Official Course Syllabus

INTERCULTURAL COMMUNICATION

CMM 106
Fall 2018

Number of ECTS credits: 6

Contact Details for Professor Claude Bernard
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Course Time: Tuesday: 10:00 - 11:30
Thursday: 10:00 - 11:30

Office hours: Monday: 15:00 - 16:30.
Thursday: 11:30 - 13:00

Friday (by appointment only): 15:00 - 16:00

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NO PREREQUISITE

Course Description
The course introduces students to the phenomenon of culture in the broad sense of the term and applies it to both a social and a business as well as a media-driven context. Major theoretical issues and cultural criteria/dimensions are studied and highlighted to illustrate the challenges of dealing with cultures and identities in all of their complexity. A number of theoretical models are presented and analysed. Throughout the semester, students will learn how best to approach and deal with intercultural problems and challenges and how to increase the likelihood of such issues being successfully dealt with or resolved. By the end of the course, students will be tasked with writing, defending and presenting a comprehensive Intercultural Report which is meant to cover all the material, models and issues raised in class throughout the entire semester. It is also expected that as a result of the course, students’ level of cultural intelligence and awareness will have increased significantly.

Course Learning Objectives (CLO)

At the end of this course, students should be able to acquire the following learning objectives:

**In terms of knowledge:**

+ Have basic understanding of what intercultural communication is, what its role in a social and business-related context, and the different political and sociological implications thereof.
+ Understand key concepts of intercultural communication

**In terms of skills:**

+ Use concepts and theories of intercultural communication to develop coherent communication strategies and plans and enhance human communication effectiveness
+ Become increasingly more culturally aware, sensitive and intelligent.
+ Demonstrate effective oral presentation skills
+ Demonstrate effective and integrative team work

**In terms of attitudes:**

+ Develop a healthy critical attitude towards the way inter and cross-cultural elements can be used to either reinforce social cohesion or create socio-political tensions
+ Develop an attitude of open-mindedness and self-critical reflection with a view to self-improvement
+ Develop a more open attitude towards inter-cultural team work

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LINK BETWEEN MAJOR OBJECTIVES, COURSE OBJECTIVES, TEACHING METHODS, ASSIGNMENTS AND FEEDBACK
Summary: Intercultural Communication  
Number of assignments used in this course: 4 (+ oral defense of Intercultural Report)  
Number of Feedback occasions in this course (either written or oral): 5  
Number and Types of Teaching Methods: 5 (dialogical lectures, videos, simulations, role plays, and workshops)

<table>
<thead>
<tr>
<th>Major Learning Objectives</th>
<th>Course Learning objectives addressing the Major Objectives (testable learning objectives)</th>
<th>Methods used to Teach Course Objectives</th>
<th>Methods (and numbers/types of assignments) used to test these learning objectives</th>
<th>Type, Timing and Instances of Feedback given to Student</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have a thorough knowledge of scientific levels, types and components of (technologically mediated and not mediated) communication.</td>
<td>Demonstrate an ability to decode media representations and critically assess the implications thereof in order to enhance intercultural awareness</td>
<td>Lectures, in-class workshops, simulations, movie screening</td>
<td>Movie Review, Final Exam: Essay Question</td>
<td>Written and oral feedback from instructor of movie review and preparation/ feedback in view of final essay</td>
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<td>Distinguish various media critically and thoughtfully, based on characteristics, audience, users, effects and applicability.</td>
<td>Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science.</td>
<td>Lectures</td>
<td>Mid-term exam, Intercultural Report (IR)</td>
<td>Feedback from mid-term exam. Feedback from instructor when evaluating the concepts, dimensions and models included in the IR</td>
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<tr>
<td>Describing and comparing theories, concepts, authors and paradigms of the domains within the communication science.</td>
<td>Demonstrate ability to understand and put to good use the concepts and models discussed in class and in the textbook</td>
<td>Lectures</td>
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<td>Knowing and applying the most common qualitative and quantitative methods research in communication science.</td>
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<td>Contribute to the initiating, planning and executing basic and applied research around communicators, channels, messages or recipients, starting from a defined mission and report back to colleagues and laymen.</td>
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<td>Detecting and analyzing organizational and social communication processes to support troubleshooting.</td>
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<td>Know the structure, organization, operation and development of the media landscape and identify and assess their implications, in a communication strategy and policy context.</td>
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<td>Reflect critically on the role of media and communication in social, cultural, economic, psychological, technological, political, legal and other contexts.</td>
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<td>Assessing the impact of social, cultural, economic, psychological, technological, political, legal and other factors on communication processes.</td>
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<td>Apply and transfer of models, methods and theories from auxiliary sciences.</td>
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<td>Identify the ethical dimension of a comm. problem and to acknowledge different point of view.</td>
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<td>Communicate effectively and convincingly in oral and written form</td>
<td>Demonstrate an ability to conduct interviews Ability to complete a professionally written Intercultural Report</td>
<td>Lectures, Workshops and in-class exercises (including simulations)</td>
<td>Formal presentation of the Intercultural Report (IR)</td>
<td>Feedback during workshops and simulations. Feedback of the IR</td>
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<td>Demonstrate and develop effective intercultural competences and teamwork</td>
<td>Develop an appreciation for team work. Ability to take into account cultural-driven differences within members of small group.</td>
<td>Various combinations of students working during formal assignments and workshops/ exercises</td>
<td>Elaboration of the Intercultural Report Inclusion of up to 20 cultural dimensions within the Intercultural Report</td>
<td>Feedback from students themselves regarding the small group experience. Oral and written feedback from instructor (IR)</td>
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Course Materials


