

INGL 3065 - INTERCULTURAL COMMUNICATION
UNIVERSITY OF PUERTO RICO, RIO PIEDRAS
FALL SESSION -M-W 10:00-11:20 am
Room: GoogleMeets—INGL3065-001 Intercultural Communication

Prof. Marisol Joseph-Haynes
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Office hours: By appointment on Tuesday-Thursday 8:00-1:00 PM via GM-- by appointment
Office: Pedreira 2A (for now-- my office is GM)

Course Description:



An exploration of some of the historical and political conditions that make intercultural communication possible, the barriers that exist to effective intercultural communication, and possible solutions to the problem of intercultural misunderstanding. The course examines examples of differences in communication styles not only between cultures but also within cultures. As a result, issues of race, nation, class, gender, religion, immigration will be of significant concern. The course stresses the notion that knowledge of human beings is always knowledge produced from a particular location and for a particular purpose. As a result, it encourages students to think carefully about the discipline of Intercultural Communication.

Course Objectives: At the end of the course the students will be able to:

- Explain the following key terms: identity, culture, subculture, cultural patterns, beliefs, values, norms, social practices, attitudes, enculturation, acculturation, communication, intercultural communication (ICC), intercultural communication competence and explain the major theories that make up the conceptual framework for the study of ICC
- Discuss and explain the patterns of their own culture and compare them with those in other cultures.
- Engage in a knowledgeable fashion in discussion concerning the important issues that constitute the backbone of ICC such as why cultures differ and why IC interactions differ in a degree
- Recognize the influence that the perceptual process and students' own cultural backgrounds have on the way they view themselves and others
- Identify and explain important theories that attempt to classify cultures using different approaches
- Explain cultural biases and engage in behavior that successfully deal with them
- Discuss the role of language in ICC and the Sapir-Whorf hypothesis
- Discuss and engage positively in the phenomenon of cultural shock, its stages, symptoms, and the cognitive strategies necessary to overcome it
- Communicate more effectively in ICC settings
- Identify and explain the components of IC competence

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- Be more understanding and tolerant of differences from others and contribute in an effective way to make the necessary adjustments for the inclusion of students with special needs in the classroom situation

Course Outline: **Detailed outline at the end of the document

- A. Present-day world and interpersonal conflicts due to cultural differences; defining key terms; forces that promote cultural differences; the components of IC competence
-----**4 weeks**
- B. Foundations of cultural patterns: beliefs, values, norms and social practices; taxonomic approaches to the classification of culture according to the ways in which they vary; understanding identity, cultural identity, and cultural biases such as ethnocentrism, stereotyping, prejudice, discrimination and racism -----**4 weeks**
- C. Coding ICC: verbal and nonverbal intercultural communication;
cultural variations in persuasion----- **4 weeks**
ICC competence in IPR and the outside world----- **3 weeks**

Teaching Strategies: I see the classroom as a unique space where people can collectively raise awareness about taken for granted elements of culture, society, and nature, and gain tools to move beyond boundaries, as well as to imagine and practice alternatives. The learning focus in this course is on student-driven exploration. While we utilize a wide variety of learning approaches, this course is essentially interactive and experiential. This sort of learning requires active individual and group participation. Each of you will get out of this class what you put into it. And your experience will be a collective one. To foster learning:

- Prepare yourselves by reading and involving yourselves in the readings.
- Engage in the class and actively participate in discussion, exercises, and presentations.

Students Rights & Responsibilities A. Grievances Students with a grievance against another student in this class or students with a conflict with the instructor are referred to the grievance procedures outlined in the Student Handbook. It says, in part, "in academic matters such as a grade complaint, the student should first speak with his or her professor. The normal hierarchy then leads to the department chairperson, dean of the college, and provost."

Cheating & Plagiarism Students are reminded that cheating and plagiarism will not be tolerated. Even one incident of cheating or plagiarism is grounds for failing the course or more serious action by the university. Please carefully study the University policies on cheating and plagiarism that are detailed in the UPR Student Handbook.

“La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la

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deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas. “

Special accommodations (Law 51):

Students who receive the services provided by the office of Vocational Rehabilitation must contact me at the beginning of the semester in order to plan a reasonable accommodation and the necessary equipment according to the recommendations provided by the Oficina de Asuntos para la persona con Impedimento (OAPI) at the Office of the Dean of Students. Any other students with special needs or who require any type of assistance or special arrangement should contact the professor. I encourage these students to be aware of their rights and duties.

Possible arrangements dealing with assistive technology or equipment you may need should be coordinated through the Disability Services Office (OSEI) of the UPR-RRP, Dean of Students Affairs to arrange an appointment.

