

Program	Leaders at Work
Course title	Intercultural Communication
Number of ESTC	4 – 2 נקודות זכות
Language of Teaching	English
Year and semester	Fall semester, 2022-2023
Lecturer name	Martha Shtapura Ifrah
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Office hours	By appointment only

Course Details:

Course description	<p>In this class, you will develop skills, knowledge, and understanding that will help you communicate and engage more effectively in intercultural contexts. We will explore various topics in intercultural communication and will practice intercultural learning processes that you can apply when working across difference in a wide variety of contexts.</p>
Learning Outcomes	<p>By participating in this course, you will:</p> <ul style="list-style-type: none"> • Increase your own self-awareness, particularly your cultural self-awareness.

	<ul style="list-style-type: none"> • Develop a deeper understanding of the field of intercultural communication and intercultural concepts/theories. • Increase your ability to engage effectively and positively in intercultural interactions and manage intercultural conflicts.
Teaching Methods	Learning will involve in-class and at-home engaging exercises, active reflection, discussions, readings, lectures, and student presentations.
Assignments and Requirements	<p>My cultural journal and personal reflection:</p> <p>Some classes will require a short, often intuitive, task during or before class that will be documented in a special „cultural journal“. Students will be able to share their views and writings with their peers and keep the journal as a cultural-journey keepsake. At the end of the year students will submit a personal reflection of the journey they’ve been through this year, lookin back at their journey. The reflection should be 3 page long (more details will be provided in the near future).</p> <p>Class Participation: Students are expected to participate actively in class, as the format calls for conversation and discussion and personal development. However, some topics might be more sensitive for some students, and some students may feel more comfortable sharing their experience in writing rather than in the in-class discussions. Both ways of participation will be taken into consideration for the final grade.</p> <p>Mid-semester assignment:</p>

Choose an object/movie/book/game that is tied to your culture (or one of the cultures you associate yourself with). Maybe something you grew up with.

Conduct a thorough analysis using a cultural perspective: What values/assumptions/beliefs underlie the item/movie/book/game?

What emotions/thoughts does this item/movie/book/game evoke in you? What might it evoke in others? Can you identify ways in which this item affected your world-view/communication/values?

Be prepared to present your analysis in class (using a presentation or a poster) and discuss it with your peers. Will be submitted in pairs.

Final paper: The final assignment involves writing a paper and doing a short in-class presentation.

Choose a theme within the Israeli/German culture and compare it to your home culture/s. Themes may be any topic that is of interest to you and relevant to both cultures and should be relatively specific rather than sweepingly general.

Examples of possible themes include: Education and parenting; attitudes and practices around alcohol consumption; displaying affection; inequality and difference (based on religion, sexuality, race, etc.); exercise or sport; news consumption; advertising; etc.

	<p>Discuss the similarities and differences between the Israeli and German cultures with regards to your topic of choice. You should aim to integrate personal experience with concepts learned in class.</p> <p>The paper should be typed, double-spaced, and 10 pages long. You should cite at least 7 academic sources (at least 5 sources beyond the course syllabus). The paper should include 2 pages of personal reflection to the topic in addition to the paper submitted to the group.</p> <p>In addition to the paper, you should be prepared to present to the class on your topic. The presentation may take any form you like and creativity is encouraged.</p>			
Grade composition	<p>Grading is based on the mid semester assignment and final paper that will be submitted at the end of the semester (discussed below) as well as completing in-class exercises, active participation and attendance in class.</p> <p>Cultural journal (personal): 30%</p> <p>Class participation (personal): 10%</p> <p>Mid semester assignment (in pairs): 20%</p> <p>Final paper: 40% (in pairs) 10% (personal)</p>			
Work Parameters (Per week-13 weeks)	Contact hours in lecture form	Assignments (hours)	Reading (hours)	Self-Study (hours)
	2	3	2	1
Attendance	Due to the nature of the course, attendance is very important. Class attendance will be checked by the			

	<p>instructor at the beginning of every class. Students must attend 80% of the sessions. Unexcused absences exceeding 20% (more than 3 during the semester) will result in an “incomplete” grade in the course.</p>
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Course Plan - Weekly Topics

