

Intercultural Communication in Japan (ASP)

Section 1

Instructor/Title	Scott Lind, Ph.D. / Associate Professor
Office/Building	#3312 / Building #3
Office Hours	After class meetings and by appointment
Contacts (E-mail)	slind@kansaigaidai.ac.jp

COURSE RATIONALE

Communicating in an international context requires an understanding of factors that affect interaction between people from diverse cultural perspectives. The ability to look beyond cultural differences to recognize and appreciate the motivations of others is important in developing communicative competence in a foreign language. Study of intercultural communication theory and research is critical to the success, relational development, and satisfaction of students who strive to maximize their language and cultural learning while in Japan.

COURSE DESCRIPTION

This course is a practical introduction to theory and research in the field of intercultural communication as applied to a Japanese context. The primary course content focuses on perceptions, behaviors, values, and cultural patterns of human interaction, thereby assisting students in developing a clearer understanding of their own communicative perspectives as related to life in Japan. A variety of methods and activities, including class discussion, groupwork, lecture, cultural enactment, video critique, storytelling, critical incident, written reflection, and in-class engagement, will be used to help students to develop intercultural communicative competence.

COURSE TOPICS

History of ICC
Intercultural competency
Perceived cultural difference
Culture and communication
Culture and education
Acculturation
Cultural values
Identity
Language and culture
Nonverbal communication and culture

Section 2

COURSE OBJECTIVES

The specific course objectives are as follows:

- To gain insight into theory and research in the field of intercultural communication
- To develop skills to observe, analyze and understand intercultural encounters in daily

life

- To apply the basic concepts of intercultural communication to the experience of living and working in a foreign context

Section 3

DETAILED 30 DAY COURSE CALENDAR

- Day 1: Get acquainted; Course introduction; Introduction to Intercultural Communication. Encoding & decoding exercise. Discussion of course policies and expectations (Note: Attendance for discussion of course policies is critical for student success in the course.)
- Day 2: Defining Intercultural Competency; Staircase Model of ICC Competency.
- Day 3: Developmental Model of Intercultural Sensitivity; Perspectives on intercultural investigation.
- Day 4: History of the field of Intercultural Communication; Ancient counting exercise.
- Day 5: Model of Difference (pgs. 1-9); Prepare for Cultural Briefings & Otulp exercise. Create a list of suggestions for helping a foreign person adjust to living in your hometown/country. Specify circumstances of person (age, marital status, interests, cultural knowledge, etc.) and reason (work, school, moving with parents, etc.) they are moving to your hometown/country. Assign: Cultural-specific briefing
- Day 6: Culture and Communication (pgs. 12-29); Cultural briefing for foreign business person acculturating to work in Osaka.
- Day 7: Students present culturally-specific briefings to class. Review and update suggestions for interacting in unknown culture. Otulp exercise. Assign: Teaching module activity.
- Day 8: Culture and Education (pgs. 66-80)—Purpose of education, content of education, educational systems, cultural styles, learning styles, expectations in education. Discuss Cultural Introduction Presentation; Sign up for speaking days.
- Day 9: Culture and Education cont. (pgs. 66-80) --Teaching modules and student teaching demonstrations due—Submit documentation of lesson.
- Day 10: Acculturation (pgs. 114-130) – Concerns with acculturation, Hierarchy of needs, U-curve of acculturation, W-curve of entry/reentry, Hero's journey, Sense-making model, and long-term adaptation. Due on Blackboard: Submit rough draft outline of Cultural Introduction Presentation on Blackboard under Assignments, including list of possible outside sources.

