

Communicating Across Cultures

Module 3/GEB6930/Section 01B5

Professor Christine Ogan

Class meets 4:05-6 p.m., Mondays and Wednesdays in Hough 340

January 4-February 22.

Office hours will be on Mondays from 3-3:50 p.m. or by appointment in the MAIB/MSM Suite

About the Class:

In the 21st century it is possible for us to speak through electronic devices with most anyone living in the most remote parts of our world. Increasingly sophisticated translators even allow us to communicate with people who don't speak our language, when English—now nearly a universal language—is not spoken. Yet despite all the technological advances that improve such communication we still have conflicts with those who do not speak the same cultural languages. 2016 has demonstrated how this has happened in Belgium, France, the USA, the UK, Turkey, Syria, and Hong Kong, among others. Within cultures, we have conflicts over refugees, immigrants and ethnic differences. Overcoming such cultural barriers is essential for individuals, organizations, governments and businesses to do their work successfully.

This course will address the reasons for the cultural barriers within and across countries and the theories scholars have developed to explain them. It will identify the ways in which individuals and organizations acculturate within new cultural environments. We will also discuss societal-level characteristics that lead to individual differences and identity formation, try to explain why we experience culture shock, and use stereotypes to describe those from other cultures, while also focusing on the development of improved intercultural relationships.

Students will have an opportunity to learn about the cultural codes and practices of those who live in another region of the world through a class assignment.

Professor: Professor Christine Ogan, the instructor for this class, has had many intercultural experiences, both in her personal and professional life. Her intercultural life began when she married across cultures and began married life in Turkey. She has also lived and worked in the U.K., Belgium, the Netherlands, and Hong Kong over the years—and spent shorter periods of time in many other countries. In each of these places she has had to learn how best to communicate with people who have many different cultural practices. In 2016 she published (along with her colleagues at KU Leuven in Belgium) several articles on the use of social media (Facebook and Twitter) in a social movement by ethnic minorities who live in Belgium, the Netherlands and Germany as part of a larger study of the ways in which immigrants and ethnic minorities build social capital in cultures other than

the ones where they were raised or where their families were raised. She has also recently published an article, based on social network analysis, on the characteristics of the tweets posted during a social movement in Turkey. Her current research examines the framing of the immigration and refugee issues in the United States by the press during the 2016 U.S. election campaign.

Class Procedures:

Based on my experience in teaching this class, I have made some changes to the following procedural changes.

Use of Devices: In previous years the students have told me that in their classes where cell phones were prohibited discussion was more lively and engaged, and that students paid better attention. Accordingly, cell phones will be switched off and put away during the class. Please also turn off the wifi connection on your laptops, which will allow you to take notes, but not to be distracted by social media or other web-based sites. For more of the rationale behind this decision, please read: <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368#.rtlll55dm>

In return, I will place the power point slides for all classes online at least **two hours** before class so that you may take notes on the slides during our class discussions.

Seating Choices: Because the topic of this class is intercultural communication, you are asked to choose seats that allow you to make new intercultural contacts. Therefore, inasmuch as possible, you should not sit next to anyone from your own culture (defined as your ethnic or national background), nor should you sit next to someone you know well through your association at UF. If you have a question about the seating arrangement, please ask me about it.

Textbook: Fred E. Jandt, *An Introduction to Intercultural Communication: Identities in a Global Community*. Sage: Thousand Oaks, Calif., 2016

Other readings will be placed on the Canvas site for this class.

For Discussion: On several days during the module, you have some short readings to do. These readings will be points of departure for discussions we will have on the days for which those readings are assigned. Typically, the topics of these readings provide current examples of one or more of the concepts you are reading about in your text for that day. You should come prepared to talk about your reactions (based on other assigned reading or theory discussed in class) to the assigned discussion reading material.

Assignments:

- (1) In order to understand the issues in intercultural communication more clearly, you are asked to select an individual (from the campus environment) who does not share your cultural identity. That could be an international student who came to Gainesville from another country or it could be a student who has grown up in the

USA, but is of a different race or who may be immigrants themselves or have parents who are immigrants. **THIS SHOULD NOT BE SOMEONE YOU ALREADY KNOW OR WHO IS IN YOUR PROGRAM HERE AT UF. IT SHOULD NOT BE SOMEONE YOU LIVE WITH OR HAVE HAD PREVIOUS PERSONAL OR PROFESSIONAL CONTACT WITH.** The individual you select should be willing to meet with you at least three different times for about 30 minutes to an hour. During these interviews you will ask about several of the intercultural issues/theories that are raised in class as they pertain to this person. Following the three interviews, you will write a paper about the intercultural topics you discussed, the differences between your culture and that person's culture, the potential barriers to communication that might need to be resolved and the approach you would take to overcoming those barriers. More information about the interviews and the paper will be distributed in class, including some rubrics for evaluation. The paper will be due on **February 15**.

- (2) A second assignment will involve the viewing of a film (documentary or feature film) that includes intercultural relationships. You will need to answer 2-3 essay-type questions about the content/themes/details of the film based on the concepts and theories discussed in class. It will be due on **January 25**. I will post the details about this assignment in Canvas.

Grading: Final grades will be determined as follows.

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|---------------------|--|
| Final Examination | 35% |
| Mid-term Quiz | 20% |
| Paper | 25% |
| Film Assignment | 10% |
| Class Participation | 10% (Includes attending class, coming prepared by reading the material assigned for that day, possibly adopting an app, and contributing to the class discussion). |

If you need to miss a class for an illness, please contact me in advance of the scheduled class so I will know not to expect you.

Course Outline:

Day 1; January 4: What is Culture? How does intercultural differ from cross-cultural and international communication? What does perception have to do with culture? Why does any of this matter? And which topics will we address in this class?