Regulations on discrimination by sex and gender in the modality of sex violence

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.”

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“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

“The University of Puerto Rico prohibits discrimination based on sex, sexual orientation, and gender identity in any of its forms including that of sexual harassment. According to the Institutional Policy Against Harassment at the University of Puerto Rico, Certification Num. 130, 2014-2015 from the Board of Governors, any student subjected to acts constituting sexual harassment, must turn to the Office of the Student Ombudsperson, the Office of the Dean of Students, and/or the Coordinator of the Office of Compliance with Title IX for an orientation and/or a formal complaint.”

Require resources:

- Textbook: Lustig, M & Koester, J. (2018). Intercultural Competence 7th Ed. NY: Pearson Education Inc.
- Videos
- Movies

Method of Evaluation: Special arrangements will be made for those students requiring reasonable accommodation

	Points	Percentage
Class attendance and participation: Video conference (GoogleMeets)1 Forums (Moodle) Chats (WhatsApp)	100	30%
4 quizzes (25 pts each) One every 3 chapters	100	20%
4 Response papers (25 pts each)	100	20%
2 Test (based on readings and a movie)	100	20%
2 Group-oral presentation	100	10%
Total	500	100%

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Grading System:

90-100=A

80-89= B

70-79=C

60-69=D

0-59=F

Ethics: Students found plagiarizing will receive a failing grade for the class, and the case will be reported to the University. The course emphasizes ethical practices and perspectives. Above all, both students and the teacher team should strive to communicate and act, both in class interactions and in assigned coursework, in a manner directed by personal integrity, honesty, and **respect for self and others.**

Students need to do original work and properly cite sources. Directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Further, course content will encourage the ethical practices and analysis of communication. If you commit plagiarism or engage in academic dishonesty of any kind, you will receive an “F” for the course and be reported to the Dean of Students where further disciplinary action may be taken.

Late work & absences: This course is given during the Fall academic period in Full Online format, this means that you should be sure to have the appropriate equipment: computer, internet and access to Moodle and Teams. We will meet periodically on Monday and Wednesday at 10 am. For discussions and oral presentations, you need to participate of ALL videoconference via Teams. Your attendance to the synchronic meetings is required.

Professional work quality: Work turned in should be polished. Unless otherwise noted, all written assignments turned in for a grade must be double-spaced, 12-point font, and must conform to standard rules of English grammar, spelling, and punctuation. Assignments that seriously depart from these rules (due to sloppiness and not deliberate and careful creative effort) or the required format described in the assignment will be returned un-graded and counted as a zero/F.

APA style is required for all your citations and reference list. For guides on how to use APA style, see <http://owl.english.purdue.edu/owl/resource>

Email etiquette & responsibility: A good rule to follow when addressing all people via email in a professional context is to use a greeting and that person’s name or title to open your email message. Since you are not texting a buddy, it is respectful to begin one’s email with “Hi, Marisol” or “Dear Prof. Joseph,” before going into your message itself. If you feel more comfortable addressing people by title, note that professors are not addressed as Ms. or Mr., but as Professor so-and-so or Dr. so-and-so. Here is a helpful short blog about how to write a professional (and specifically academic professional) email to your professors: <https://medium.com/@lportwoodstacer/how-to-email-yourprofessor-without-being-annoying-af-cf64ae0e4087#.1b6bai82x>.

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Check your UPRRP email account regularly, as I use this account to keep in touch with you about course requirements or updates. We will also use WhatsApp since we are in hurricane season and the island power infrastructure is fragile.

In-class etiquette: I will ask you to have your video on and mute the microphone until you are ready for participation. Remember to look for a comfortable place to engage with the class.

Diversity: This course encourages different perspectives related to such factors including socio-economic class, gender, race, nationality, ethnicity, sexual orientation, religion, ability, and other relevant cultural identities. The course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.

Bibliography:

Atay, A., & Toyosaki, S. (2018). *Critical intercultural communication pedagogy*. Lanham, MD: Lexington Books. [\[Google Scholar\]](#)

Baldwin, J. R., Coleman, R. R. M., González, A., & Shenoy-Packer, S. (2014). *Intercultural communication for everyday life*. Malden, MA: Wiley Blackwell. [\[Google Scholar\]](#)

Bradshaw, A C (2017). Critical pedagogy and educational technology Culture, learning, and technology. In Angela D. Benson, Roberto Joseph, & Joi L. Moore (Eds.), *Culture, Learning, and Technology Research and Practice* (pp. 8-27). Routledge. <https://doi.org/10.4324/9781315681689-2>.