Reference books

*Riding the Waves of Culture – Understanding Diversity in Global Business* by Fons Trompenaars

*A Passage to India* by E. M. Forster

Suggested Books

*Third Culture Kids: The Experience of Growing up Among Worlds* by David C. Pollock and Rruth E. Van Reken (2009)


Please note that these books (as well as other titles which will be occasionally mentioned/suggested in class) will be of help when completing the Intercultural Report

Conferences

In order to complete the Intercultural Report, students are strongly encouraged to consider attending a course-related conference, lecture or presentation dealing with nation-specific cultural, business or legal-oriented criteria/ dimensions or practices. Please check the various evening lectures programmed at Vesalius College during the semester.

Any book, conference or debate that deals with any of the following topics will be of help in completing your Intercultural Report:

- Co-Cultures
- Cross-cultural leadership
- International Negotiations from a cross-cultural perspective
- Interfaith dialogue
- Bridging culture through media
- Intercultural marriage
- Cultural effects of colonization
- Cross-cultural issues in a global working environment

Case Studies and Additional Sources:

Consult all the articles and papers mentioned in class or referenced in the textbook

Regularly consult the following websites:

www.crossculture.com (Richard Lewis)
www.geerthofstede.com
www.countynavigator.com
www.globesmart.com
www.international.gc.ca (Global Affairs Canada, access Cultural Information - Center for Intercultural Learning)

Articles and material will be distributed in class on a regular basis
Log on regularly on the IAICS (International Association for Intercultural Communication Studies) website and consult the Intercultural Communication Studies (ICS) Journal.
www.interNations.org (expat network)
www.xpats.com
www.jcc.sagepub.com (The Journal of Cross-Cultural Psychology) – free sample articles are made available

Course Assessment
The students will be evaluated on the basis of their performance as follows.

Midterm examination: 25%
Movie Review: 15%
Intercultural Report: 30%
Small group presentation of Report 5%
Final Exam: 25%

TOTAL: 100%

Estimated workload for this course:
Time spent in class: 14 weeks x 3 hours: 42
2 Exams x 2 hours 4
Study Time for 2 exams: 30
Paper and Intercultural Report: 72
Prepare readings for discussion purposes: 12

TOTAL for the semester: 160 hours

For your information
Taking into consideration the student workload expectations as defined by the CMM Department in agreement with the Teaching Excellence Committee, it is understood that as a general rule a 100-level student is expected to read more than 30 pages on a weekly basis, that a standard written assignment should be in the region of 2000-2500 words (7 to 8 pages), that an individual oral presentation should last at least 10 minutes and that the readings required for a research assignment should include between 5 and 7 peer reviewed academic sources. Due to the nature and scope of the assignments, adjustments are made.
Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

<table>
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<tr>
<th>Letter grade</th>
<th>Scale of 20</th>
<th>Scale of 100</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>17.0-20.0</td>
<td>85-100</td>
</tr>
<tr>
<td>A-</td>
<td>16.1-16.9</td>
<td>81-84</td>
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<tr>
<td>B+</td>
<td>15.3-16.0</td>
<td>77-80</td>
</tr>
<tr>
<td>B</td>
<td>14.5-15.2</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>13.7-14.4</td>
<td>69-72</td>
</tr>
<tr>
<td>C+</td>
<td>13.1-13.6</td>
<td>66-68</td>
</tr>
<tr>
<td>C</td>
<td>12.3-13.0</td>
<td>62-65</td>
</tr>
<tr>
<td>C-</td>
<td>11.5-12.2</td>
<td>58-61</td>
</tr>
<tr>
<td>D+</td>
<td>10.7-11.4</td>
<td>54-57</td>
</tr>
<tr>
<td>D</td>
<td>10.0-10.6</td>
<td>50-53</td>
</tr>
<tr>
<td>F</td>
<td>0-9.9</td>
<td>0-49</td>
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</table>