- Day 11: Acculturation (pgs. 114-130) cont.--Student discussion on acculturation:
“Acculturating to a New Country” 1) What were/are your concerns, questions, and curiosities about living in another country? 2) Present resource about studying abroad or living abroad. 3) Share an interesting source of information that is helpful to people who will study abroad. 4) What specifically did you learn from the source? 5) What do you like about the source? (Note: Follow APA style guidelines when citing sources.)
- Day 12: Critical discussion of ICC issues not related to examination; Exam #1 (Topics: Model of Difference, Culture & Comm., Education & Culture, Acculturation, and Special Readings. Note: By order of the University, students are not permitted 90 minutes to complete the exam. Accordingly, students are limited to 60 minutes to complete the exam.)
- Day 13: Discussion/review of issues addressed during semester and preview of topics of remainder of course, as related to student performance. Individual consultations available at request of student.
- Day 14: Cultural Introduction Presentations
- Day 15: Cultural Introduction Presentations
- Day 16: Cultural Introduction Presentations
- Day 17: Cultural Introduction Presentations
- Day 18: Cultural Values (pgs. 132-150) – Personal values, cultural values, perceptions and behavior.
- Day 19: Cultural Values cont. (pgs. 132-150) – Navigating cultural values.
- Day 20: Cultural Identity (pgs. 80-88) – Role of identity in society, definitions, typology of identity, ways to enact identity. Discuss final presentation; Sign up for speaking days.
- Day 21: Cultural Identity cont. (pgs. 80-88) – Role of identity in communication
- Day 22: Language and Culture (pgs. 151-165) – Functions of language, defining language, and culturally-specific rules for language use.
- Day 23: Language and Culture cont. (pgs. 151-165) – Connections between language and culture, language & meaning, and language & thought.
- Day 24: Nonverbal Communication (pgs. 166-183) – Universal human expression, NV and

human interaction, and types of NV communication. Submit draft outline of Final Presentation, including list of outside sources.

Day 25: Nonverbal Communication cont. (pgs. 166-183) – Functions of NVC, culturally-specific NV behaviors, intentionality and NVC, and precautions for NVC and ICC.

Day 26: Critical discussion of ICC issues not related to examination; Exam #2 (Topics: Values, Identity, Language, Nonverbal Communication, and Special Readings. Note: By order of the University, students are not permitted 90 minutes to complete the exam. Accordingly, students will be limited to 60 minutes to complete the exam.)

Day 27: Final Presentations

Day 28: Final Presentations

Day 29: Final Presentations

Day 30: Final Presentations

REQUIRED READINGS

The required reading packet for this course is available on Blackboard. The readings include primary writings from various authors, including Martin & Nakayama; Dodd; Samovar, Porter, & McDaniels; Lustig & Koester; Bennett, M; Ting-Toomey & Chung; Hall; Condon; Hofstede; Kluckhohn & Strodtbeck, Storti; and Brislin. Additional readings will be provided during the semester to address relevant current issues.

Section 4

COURSE ASSIGNMENTS

Learning becomes easier and more enjoyable when are prepared and take pride in what you do. Come prepared to class and be ready to discuss your work. All work should reflect dedication and professionalism. The assignments are as follows:

1. Two exams (objective and/or short answer format) will be given to assess your understanding of concepts addressed in the readings and during class.
2. Engagements are assignments and activities that are designed to facilitate the integration and application of course concepts. Engagements involve in- and out-of-class activities and often come in the form of written assignments.
3. The Cultural Introduction Presentation provides students an opportunity to examine their own background as a means of understanding how culture influences communication. Students will present their findings to the class.
4. The Final Presentation is an integrated assignment that incorporates major aspects of individual student's learning and curiosities from the entire semester. Students will develop and deliver original presentations that expand the extant knowledge of

intercultural communication. Each student will be assigned to speak on a specific date.

GRADING

Grades will be based on examinations, presentations, written assignments, class participation, attendance, and other class activities/assignments. The basic distribution of grading categories is as follows:

Exams.....	35%
Written assignments.....	05%
Presentations	35%
Participation (including attendance)	25%

***Note:** The above grading categories & percentages might vary based on the assignments and activities throughout the course of the semester.

Section 5

CLASS PARTICIPATION

Because of the experiential nature of this course, active and meaningful participation is essential to our collective success. Students will be assessed on the degree to which they contributed to creating and maintaining a positive learning environment. Please understand that participation involves your verbal & nonverbal interaction in class and that all students should strive to actively participate in every class session and to equally distribute the responsibility. Quality participation involves respecting, listening to, and trying to understand perspectives other than your own.