Carbaugh, D (1996b). *Situating selves: The communication of social identities in American scenes*, Albany: SUNY Press. <https://doi.org/10.2307/358411>.

Cartmill, M (1998). The status of the race concept in physical anthropology. *American Anthropologist*, 100(3), 651–660. <https://doi.org/10.1525/aa.1998.100.3.651>.

Cockcroft, T. Charman, Sarah (2018). Police Socialisation, Identity and Culture. *Policing: A Journal Of Policy And Practice*. doi: 10.1093/police/pay045

Hsu, C., & Chen, J. (2020). The influences of host and ethnic internet use on sociocultural and psychological adaptation among Chinese college students in the United States: Intercultural communication apprehension and uncertainty reduction as mediators. *Journal Of International And Intercultural Communication*, 1-16. doi: 10.1080/17513057.2020.1718739

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Lustig, M., Koester, J., & Halaulani, R. (2018). *Intercultural Competence: Interpersonal Communication Across Cultures* (8th ed.). Pearson.

Raghavan, Anjana and Prasad, Pavithra (2019). Dark Looks: Sensory Contours of Racism in India. In: EGUCHI, Shinsuke, CALAFELL, Bernadette and ABDI, Shadee, (eds.) *De-Whitening Intersectionality: Race, Intercultural Communication, and Politics*. Lexington books.

All references available online in “Sistema de Bibliotecas UPRRP”

1. [Cases in critical cross-cultural management : an Intersectional approach to culture](#)
New York : Routledge, 2020
Call #: **MRDF Taylor & Francis E-book**
2. [International journal of intercultural relations : IJIR.](#)
[New Brunswick, N.J. : Transaction Periodicals Consortium, c1977-
Call #: [**Revistas**]
3. [Language, communication, and intergroup relations : a celebration of the scholarship of Howard Giles](#)
New York, NY : Routledge, 2019.
Call #: **MRDF Taylor & Francis E-book**
4. [Conflict, culture and communication.](#)
by *Stadler, Stefanie*.
Milton : Routledge, 2019.
Call #: **MRDF Taylor & Francis E-book**
5. [Cross-Cultural Dialogue as a Conflict Management Strategy](#)
Cham : Springer International Publishing : Imprint: Springer, 2018
Call #: **MRDF Springer E-book**
6. [The politics of multilingualism : Europeanisation, globalisation and linguistic governance](#)
Philadelphia : John Benjamins Publishing Company, [2018]
Call #: **306.449 P769 2018**
7. [Intercultural communication in Asia: education, language and values](#)
Cham : Springer International Publishing : Imprint: Springer, 2018
Call #: **MRDF Springer E-book**

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8. [Cultural and educational exchanges between rival societies : cooperation and competition in an interdependent world](#)
Singapore : Springer Nature Singapore, 2018.
Call #: **MRDF Springer E-book**
9. [Current issues in intercultural pragmatics](#)
Amsterdam ; Philadelphia : John Benjamins Publishing Company, [2017]
Call #: **MRDF Ebook Central E-book**
10. [Research methods in intercultural communication : a practical guide](#)
Malden, MA : Wiley-Blackwell, [2016]
Call #: **MRDF Ebook Central E-book**
11. [Cross-cultural management](#)
by *Ngyuen-Phuong-Mai, Mai, 1976-* author.
New York, NY : Routledge, 2019
Call #: **MRDF Taylor & Francis E-book**
12. [Communicating across cultures](#)
by *Ting-Toomey, Stella.* author.
New York : The Guilford Press, 2018.
Call #: **MRDF Ebook Central E-book**
13. [Black/Africana communication theory](#)
Cham : Springer International Publishing : Imprint: Palgrave Macmillan, 2018
Call #: **MRDF Springer E-book**
14. [Interculturalidad : en la vida y en la misión](#)
Estella (Navarra), España : Editorial Verbo Divino, [2017]
Call #: **MRDF Digitalia E-book**
15. [Cultural keywords in discourse](#)
©2017
Call #: **MRDF Ebook Central E-book**
16. [Readings and cases in international human resource management](#)
New York : Routledge, 2017.
Call #: **MRDF Taylor & Francis Ebook**
17. [Embracing multiple identities : opting out of neocolonial monolingualism, monoculturalism and mono-identification in the Dutch Caribbean Volume 1](#)

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Curaçao : University of Curaçao ; San Juan, Puerto Rico : Universidad de Puerto Rico, **2016.**
Call #: **306.09729 E532 2016**

18. [Cultural Encounters and Emergent Practices in Conflict Resolution Capacity-Building](#)

Cham : Springer International Publishing : Imprint: Palgrave Macmillan, **2018**

Call #: **MRDF Springer E-book**

19. [Creating culturally considerate schools : educating without bias](#)

by *Anderson, Kim L.*

Thousand Oaks, California : Corwin Press, c2012.

