LAVENDA, Robert / SCHULTZ, Emily. *Core Concepts in Cultural Anthropology*. Fifth Edition. New York, McGraw-Hill, 2013: pp. 114-137. **(Reader #6)**

Assessment

Participation	10%
4 Quizzes	10%
Intercultural Portfolio	40%
Reflection Paper	20%
Final Exam	20%

Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional Excellent
A-	90% - 92%	
B+	87% - 89%	Superior
B	83% - 86%	
B-	80% - 82%	
C+	77% - 79%	Satisfactory
C	73% - 76%	
C-	70% - 72%	
D+	67% - 69%	Low Pass
D	63% - 66%	
D-	60% - 62%	
F	59% or less	Fail (no credit)

Course Requirements

Grades are based on the following criteria.

Participation (10%)

Active Participation is an important component in this class. Participation will be assessed on the basis of the following criteria: 1) being on time for class and for the submission of material; 2) attitude towards fellow students and group-work; 3) pertinence and relevance of oral contributions through an active engagement in class and discussion.

Quizzes (10%)

The instructor will provide the students with four quizzes (2,5% each) throughout the semester to assess their engagement with the readings and critical literature. Quizzes will be distributed according to the syllabus and will be closed book/closed note.

Intercultural Portfolio (40%)

Students will build an Intercultural Portfolio throughout the course. The entries for the portfolio should be relevant to the theories and phenomena discussed in class. The professor will agree with each student about a specific research activity. This may consist of either audio/video recording at least one interaction with a service provider or of observing two to three interactions with a service provider. For this kind of activity students should preferably work in pairs. The communicative content of the entries should be analyzed according to the theories and practices presented in class. Each entry will be explained with a paragraph of 80-100 words. Each student will present their Portfolio in class at the end of the course.

Students will review the content of their portfolio with the instructor regularly during the course.

Reflection Paper (20%)

Students will write a Reflection Paper after the workshop on Interpersonal Communication led by the professor. This workshop will offer a different approach to interpersonal communication in an intercultural dimension, and students are asked to discuss their personal experience of the workshop and to relate it with relevant concepts and ideas discussed in class. The paper should be between 2-3 pages long.

Presentation as final exam (20%)

Based on their Portfolio and Reflection Paper, Students will give a 10-minute Presentation in front of the whole class. The Presentation should focus on how they intend to exploit their intercultural experience back home.

This is the only time the exam will be given. **No alternative exam dates will be offered.**

Course Content Disclaimer

Violent words and images and generally sensitive content may occur for analytical purposes in particular related to the communicational construction of racism, xenophobia and discrimination

Attendance Policy

Absences for Covid-related circumstances: in order to keep the entire Umbra community healthy and to comply with local laws, you may not enter the Umbra premises if you have a temperature of 37.5 °C (99.5 °F) or higher. For all students who display any relevant symptoms, the procedure will be the following:

1. avoid going to class;
2. immediately notify the Student Services staff;
3. be prepared to get tested for COVID at a local pharmacy within the day.

The following additional conditions apply:

- Students may attend classes remotely and without academic penalty via Zoom or Skype *but only* if they are waiting for the test to be scheduled or performed.
- Students with a positive test result (or who have been in close contact with someone who tested positive) must follow all applicable quarantine or isolation requirements and may attend classes remotely, *without academic penalty*.
- Students with a negative test result are allowed to attend class in person.

It is Institute policy that students with symptoms be tested. Any student refusing testing will not be admitted to the Institute under any circumstances and any absences will not be considered eligible for an extra absence for any classes missed. In other words, refusing a test and staying in one's apartment is considered an unexcused absence.

Class attendance (in person or through live connection) is mandatory. Students are allowed two "free" absences, which do not need to be justified. However, it is considered common courtesy to inform the instructor of your absence when possible. It is the students' responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class).

Additional absences relating to illness may be approved by the Academic Director but only if a medical certification is provided.

Each additional absence, unless for a very serious reason, will lower the students' grade by one grade level (i.e., a final grade of a B+ would be lowered to a B). If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason. Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Academic Integrity

All forms of cheating (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and plagiarism (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies. Please note that cell phones must be turned off before the beginning of each class. Computers and other electronic devices cannot be used during class lectures and discussions.

Schedule of Topics, Readings, and Assignments

WEEK 1

Introduction to Intercultural Communication

Day 1 *Who, Where, and When are we? Situating Ourselves in Perugia, Italy, 2022.*

This lesson presents a qualitative and practical approach to the study of Interpersonal Communication in an Intercultural Dimension

Day 2: *Communication Workshop*

Readings for the week:

DOSSOU, Koffi M. / KLEIN, Gabriella B. / RAVENDA, Andrea F. (2016). Our RADAR Communication Concept. In: DOSSOU, Koffi M. / KLEIN, Gabriella B., RADAR Guidelines. Understanding hate-oriented communication and tools for anti-hate communication strategies in an intercultural dimension. Deruta/Perugia: Key & Key Communications. 2016: 5-18. - Reader #1

Individual Work (video recorded PPTs)

Piller Preface & chap. 1: video recorded PPT [16:00]

How to create the portfolio [8:00]

Klein: Integrated Communication Model [25:00]

Piller chap. 2 video recorded PPT [8:00]

WEEK 2

How Study Intercultural Communication?

Day 1 Getting familiar with the different communication levels and related means: verbal communication, paraverbal communication, non-verbal communication, visual communication.