Read: Chapters 1 and 2 and 6 in your text for this week. Be prepared to talk about an intercultural experience you have had.

Day 2, January 9: Cultural Dimensions relating to individuals, organizations and countries

Finish the reading under Day 1; We discuss Chapter 6 today

For Discussion: In advance of today's meeting, complete the exercise from the handout (also in Canvas listed as Hofstede exercise) by answering the questions in writing. We will discuss your answers in class.

Day 3, January 11; The Intercultural within a Country's Culture; Value Orientation Theory, social distance

Read: Chapter 7, 11

Kissack, H. (2010). "Muted Voices: A Critical Look at E-Male in Organizations," *Journal of European Industrial Training*, 34(6), 539-551.

For Discussion: Wayne Drash and Jackson Loo, "Culture Clash in Iowa: Where Bubble Tea Shops Outnumber Starbucks."

<http://www.cnn.com/interactive/2015/07/us/culture-clash-american-story/>

JANUARY 16 is Martin Luther King, Jr. Day: NO CLASS

Day 4, January 18: Identity and intercultural communication

Read: Chapter 12 and 9 in the text

De Mooij, M. and G. Hofstede, (2011). "Cross-cultural Consumer Behavior: A Review of Research Findings," *Journal of International Consumer Marketing*, 23(3-4), 181-192.

Read: "Beyond Red vs. Blue: The Political Typology." Section 1: "The Political Typology, Identity and Attitudes." (2014, June 26). Pew Research Center for the People & the Press. <http://www.people-press.org/2014/06/26/section-1-the-political-typology-identity-and-attitudes/>

Anderle, M. (2015, October 15). "How Facebook and Google's Algorithms are Affecting our Political Viewpoints," *Huffington Post*.

For Discussion: Christopher Keelty (November 12, 2016). "Dear White People, Your Safety Pins are Embarrassing." *Huffington Post*.

Safronova, V. (2016, November 14). "Safety Pins Show Support for the Vulnerable." *The New York Times*.

Day 5, January 23: The Sociorelational Context

Read the following: Chapter 8 and 9

Hogg, M.A., 2010, "Uncertainty-Identity Theory," in J.M. Levine and M.A. Hogg, Editors, *Encyclopedia of Group Processes & Intergroup Relations*. Thousand Oaks, CA: Sage Publications, Inc. pp. 944-947.

Day 6, January 25: The Perceptual Context: Barriers to intercultural communication.

Read: Chapter 3 in text

J.F. Dovidio and S.L. Gaertner, "Racism," in J.M. Levine and M.A. Hogg, *Encyclopedia of Group Processes & Intergroup Relations*, Thousand Oaks, CA: Sage Publications, Inc., pp. 677-682.

C. McGarty, V.Y. Yzerbyt and R. Spears, "Social, Cultural and Cognitive Factors in Stereotype Formation," in *Stereotypes as Explanations: The Formation of Meaningful Beliefs about Social Groups*. Cambridge, U.K.: Cambridge University Press, pp. 1-15.

For Discussion: Sophia McClennen, "Everyone Hates Millennials. That's Very Bad News for Student Protestors," *The Washington Post*, Dec. 15, 2015.
K.R. Lewis, (2015, June 23). "Everything you need to Know about your Millennial Co-Workers." *Fortune*.

Day 7 and 8, January 30 and Feb.1 : Verbal and Nonverbal Codes

Quiz over material through Jan. 27 to be held on Day 8, Feb. 1. 45 minutes at the beginning of class.

Read: Chapter 5 for January 30 and Chapter 4 for February 1 in text;

Jan Pflug (2011). "Contextuality and Computer-mediated Communication: A Cross Cultural Comparison," *Computers in Human Behavior*, 27, 131-137.

Day 9 and 10, February 6, 8: The role of Media in Intercultural communication

Reread pp. 27-33, in text.

Giseline Kuipers, (2011) "Cultural Globalization as the Emergence of a Transnational Cultural Field: Transnational Television and National Media Landscapes in Four European Countries," *American Behavioral Scientist*, 55(5), 541-557.

Christine Ogan, Filiz Cicek and Yesim Kaptan, (2007). "Reverse Glocalization: Marketing a Turkish Cola in the Shadow of a Giant," *Journal of Arab & Muslim Media Research*, 1(1) 47-62.

Robert Shuter, (2012). "Intercultural New Media Studies: The Next Frontier in Intercultural Communication," *Journal of Intercultural Communication Research*. 41(3), 219-237.

Day 11, 12; February 13, 15: Intercultural communication and ethnic minorities

Read Chapters 10, 11 in text.

Roya Imani Giglou, Christine Ogan, and Leen d'Haenens (2016). "The Ties that Bind the Diaspora to Turkey and Europe During the Gezi Protests." *New Media & Society*. Doi: 10.1177/1461444816675441

Henk Dekker and Jolanda van der Noll, (2011, August), "Islamophobia and anti-Semitism and their explanations." Presented to the 6th General Conference of the European Consortium for Political Research, Reykjavik.

For Discussion: Gratiene de Moustier, "Hong Kong's Indentured Servants," *The New York Times*, Feb. 13, 2014.

PAPERS DUE TODAY

Day 13, February 20 : Developing Better Intercultural Relationships and Managing Conflict.

Read: Chapters 13, and 14 in your text

For Discussion: Mark Zuckerberg, "Free Basics Protects Net Neutrality," *The Times of India*, Dec. 28, 2015.

Tim Worstall, "India's Argument over Facebook's Free Basics Heats Up: The Economics is Clear," *Forbes*, Dec. 30, 2015.

Day 14, February 22: Final Exam (4:05 p.m.-6 p.m.; location TBA)