Session No.	Date	Topic	Reading / Assignments
1	27.10.22	What is this class about?	Reading : Cante, 2014
2	3.11.22	What is culture and how do we define it?	Recommended reading : Bennet, 1998
3	17.11.22	Do you see what I see? Perception and categorization	Assignment: IAT exercise (at least two subjects) Reading : Plous, 2003
4	24.11.22	Continue perception + Culture, career development and COVID-19	Reading: Guan, Deng, & Zhou, 2020
5	1.12.22	Who am I? Self-construal and personal identities	Reading : Kashima, Koval & Kashima, 2011
6	8.12.22	What's important to me/to us? Value orientations and behavior	Reading : Hofstede, 2011

7	15.12.22	Winds of change: Immigration, acculturation, adjustment	Reading : Barros & Albert, 2019
8	22.12.22	Say what you mean! Verbal and non-verbal communication (part 1)	Submit Mid-semester assignment
9	29.12.22	Say what you mean! Verbal and non-verbal communication (part 2)	Reading: Nagata, Adair Linn, 2007
10	5.1.23	Are you talking to me!? Intercultural conflict	Reading : Choose one 1) Fisher-Yoshida, 2005 2) Hammer, 2009
11	12.1.23	Intercultural communication in education and on the street	Reading: Shtapura-Ifrac & Benish-Weissman, 2019
12	19.1.23	How cross-cultural differences come to play? + presentations	Reading: Holmes, 2007 & Meyer, 2014

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- Please note that one class is missing, we will decide on a make-up session or distribute the class across 6 classes (adding 15 minutes to each class). We will discuss in class.
- An educational tour will be conducted as part of the class. More details will be announced in the near future, with the hope to accommodate as many of you as possible.

Required Reading List and Additional Sources:

- Bennett, M. J. (1998). Intercultural communication: A current perspective. In Milton J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press. Available at <https://pdfs.semanticscholar.org/ea2e/a5b092b30946b4717595dba81ffb0a24d9ff.pdf?ga=2.178727712.5600304.1569841732-696570984.1569841732>
- Barros, S., & Albert, I. (2019). "I Feel More Luxembourgish, but Portuguese Too" Cultural Identities in a Multicultural Society. *Integrative Psychological and Behavioral Science*, 1-32.
- Cantle, T. (2014). National identity, plurality and interculturalism. *The Political Quarterly*, 85(3), 312-319. Available at <http://tedcantle.co.uk/wp-content/uploads/2013/03/085-National-Identity-Plurality-and-Interculturalism-the-Political-Quarterly-Vol-85-No-3-July-September-2014-Ted-Cantle.pdf>
- Fisher-Yoshida, B. (2005). Reframing conflict: Intercultural conflict as potential transformation. *Journal of Intercultural Communication*, 8(1), 1-16. Available at https://www.researchgate.net/profile/Beth_Fisher-Yoshida/publication/242578959_Reframing_Conflict_Intercultural_Conflict_as_Potential_Transformation/links/570636ae08aec668ed95213b.pdf
- Guan, Y., Deng, H., & Zhou, X. (2020). Understanding the impact of the COVID-19 pandemic on career development: Insights from cultural psychology.

- Hammer, M. R. (2009). Solving problems and resolving conflict using the intercultural conflict style model and inventory. *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations*, 219-232. Available at <https://icsinventory.com/media/files/pdfs/ICS%20Chp%2017%20Moodian%202009.pdf>
- Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online readings in psychology and culture*, 2(1), 8. Available at http://www.janbollen.nl/international%20INTERCULTURAL%20AWARENESS/LITERATURE_Dimensionalizing%20Cultures-%20The%20Hofstede%20Model%20in%20Context.pdf
- Holmes, D. S. (2007). Intercultural Communication and Dialogue Process: An Attempt at Clarification and Synthesis. *IDM: international society of diversity management*, 1. Available at http://www.idm-diversity.org/files/infothek-holmes_dialogue-eng.pdf
- IAT- PROJECT IMPLICIT SOCIAL ATTITUDES:
<https://implicit.harvard.edu/implicit/takeatest.html>
- Kashima, Y., Koval, P., & Kashima, E. S. (2011). Reconsidering culture and self. *Psychological Studies*, 56(1), 12-22.
- Meyer, E. (2014) Navigating the Cultural Minefield. *Harvard Business review*. May 2014. Available at: <https://hbr.org/2014/05/navigating-the-cultural-minefield>
- Nagata, Adair Linn. (2007). Bodymindfulness for skillful communication. *Intercultural Communication Review*, (5) 61-76. Available at <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.564.9807&rep=rep1&type=pdf>
- Plous, S. (2003). The psychology of prejudice, stereotyping, and discrimination: An overview. In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 3-48). New York: McGraw-Hill. Available online at <http://www.understandingprejudice.org/apa/english/>.
- Shtapura-Ifrach, M., & Benish-Weisman, M. (2019). Seeking the help of school counselors: Cross-cultural differences in mothers' knowledge, attitudes, and help-seeking behavior. *International Journal of Intercultural Relations*, 69, 110-119.