**Description of in class Activities:**

**Oral Assignments**

*Intercultural Report (small group oral presentation).* Provided the professor is satisfied that every student in the group contributed equally to the overall workload and following a consultation with the nominal leader of the group and the individual completion of the **Peer Evaluation Form for Group Work**, the 5% oral presentation of the Intercultural Report findings will be assessed **collectively**. It is therefore imperative that students take time to rehearse and prepare the presentation since the weakest member of the group will almost certainly risk negatively impacting the overall grade of the presentation. **Power Point presentation is required**

**Note that a copy of the presentation must be provided to the professor.**

As a general rule, during presentations and student-led in-class discussions, students should demonstrate the following skills:

- Correct and relevant knowledge of the field
- Understanding of the issues involved
- Ability to develop a consistent argument.
- Eloquence: the ability to express oneself clearly, consistently and fluently.
Written Assignments

Please note that all written work must be handed in in person and in a hard copy format. Failure to do so, will result in automatic point deductions. A paper /report handed in 24 hours late will receive an automatic 15% deduction while a paper or report delivered within 48 hours will be penalized 30% of the grade. No paper will be accepted after 48 hours and will automatically be graded as an F.

Make up exams will not be accepted unless there are serious legitimate reasons. Provision of a signed medical note is required and notice must be given prior to the deadline.

Movie Review (4 pages /1200-1300 word individual assignment) 15% of the grade.
It is assumed that the movie review is meant to be published in a specialized Intercultural magazine or Journal. The students are expected to effectively determine and frame the relevant inter or cross-cultural dimensions included or presented in the movie.
Students should make it a point to make productive use of the material they have read or discussed in class by ideally linking it to the theoretical models and intercultural criteria and dimensions discussed in class between week 1 and 8.

As a general rule, the report should be structured and will be assessed as follows:
1) Brief summary of film (a solid paragraph will suffice)
2) Intercultural incidents and depictions
3) Linkage with theoretical models, cultural dimensions and criteria discussed in class from a social angle as well as a human communication/professional/business-oriented perspective.
4) Review section: personal critique of the movie (primarily in terms of its value and usefulness in fostering a better understanding and appreciation of cross-cultural differences)

Intercultural Report (written assignment portion, approximately 50 pages in total): 30% of the grade

The Intercultural Report needs to be presented in both a written form (30%) and, as previously indicated, as a formal in-class presentation delivered in a small group format (4 to 5 students maximum per group) (5% of the grade)

The report is an opportunity to put into practice the theoretical knowledge students have gained throughout the semester as well as an opportunity to apply said knowledge to a concrete case. It is assumed that the report will be of tremendous help in shepherding a foreign family adjust to a new foreign cultural environment.

The report needs to be completed by a small group of students (minimum 4, maximum 5, pending on the number of students attending the course) working on a comprehensive and in-depth Intercultural Report that will include and apply all the various criteria/dimensions and theoretical models discussed and analysed in class, albeit in a practical fashion. As a general rule, should there be 4 students in a group, they will need to complete a 44-45 page report, should there be 5 students in a group, they are expected to complete a 50 page report.
While the report should be around 44-50 pages long in total, every student should expect to be responsible for contributing to at least 10-12 pages of the final report.

A mechanism is put in place to ensure that the workload has been in fact evenly distributed and completed, barring which the final grade will be adjusted accordingly.

Students are expected to complete the report by making full use of the various lectures dispensed by the professor and the guest speakers, relevant books and specialized articles, journals, audio visual material, documentaries as well as in-depth interviews conducted by the students themselves – the full transcript of which should be included in the annexes of the report (as such the annexes do not count as formal pages). Please note that every member of the group is responsible for conducting an individual interview. As such the Intercultural report relies on desk work as well as field work and any research method that seems most appropriate to the case at hand.

MLA style is favoured when applicable.

While more details and information will be presented and regularly discussed in class, the following is to be considered a general template for the Intercultural Report

Premise: A Western family (husband and wife + 2 teenage children) plans on going abroad for the first time and live and work/study there for a minimum of 4 to 5 years. In order to better prepare them to the many cultural clashes and misunderstandings that they will inevitably experience, your group has been tasked with preparing a comprehensive report that addresses some of the major issues that the family will certainly encounter in varying degrees.