Call #: **370.1170973 A547c**

[Reinventing diversity : transforming organizational community to strengthen people, purpose, and performance](#)

by *Ross, Howard J.*

Lanham, Md. : Rowman & Littlefield Publishers, c2011.

Call #: **658.3008 R824r**

Electronic Reference:

www.crossculture.com

www.geerthofstede.com

www.countynavigator.com

www.globesmart.com

www.international.gc.ca

IAICS (International Association for Intercultural Communication Studies) website and consult the Intercultural Communication Studies (ICS) Journal.

www.interNations.org

www.xpats.com

www.jcc.sagepub.com

(The Journal of Cross-Cultural Psychology) – free sample articles are made available

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Proposed Schedule—Aug-Dec 2021

Prof. Marisol Joseph

	Date	Activities	Readings	Modality	Forums (Moodle)
W1	Aug 16	Introduction to the course and rules of engagements		Synchronic-Teams	Introductory Forum
	Aug 18	Introduction to the course and rules of engagements		Synchronic-Teams	Introductory Forum
W2	Aug 23	Introduction to Intercultural Competence	Chapter 1+2 Video in Moodle Response Paper#1		Forum
	Aug 25	Introduction to Intercultural Competence		Synchronic	
W3	Aug 30	Intercultural Communication Competence	Chapter 3 Video in Moodle		Forum
	Sep 1	Intercultural Communication Competence		Synchronic	
W4	Sep 6 Día del Trabajo				
	Sep 8	Review of chapters 1,2 and 3 Quiz #1		Synchronic	
W5	Sep 13	Cultural Patterns and Communication	Chapter 4- Group work Preparation of oral presentation (PPT+video) and upload in Section Forum		Forum
	Sep 15	Cultural Patterns and Communication	Chapter 4- Oral presentations in Moodle	Synchronic	Forum

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W6	Sep 20	Cultural Patterns and Communication	Chapter 4-	Synchronic	
	Sep 22	Cultural Patterns and Communication			
W7	Sep 27	Cultural Patterns and Communication:Taxonomies	Chapter 5 Response paper #2		Forum
	Sep 29	Cultural Patterns and Communication:Taxonomies	Chapter 5	Synchronic	
W8	Oct 4	Cultural Identity and Cultural Bias	Chapter 6		Forum
	Oct 6	Cultural Identity and Cultural Bias		Synchronic	
W9	Oct 11 Dia de la Raza	Holiday			
	Oct 14	Cultural Identity and Cultural Bias Review chapters 4, 5, and 6 Quiz #2		Synchronic	
W10	Oct 18	Test #1	View movie- -Crash		
	Oct 20	Test #1		Synchronic	
W11	Oct 25	Verbal and Nonverbal Intercultural Communication	Chapters 7+8 Group work- -Preparation of oral presentation (PPT+video) and upload in Section Forum		Forum
	Oct 27	Verbal and Nonverbal Intercultural Communication	Chapter 7+8	Synchronic	
**	Nov 1	Review of chapters 7 and 8			
	Nov 3	Quiz #3			
W12	Nov 8			Synchronic	
	Nov 10				
W13	Nov 15	The Effects of Code Usage in Intercultural Communication	Chapter 9 Response paper #3		Forum

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	Nov 17	The Effects of Code Usage in Intercultural Communication	Chapter 9	Synchronic	
W14	Nov 22	Intercultural Competence in Interpersonal Communication	Chapter 10 Response paper #4		Forum
	Nov 24	Intercultural Competence in Interpersonal Communication	Chapter 10	Synchronic	
W15	Nov 29	1-Episodes, Context, and Intercultural Interactions. 2-The potential for Intercultural Competence	Chapter 11+12 Response Paper #5		Forum
	Dec 1	1-Episodes, Context, and Intercultural Interactions. 2-The potential for Intercultural Competence	Chapter 11+12	Synchronic	
W16	Dec 7	Review of chapters 9,10,11,12 Quiz #4		Synchronic	
	Dec 9	Test #2	View Movie- -Babel		
	Dec 10 CLOSING	Test #2 and closing of semester		Synchronic	Forum
DEC 21 Grades to Registrar					

*Schedule can change

**All synchronic meeting will be via Google Meets

*** Moodle is the place to be and be careful with deadlines

**** Come to Class (synchronic meetings)