Optional Reading List and Additional Sources:

Perception:

Bjornsdottir, R. T., Tskhay, K. O., Ishii, K., & Rule, N. O. (2017). Cultural differences in perceiving and processing emotions: a holistic approach to person perception. *Culture and Brain*, 5(2), 105-124.

Nisbett, R. E., & Miyamoto, Y. (2005). The influence of culture: holistic versus analytic perception. *Trends in cognitive sciences*, 9(10), 467-473.

Cultural values:

Gardner, W. L., Gabriel, S., & Lee, A. Y. (1999). "I" value freedom, but "we" value relationships: Self-construal priming mirrors cultural differences in judgment. *Psychological science*, 10(4), 321-326.

Geert Hofstede's website: videos and insights from Geert Hofstede
<https://geerthofstede.com/training-consulting/online-lectures/>

Ralston, D. A., Egri, C. P., Riddle, L., Butt, A., Dalgic, T., & Brock, D. M. (2012). Managerial values in the greater Middle East: Similarities and differences across seven countries. *International Business Review*, 21(3), 480-492.

Schwartz, S. H., Struch, N., & Bilsky, W. (1990). Values and intergroup social motives: A study of Israeli and German students. *Social Psychology Quarterly*, 53(3), 185-198.

Ting-Toomey, S. (2010). Applying dimensional values in understanding intercultural communication. *Communication Monographs*, 77(2), 169-180.

Culture and identity:

Hannaford, J. (2016). Digital worlds as sites of belonging for Third Culture Kids: A new literacies perspective. *Journal of Research in International Education*, 15(3), 253-265.

Kortegast, C., & Yount, E. M. (2016). Identity, family, and faith: U.S. third culture kids transition to college. *Journal of Student Affairs Research and Practice*, 53(2), 230-242. doi:<http://dx.doi.org/10.1080/19496591.2016.1121148>

Diversity, immigration and acculturation:

Brown, W. (2011). Walled states, waning sovereignty. *Ethics & International Affairs*, 25(1), 98.

Jasinskaja-Lahti, I., Liebkind, K., Horenczyk, G., & Schmitz, P. (2003). The interactive nature of acculturation: Perceived discrimination, acculturation attitudes and stress

among young ethnic repatriates in Finland, Israel and Germany. *International Journal of Intercultural Relations*, 27(1), 79-97.

Mohoric, A., Wendler, G., & Wittig, W. Labor Market Integration of Immigrants, Refugees, and Disadvantaged Groups—A Comparison of Israel and Germany. Available at: https://www.na-bibb.de/fileadmin/user_upload/na-bibb.de/Dokumente/05_Service/01_Veranstaltungen/2017/2017_10_23_seminar_israel_eng/Final_report_EN_online_version.pdf

Seginer, R., & Mahajna, S. (2018). Future Orientation in Cultural Transition: Acculturation Strategies of Youth From Three Minority Groups in Israel. *New directions for child and adolescent development*, 2018(160), 31-43.

Kranz, D. (2016). Forget Israel—The Future is in Berlin! Local Jews, Russian Immigrants, and Israeli Jews in Berlin and across Germany. *Shofar*, 34(4), 5-28.

Verbal and non-verbal communication:

Holland, R. W., Roeder, U. R., Rick B. van, B., Brandt, A. C., & Hannover, B. (2004). Don't stand so close to me: The effects of self-construal on interpersonal closeness. *Psychological science*, 15(4), 237-242.

Conflict management:

Ting-Toomey, S. (2007). Intercultural conflict training: Theory-practice approaches and research challenges. *Journal of intercultural communication research*, 36(3), 255-271.

Ting-Toomey, S., Oetzel, J. G., & Yee-Jung, K. (2001). Self-construal types and conflict management styles. *Communication Reports*, 14(2), 87-104.

Intercultural communication skills:

Liu, S., Volcic, Z., & Gallois, C. (2018) *Introducing intercultural communication: Global cultures and Contexts* Sage.