In the Intercultural Report make sure that you include the following points:

Start by clearly indicating which student completed which section(s) of the report, the tackle the following elements:

1) The Culture Shock Phenomenon
2) The Cultural Scan (The 15 Strands of Culture)
3) The Cultural Dimensions (20 Criteria)
4) National Holidays and Celebrations
5) Co-cultures and regional Differences
6) Sayings and Maxims/ Folklore/ Official Motto/ Values and Metaphors
7) Social Adjustment: Etiquette and protocol, social and interpersonal communication, body language/ non-verbal communication
8) Business Aspect: business communication, business protocol, meetings and negotiation practices.
9) Cultural Map (20 cultural dimensions)

Sources – It is expected that alongside the regular material (textbook, material distributed in class…), each student will have read a book or a substantive report whose content directly applies to the report.
Each student will also need to conduct an in-depth interview (choice of person interviewed to be approved by the instructor) and include the full transcript of the interview in the annex section of the report. It is expected that between 10 and 12 questions be raised during the interview.

Four your information, the destination countries include such nations as South Africa, Russia, China (Mainland), Taiwan, Turkey, Tunisia, Hungary, Greece, Brazil, Thailand, Nigeria, Switzerland, Singapore, Egypt, the Philippines, Rwanda and Pakistan.

FORMAL ESSAY (minimum 1000 words - provide word count) (Final Exam Question)

Please note that extensive preparation will be done in class to ensure that you understand/master the format.

Follow the instructions indicated below:

ESSAY FORMAT - The format you need to use when writing an essay for this class is as follows (please follow instructions carefully):

I. INTRODUCTION

Do not answer the question or make your stance known from the start. Use the introduction to simply "set the scene", to provide a frame of reference and a context. Take time to define the major/key term and concept that is inherent in the question and is the focus of the topic discussed. The term needs to be clearly defined based on the most relevant and reliable scholarship available (in other words, at this stage the term should not be defined according to what you personally believe is the best or proper way to define it). It is therefore expected that you provide and explain the term in question by relying on at least three separate sources.

It is true or possible that the term may indeed elicit different definitions from various interested parties and you certainly need to acknowledge that but your task is to decrease the likelihood of the essay ending up generating a semantics dispute of sorts.

Your role is simply to state the fact raised by the essay as thoroughly and as objectively as you can by providing a proper context.

2. BODY OF THE ESSAY:

Since the assumption is that there will be two opposite answers, viewpoints/perspectives on any given matter, your responsibility is to ensure that you deal with the topic as objectively and as neutrally as you possibly can. Hard as it may seem, make it a point of honor to tackle the topic in a strictly unbiased fashion.

a) Provide arguments for, say, the “yes” side of the question (if the formulation of the topic requires a list of “pros “and cons” adapt accordingly). You need to come up with three substantive, fully-developed arguments to buttress and justify the “yes” or the “pro” answer according to experts or scholars. You are not allowed to make any judgment at this stage.

b) Practice the same approach by providing 3 solid arguments for the opposite viewpoint/stance. Again, simply state the facts or the arguments made by the proponents of the “no” or the “con” side. At no point in a) and b) should the reader feel or detect that you are personally in favor of a “yes”/pro or “no”/con answer.
c) Personal Reflection

This is the most important section of your essay. This is the section that allows you to finally express a judgment (which is more than just an opinion or a point of view) on the matter at hand. Indicate what are the elements/arguments/proofs etc. that have helped you fashion your judgment or stance on the matter.

3. CONCLUSION

Do not simply summarize or restate what you said in your personal reflection section or what was elaborated previously. Indicate how the process itself impacted on your understanding (as opposed to your opinion) of the matter. Note that it is entirely possible that you will not, as of yet, come up with a definitive answer or conclusion on the question raised in the essay (this will already have been made clear by the content of the personal reflection section). Remember that you do not necessarily have to reach a definitive conclusion (although you are certainly encouraged to try!). If that is the case, provide information regarding how you believe the answer to the question may eventually be resolved and/or what kind of additional information will be necessary to reach a more definite conclusion.

The best way to describe the kind of intellectual approach you should display throughout the essay is to think of yourself as an impartial juror in a trial. An honest juror is expected to listen to the arguments and weigh the evidence in an unbiased manner. Just as you would be outraged to find out that a judgment was in fact the result of a preconceived idea or notion that was already formed in the juror’s mind before the trial even began or, worse still, that a jury would recommend that the trial be stopped and the verdict be made public after having listened to only one of the parties involved, you need to apply the same approach, logic, rigor and standards and approach when dealing with any topic, especially those that clearly have social/moral/political/ethical or economic implications.

Exams

Typically both the midterm and the final will be in-class exams and will contain up to 5 questions of equal value which cover the lectures, presentations, in-class discussions as well as the assigned chapters in the reference book. No multiple choice questions are included. The mid-term exam will cover the material studied between week 1 and 6 while the final exam will cover week 8 to 14.

The goal of the two examinations is to ascertain whether the students have mastered the relevant specialized vocabulary, can explain the methodology and theories presented in class, read a cultural map, reflect on the cases discussed in class and whether they have understood the possible sociological/historical/political/linguistic/media-related as well as business-driven implications of the course material.