Day 2: Experimenting the 4 different communication levels: verbal, paraverbal, non-verbal and visual

Readings for the week:

Videos on non-verbal communication

- [Babbel \(2016\): Can You Guess The Meanings Of These Italian Gestures?](#) [Babbel; 5:38]

- [Dagmar Birke \(2017\): body language by Coaching Atelier München Dagmar Birke](#) [2:50]

Videos on paraverbal communication

- [Buzz Williams \(2018\): Paraverbal Communication Skills](#) [3 :13]

- [Alex Lyon \(2018\): Tone of Voice in Communication](#) [8:06]

Individual Work

Piller chap.3 video recorded PPT [31:00]

Piller chap.4 video recorded PPT [15:00]

WEEK 3

What is a Communicative Event?

Day 1 *How is our cultural and social identity reflected through our language use and our communication?*

Day 2: simulating, in pairs, an interaction with intercultural implications (videorecording of the interactions)

Readings for the week:

GUMPERZ, John J. / COOK-GUMPERZ Jenny (1982). Introduction: language and the communication of social identity (chap. 1, pp. 1-21). In: GUMPERZ, John J. (ed.) (1982). Language and social identity. Cambridge, London, New York, New Rochelle, Melbourne, Sydney: Cambridge University press - Reader #3

Individual Work

Piller chap.5 video recorded PPT [25:00]

Piller chap. 6 video recorded PPT [11:00]

WEEK 4

What is a verbal interaction, a 'Conversation'?

Day 1 How to collect, transcribe and analyze verbal interactions

Day 2: Transcribing a verbal interaction

Readings for the week:

KLEIN, Gabriella B. (2015) Verbal interactions and their transcription. University of Perugia:
RADAR: Regulating AntiDiscrimination and AntiRacism [6 pp.] - Reader #4

Individual Work

Piller chap. 7 video recorded PPT [23:00]

Piller chap. 8&9 video recorded PPT [19:00 + 19:00]

WEEK 5

Institutional service encounters

Day 1 Service counter at the public relation office (URP) of the municipality of Perugia

Day 2: Representations of Italy and the US compared. Each student must bring something representative of their idea of Italy or USA and present it in class.

Readings for the week:

KLEIN, Gabriella B. / DOSSOU, Koffi M. / PASQUANDREA, Sergio (2011). Embodying epistemicity. Negotiating (un)certainly through semiotic objects (chap.11, pp. 223-246). In: ZUCZKOWSKI, Andrzej / BONGELLI, Ramona / RICCIONI, Ilaria / CANESTRARI, Carla (eds.) (2011). Communicating Certainty and Uncertainty In Medical, Supportive and Scientific Contexts. Amsterdam/Philadelphia: Benjamins – Reader #5

Videos

Adam Ambrozy (2019): The Fundamentals of Qualitative Research Vol. 1 | Participant Observation [8:3]

Skye Gillingham (2016): Ethnographic Research [5:12]

Individual Work

Piller chap. 10 video recorded PPT [18:00]

Piller chap.11 video recorded PPT [9:00]

Klein: Sociolinguistics [35:00]

WEEK 6

The Genealogy of Intercultural Communication.

Day 1 The Genealogy of the Concept of Culture. CultureShock: The Experience and Development

Day 2: Approaching Intercultural Communication, Stereotypes and Prejudices, Communication Barriers; Discrimination, Xenophobia and Racism

Readings for the week:

TING-TOOMEY, Stella (2013), What is Culture Shock? (pp. 114-137). In: LAVENDA, Robert H. / SCHULTZ, Emily A. (2013). Core Concepts in Cultural Anthropology. Fifth Edition. New York: McGraw-Hill. - Reader #8

Preface, pp. ix-xi; Piller chap. 1, 1-12 & chap. 2, pp. 13-30 > prepare Reading Slip to be used for discussion in class

Individual Work

Ethnographic Fieldwork: participant observation & field notes [1hr]

3-5' interaction if transcribed; more if only field notes

Klein: Race and similar terms [31:00]

Semester Break

WEEK 7

Language and Culture

Day 1 Nation and Culture

Day 2: Intercultural Communication in a Multilingual World

Readings for the week:

Piller chap. 3, pp. 31-53 & chap. 4, pp. 54-70 > prepare Reading Slip to be used for discussion in class

Piller chap.5, pp.71-99 > prepare Reading Slip to be used for discussion in class

Individual Work

Reflection on the field experience [1]

WEEK 8

Intercultural Communication in context 1

Day 1 Intercultural Communication in a Transnational World

Day 2: Intercultural Communication at Work. Intercultural Communication for Sale

Readings for the week:

Piller chap. 6, pp. 100-119 > prepare Reading Slip to be used for discussion in class

Piller chap. 7, pp. 120-141 & chap. 8, pp. 142-156 > prepare Reading Slip to be used for discussion in class

Individual Work

Transcription of the audio/video recorded interaction or fine tuning the field notes [1hr]

Finetuning the transcription of the audio/video recorded interaction or fine tuning the field notes [1hr]

WEEK 9

Intercultural Communication in context 2

Day 1 Intercultural Romance.

Day 2: Intercultural Communication in Education

Readings for the week:

Piller chap. 9, pp. 157-172 > prepare Reading Slip to be used for discussion in class
Piller chap. 10, pp. 173-192 > prepare Reading Slip to be used for discussion in class

Individual Work

Preparing a Poster and a PPT presentation [1hr]

WEEK 10

Intercultural Communication for a cultural change

Day 1 Becoming an Intercultural Mediator.

Support for the preparation of the Poster and the PPT

Day 2: Bring your Portfolios and Reflection Paper together with your final Poster and PPT

Be ready to ask questions about the course, to discuss your experience and to give feedback to other students.

Readings for the week (day 1):

Piller chap. 11, pp. 194-206 > prepare Reading Slip to be used for discussion in class

Individual Work

Finalizing Poster and PPT presentation [1hr]

Community EngageGames events [1hr]

Exhibition of students' posters: the first 3 will be awarded. Students will explain their learning outcomes to students from other classes.

WEEK 11

Special Academic Events Week