Students can expect an essay-type question (e.g. one full page) to be included which will test their ability to expand and comment critically on an issue raised or inferred in class.

The following criteria will be applied in assessing exam responses:
1) Capacity to grasp and convey factual, conceptual and theoretical knowledge
2) Capacity to synthesize and apply concepts and theory to concrete cases
3) Capacity to develop a systematic argument based on theory and practice.
### Annex I - Grading Form for Exams: Short and Long Answers

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<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>The author pertinently and succinctly addresses the question</td>
<td>Overall, the answer accurately addresses the question. Some minor omissions or imprecisions</td>
<td>The answer meets the basic requirements for this assignment. Some imprecisions</td>
<td>Major flaws, imprecisions</td>
<td>The answer sheet is left in blank or the answer fails dramatically to address the question</td>
</tr>
<tr>
<td><strong>Evidence of Reading</strong></td>
<td>Excellent reference to and application of major course material</td>
<td>Good reference to and application of major course material</td>
<td>Average reference to and application of major course material</td>
<td>Little reference to and application of major course material</td>
<td>The answer lacks any reference to any course material</td>
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<tr>
<td><strong>Critical Thinking (if applicable)</strong></td>
<td>The answer demonstrates an excellent level of critical thinking and an original application of independent thought</td>
<td>The answer highlights a good level of critical thinking and independence of thought</td>
<td>The answer shows some evidence of critical thinking and independent thought</td>
<td>The answer does engage only to a very limited extent critically with facts and literature and shows little evidence of independent thinking</td>
<td>The answer lacks any critical reflection and independent thought</td>
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<td><strong>Accuracy</strong></td>
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<td>Overall, the answer accurately addresses the question. Some minor omissions or imprecisions</td>
<td>The answer meets the basic requirements for this assignment. Some imprecisions</td>
<td>Major flaws, imprecisions</td>
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<td><strong>Completeness</strong></td>
<td>The answer correctly addresses all aspects and angles of the question and provides an answer with an excellent level of detail</td>
<td>Some minor omissions or imprecisions</td>
<td>The answer sufficiently addresses the question</td>
<td>The answer is incomplete and fails to address the question</td>
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<td>Average reference to &amp; application of major course material</td>
<td>Little reference to any course material</td>
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<tr>
<td><strong>Critical Thinking</strong></td>
<td>The answer demonstrates an excellent level of critical thinking and an original application of independent thought</td>
<td>The answer highlights a good level of critical thinking and independence of thought</td>
<td>The answer shows some evidence of critical thinking and independent thought</td>
<td>The answer does not engage critically with facts and literature and shows little evidence of independent thinking</td>
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<td><strong>Structure of the Answer</strong></td>
<td>The essay is well structured, with a clear introduction, detailed main body with a logical flow of arguments and strong conclusion</td>
<td>The answer has a good structure with an introduction, main body good flow and conclusion</td>
<td>The answer is generally structured, but does not include a clear introduction, logical flow in the main body or conclusion</td>
<td>The answer is largely unstructured, but shows some evidence of an intro, main body and conclusion</td>
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<td><strong>Expression</strong></td>
<td>The examinee uses and applies accurate concepts and excellent language</td>
<td>The examinee uses and applies mostly accurate concepts and good language</td>
<td>Some application of accurate concepts, but flawed language</td>
<td>Concepts are not used accurately, some level of confusion arises out of poor language</td>
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</tr>
</tbody>
</table>

Note: A = Excellent, C = Good, D = Average, F = Poor
### Annex III - Grading Form for Movie Review

<table>
<thead>
<tr>
<th>Content / Organization</th>
<th>All necessary information was presented logically and recorded properly. Maintains clear focus.</th>
<th>Necessary information was covered logically and recorded in the proper paragraphs. Maintains clear focus.</th>
<th>Necessary information was covered, but not presented logically or recorded in proper paragraphs. Maintains adequate focus</th>
<th>Some necessary information was covered but not in a logical sequence or recorded in the proper paragraphs. Attempts to focus.</th>
<th>Minimal necessary information was covered but not in a logical sequence or recorded in the proper paragraphs. Little or no focus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Information</td>
<td>All general information is included and completely accurate.</td>
<td>All general information is included and mostly accurate.</td>
<td>Some general information is included and accurate.</td>
<td>Some general information is included, but inaccurate.</td>
<td>General information is missing and several parts inaccurate.</td>
</tr>
<tr>
<td>Mechanics Usage Grammar Format</td>
<td>There were no errors or evidence of corrections in the report. Paragraphs were properly indented. Words were well chosen and sentences were concise.</td>
<td>A couple of errors occurred in capitalization, punctuation, word usage, sentence structure. Paragraphs were properly formatted. Proofreading evident.</td>
<td>A few errors occurred in capitalization, punctuation, word usage, sentence structure. Paragraphs properly formatted. Proofreading evident.</td>
<td>Some errors occurred in capitalization, punctuation, word usage, and sentence fragments. Paragraph formatting inconsistent. Proofreading questionable.</td>
<td>Numerous errors in spelling, capitalization, punctuation, word usage, run-on sentences, sentence fragments. No evidence of proofreading.</td>
</tr>
</tbody>
</table>

### Annex IV - Peer Evaluation Form for Group Works

1) How effectively did your group work? (Provide a grade out of 20 for each of the members)

2) Were the behaviors of any of your team members particularly valuable or detrimental to the team? Explain.

3) Any recommendations for improving the working of the group?

4) What did you learn about working in a group from this project that you will carry into your next group experience?

5) Any other comments
## Annex V - Grading Form for Oral Presentation

<table>
<thead>
<tr>
<th></th>
<th>Superior</th>
<th>Proficient</th>
<th>Poor</th>
<th>Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Factual information</strong></td>
<td>Used many facts to support all arguments</td>
<td>Used some facts to support all arguments</td>
<td>Used few facts to support arguments</td>
<td>Did not present facts to support arguments</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Demonstrated thorough understanding of information</td>
<td>Demonstrated accurate understanding of information</td>
<td>Demonstrated minimal understanding of information</td>
<td>Demonstrated misunderstanding of the information</td>
</tr>
<tr>
<td><strong>Persuasiveness</strong></td>
<td>All arguments were logical and convincing.</td>
<td>Most arguments were logical and convincing.</td>
<td>Some arguments were logical and convincing</td>
<td>Few arguments were logical and convincing</td>
</tr>
<tr>
<td><strong>Informational Value</strong></td>
<td>The information provided is of very high or superior quality.</td>
<td>The quality and relevance of the information is satisfactory.</td>
<td>The quality and relevance of the information is poor or insufficient.</td>
<td>The quality and relevance of the information is substandard.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Communicated clearly and confidently; maintained eye contact; excellent voice inflection and delivery rate</td>
<td>Communicated clearly; frequent eye contact; good voice and delivery rate</td>
<td>Seldom communicated clearly; poor eye contact; poor voice and delivery rate</td>
<td>Failed to communicate clearly; no eye contact; monotone delivery</td>
</tr>
<tr>
<td><strong>Rebuttal</strong></td>
<td>Addressed all audience's questions</td>
<td>Addressed most of audience's questions</td>
<td>Addressed some of audience's questions</td>
<td>Did not address audience's questions</td>
</tr>
<tr>
<td></td>
<td>100 / 100</td>
<td>75 / 100</td>
<td>50 / 100</td>
<td>25 / 100</td>
</tr>
</tbody>
</table>
Academic Honesty Statement

Academic dishonesty is NOT tolerated in this course.

Academic honesty is not only an ethical issue but also a foundation of scholarship. Cheating and plagiarism (including self-plagiarism) are therefore serious breaches of academic integrity.

Following the college policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the relevant committee for disciplinary action.

If you refer to someone else's work, appropriate references and citations must be provided, including your own previous writing. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in an assignment.

Class Attendance: Because the college is committed to providing students with high-quality classes and ample opportunity for teacher-student interaction, it is imperative that students regularly attend class. As such, Vesalius College has a strict attendance policy.

Attendance in class meetings is mandatory, except in cases of a medical emergency (such as sickness). Students will need to provide evidence for missing classes (a doctor's note). If evidence is provided, the missed class is considered as an excused class. If no evidence is provided, the missed class is counted as absence.

Attendance implies that students are on time: as a general rule, the College advises that students be punctual. Be aware that if students are absent for too many classes for a single course, they are liable to receive a penalty on their overall grade for the course in question.

Participation: Students are expected to take notes and actively participate in discussions in class. Regular attendance, strong participation and handing in the work on time will definitely impact on the final grade and strongly contribute to making an impression of reliability and professionalism. Disturbing in class (for instance frequently being late, handing in assignments late or displaying a lack of professionalism) would also negatively impact on the overall grade.
<table>
<thead>
<tr>
<th>Week 1</th>
<th>Tuesday 28 August Session 1</th>
<th>Introduction to the Course and Overview of Course and Requirements (I)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Thursday 30 August Session 2</td>
<td>Introduction: Defining Culture</td>
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<tr>
<td>Week 2</td>
<td>Tuesday 4 September Session 3</td>
<td>Cultural Dimensions (I)</td>
</tr>
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<td></td>
<td>Thursday 6 September Session 4</td>
<td>Cultural Dimensions (II)</td>
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<tr>
<td>Week 3</td>
<td>Tuesday 11 September Session 5</td>
<td>Cultural Dimensions (III)</td>
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<td></td>
<td>Thursday 13 September Session 6</td>
<td>Cultural Dimensions (IV)</td>
</tr>
<tr>
<td>Week 4</td>
<td>Tuesday 18 September Session 7 Thursday 20 September Session 8</td>
<td>Cultural Dimensions (V) Conditional Cultural Dimensions (VI)</td>
</tr>
<tr>
<td>Week 5</td>
<td>Tuesday 25 September Session 9 Thursday 27 September Session 10</td>
<td>Cultural Imperialism Conditional Cultural Appropriation</td>
</tr>
<tr>
<td>Week 6</td>
<td>Tuesday 02 October Session 11 Thursday 04 October Session 12</td>
<td>Cultural Metaphors; Cultural Norms and Expectations: gender roles</td>
</tr>
<tr>
<td>Week 7 Mid-term Week</td>
<td></td>
<td>REVISION SESSION</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mid-Term Exams</td>
</tr>
<tr>
<td>Week 8</td>
<td>Tuesday 16 October Session 13 Thursday 18 October Session 14</td>
<td>Transnational Diplomacy</td>
</tr>
<tr>
<td>Week 9</td>
<td>Tuesday 23 October Session 15 Thursday</td>
<td>Intercultural Studies and Popular Culture Movie Review</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Session</td>
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<td>10</td>
<td>6 November</td>
<td>17</td>
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<td>8 November</td>
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<td>19 April</td>
<td>20</td>
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<td>19 November</td>
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<td>21 November</td>
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<td>13</td>
<td>26 November</td>
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<td>28 November</td>
<td>24</td>
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<tr>
<td>14</td>
<td>4 December</td>
<td>25</td>
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<tr>
<td>15</td>
<td>6 December</td>
<td>26</td>
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</tbody>
</table>
DETAILED SESSION-BY-SESSION COURSE OUTLINE

Each week we have a class on Tuesday (10:00 – 11:30) and Thursday (10:00 – 11:30). In the course schedule below, I describe the content of each week, as well as the assignments and readings for each week. Both Tuesday and Thursday meetings typically take a standard format: each class first covers select aspects of that week’s readings and after an initial explanation and discussion of the basic material, we apply said material to specific assignments students need to complete.

Course schedule

The course relies heavily on student participation and its pedagogical approach is very much based on interactive teaching. Hence, the pace of the course is equally determined by in-class discussion and reflection. The overall dynamic of the course is very much dialogical in nature. Students are thus expected to take copious notes during the lectures and presentations. Please note that while the suggested readings listed below are not mandatory per se, they will help students appreciate and understand the material discussed throughout the semester in a more in-depth fashion, stimulate critical thinking and will almost certainly positively impact on the quality of the major written assignment (i.e. the Intercultural Report) as well as the midterm and final exams.

The weekly readings indicated in the course schedule are available online or can be distributed upon request.

The basic thematic and chronological structure of the course is as follows:

WEEK 1, Session 1 and 2 (28 August & 30 August)

Introduction to the course/Syllabus Review

Leading question: How should culture be defined and what are its constitutive elements?
- Defining culture and its primary pillars. Understanding and managing culture shock. Introducing intercultural criteria: notions of time (from Edward T. Hall to Richard Lewis) and analysing its behavioural and socio-economic consequences.
- Read: Glance through the textbook and start becoming familiar with the reading material available on the websites indicated in the case studies and additional sources section of the syllabus (page 7):
- Consider a number of possible “origin” and “destination” countries you wish to select for the Intercultural Report (the list of destination countries is provided on page 9 of the syllabus). As a general rule, the two countries selected for the report should be located on different continents

Suggested Reading:
Kalvero Oberg, “Culture Shock; Adjustments to New Cultural Environments”, Practical Anthropology 7 (1960)
WEEK 2, Session 3 and 4 (4 & 6 September)

The Rules of the Social Game
Leading question: Can or should cultural criteria be quantified?
Defining intercultural criteria and dimensions (2)
How to develop intercultural awareness from a human communication or social-driven context through observations and dialogues.
Guest Speaker: Helping expats adjust in a new cultural environment

Suggested reading:
Gert Hofstede, “Dimensionalizing Cultures: The Hofstede Model in Context” (available on www.scholarworks.gvsu.edu)

In-class exercise (discussion based on observations and dialogue transcripts):
Considering whether communicating in a social context reveals inbedded cultural values.

WEEK 3: Session 5 (11 and 13 September)

Dimensions of National Cultures (1)
Leading question: Can inequality in society be linked to cultural dimensions and parameters?
Read chapter 1 and 2 in the textbook: Dimensions of National Cultures
Measuring inequality and power distance
Defining intercultural criteria and dimensions (3): Tight vs. Loose Cultures

Suggested reading:
Jesse Harrington, Miclee Gelfand: “Tightness and Looseness: A New Way to Understand Differences Across the 50 United States” (Scientific American), July 2014

WEEK 4: Session 6 (18 and 20 September)

Dimensions of National Cultures (2)
Leading Question: Can values be affected or challenged by popular consent or by the prevailing ideology?
Cultural blocks in the US: Values and Cultural Impact.(both inside and outside the US).
Considering issues and accusations of cultural imperialism
Defining Culture Wars in Western societies.

Suggested reading:

WEEK 5: Session 7 (25 and 27 September)

The individual and the Collective
Leading question: What is the expected language, personality and behaviour in individualist and collectivist cultures?
Read chapter 3 in the textbook – I, We and They.
Defining intercultural criteria (4)
Suggested reading:

**Status Report**
By week 5 at the very latest, small groups should have been formed and the 2 countries with regards to the Intercultural Report selected. No changes permissible after this point.

**WEEK 6: Session 11 & 12 (2 October & 4 October)**

**Genders and Gender Roles**
Leading Question: What are the cultural differences based on gender and the resulting expectations in both the educational and professional environment?
Defining intercultural criteria (5)

Read chapter 4 and 5 in the textbook – Uncertainty Avoidance, Ambiguity and Anxiety.
Suggested reading:

**WEEK 7: REVISION SESSION**

Leading Question: How does uncertainty avoidance impact the role of citizenship?

MIDTERM: the exam covers lecture notes, readings and assigned chapters from the textbook.

**WEEK 8: Sessions 13 and 14 (16 & 18 October)**

Leading Question: How does a long or short term cultural orientation impact on economic growth and politics?
Business practices abroad: business communication, meetings, reasoning and decision-making processes.
Film Review exercise

Suggested readings:
1) J. Granato, R. Inglehart, D. Lablan, “The Effect of Cultural Values or Economic Development: Theories, Hypothesis and Empirical Tests” (available on Pointcarré)
2) Does Culture Affect Economic Outcomes? (www.kellogg.northwestern.edu)

**WEEK 9 Sessions 15 and 16 (23 & 25 October)**

In-class assignment hand in the individual 4 page/1200 word movie review on Thursday.
Be prepared to do an individual or be part of a informal small group presentation of the movie you selected and to animate an in-class discussion

Suggested reading:

WEEK 10: Sessions 17 and 18 (6 & 8 November)

Leading Question: How do national-specific, culturally-driven organizational models and structures impact on leadership, decision-making process and negotiation practices?
Business driven case study analysed in class (US vs. Japan)
Read chapter 7 - Organizing Across Cultures

Suggested reading:

WEEK 11: Sessions 19 and 20 (13 & 15 November)

Leading Question: Is the cultural industry (novels, television and cinema in particular) a reliable cultural indicator?
Reviewing novels, documentaries, TV series and movies from an intercultural perspective.
In-class assignment: Comparing and contrasting an original production with its foreign remake or adaptation.
Suggested reading:
Christine Roell, Intercultural Training with Films (www.americanenglish.state.gov)

WEEK 12: Sessions 21 and 22 (19 & 21 November)

Guest speaker. Tentative topic - Transnational Diplomacy
A Passage to India by E. M. Forster: an Intercultural Film Analysis

Suggested reading:

WEEK 13: Sessions 23 and 24 (26 & 28 November)

Formal Presentation of the Intercultural Report (30 % of the final grade)
Hand in the report on Wednesday and be prepared to deliver the presentation on either Tuesday or Thursday.
WEEK 14: Sessions 25 and 26 (4 & 6 December)

Leading Question: Why has multiculturalism become such a divisive and politically-fraught topic?
Framing and debating the issue of multiculturalism from an educational and Western socio-political perspective.

Assignment: In preparation for the class, research some of the speeches, comments and remarks made by prominent European leaders in the last few years and more recently (such as David Cameron, Angela Merkel; Nicola Sarkozy and more recently Viktor Orban) with regards to the issue of multiculturalism.

Suggested readings:
3) Patricia J. Lake, “Effective Multicultural Teachers: Meeting the Challenges of Diverse Classrooms”, Equity and Excellence 25
4) N. S. Mehta, S. Monroe and D. Winbush, Beyond the Melting Pot, *Time*

WEEK 15

FINAL EXAM – no readings
The final exam covers all the material (lectures, textbook chapters, presentations) primarily seen and discussed in class after week 7. The exam will include an essay question.