

OER Intercultural Communication

Textbooks

<https://oercommons.org/courses/intercultural-communication-3>

Overview:

Intercultural Communication examines culture as a variable in interpersonal and collective communication. It explores the opportunities and problems arising from similarities and differences in communication patterns, processes, and codes among various cultural groups. It explores cultural universals, social categorization, stereotyping and discrimination, with a focus on topics including race, ethnicity, social class, religion, gender and sexuality as they relate to communication.

<https://oercommons.org/courses/intercultural-communication-for-the-community-college>

Overview:

In the quest to explore the multiple facets of intercultural communication, this book is divided into three general areas: foundations, elements, and contexts. The foundations cover the basic principles associated with communication studies and culture. The elements move beyond the basics into self, identities, verbal, and nonverbal process associated with communication and culture. Contexts explore all the different environments such as media, business, and education, in which intercultural communication occurs.

[file:///C:/Users/gg7548xd/Downloads/Coms256V2FinalColor%20\(1\).pdf](file:///C:/Users/gg7548xd/Downloads/Coms256V2FinalColor%20(1).pdf)

Intercultural Communication

This textbook was written and designed especially for College of the Canyons Communications students. The following chapters will cover topics such as: understanding cultural identity, social construction, cultural biases, and culture shock. There are two types of interactive features in this book to help you, the student, engage with the various concepts and procedures behind intercultural communication.

Communicating Across Cultures

Open textbook introducing intercultural communication, as well as a set of online tutorials.

Note – each chapter has a short youtube video overviewing key concepts

<https://langculture.com/book/chap1.pdf>

<https://www.youtube.com/watch?v=SXpm47jeVxA>

<https://langculture.com/book/chap2.pdf>

<https://www.youtube.com/watch?v=ELpgzzntidc>

<https://langculture.com/book/chap3.pdf>

<https://langculture.com/book/chap4.pdf>

<https://langculture.com/book/chap5.pdf>

<https://langculture.com/book/chap6.pdf>

<https://langculture.com/book/chap7.pdf>

YouTube Videos

Microaggressions

MICROAGGRESSIONS IN THE CLASSROOM

<https://www.youtube.com/watch?v=ZahtlxW2CtQ>

Produced by Dr. Yolanda Flores Niemann Yolanda Flores Niemann is Professor of Psychology at the University of North Texas (UNT). Previously, she served as Senior Vice Provost for Academic Affairs at UNT, Vice Provost and Dean of the College of Humanities, Arts, and Social Sciences at Utah State University, and held numerous administrative and faculty positions at Washington State University. She was also an American Council on Education (ACE) Fellow at Penn State. Most recently Dr. Flores Niemann was an invited panelist at the White House for the Initiative on Educational Excellence for Hispanics --Fulfilling America's Future: Latinas in the U.S. She has been Principal Investigator of over 42 million dollars in federal outreach grants to prepare low socioeconomic status students for entry into and success in higher education. Her research interests include the psychological effects and social ecological contexts of tokenism – to the individual faculty member and to the tokenizing institution. She has recently developed a faculty training video to help prevent faculty to student microaggressions, Current research includes examination of stereotypes in superhero portrayals, and effective mentoring across demographic groups. Her most recent books are *Surviving and Thriving in Academia: A Guide for Members of Marginalized Groups*, Third Edition (coedited, published by the American Psychological Association), and *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (coedited), which was featured in the *Chronicle of Higher Education*. Dr. Flores Niemann has several other books and many journal articles, including in *Peace Review*,

Journal of Applied Psychology; Journal of Applied Social Psychology; Sociological Perspectives; Personality and Social Psychology Bulletin; The Journal for the Theory of Social Behavior; Frontiers: A Journal of Women's Studies, and Hispanic Journal of Behavioral Sciences, The Journal of Social Issues, and The Counseling Psychologist.

Implicit Bias

What does my headscarf mean to you? | Yassmin Abdel-Magied

<https://www.youtube.com/watch?v=18zvlz5CxPE>

Unconscious bias is a prevalent factor driving culture, causing us all to make assumptions based on our own upbringings and influences. Such implicit prejudice affects everything, and it's time for us to be more thoughtful, smarter, better. In this funny, honest talk, Yassmin Abdel-Magied uses a surprising way to challenge us all to look beyond our initial perceptions.

Implicit Bias: Peanut Butter, Jelly and Racism

<https://www.pbs.org/video/pov-implicit-bias-peanut-butter-jelly-and-racism/>

Implicit Bias: Check Our Bias to Wreck Our Bias

<https://www.pbs.org/video/pov-implicit-bias-check-our-bias-wreck-our-bias/>

Implicit Bias: High Heels, Violins and a Warning

<https://www.pbs.org/video/pov-implicit-bias-high-heels-violins-and-warning/>

High Low Context

https://www.state.gov/courses/answeringdifficultquestions/html/app.htm?p=module3_p3.htm

What Is The Difference Between a Monochronic and Polychronic Culture?

https://www.youtube.com/watch?v=3H-b4_yBo84

Sapir-Whorf Hypothesis in Interpersonal Communication

<https://www.youtube.com/watch?v=GRMNRo7CRw>

All That We Share

Watch the video [All That We Share](#) and discuss how we organize and interpret information about others based on the "box" we see them in. Discuss how access to new information and new "boxes" can help break down walls and build relationships. <https://www.youtube.com/watch?v=jD8tjhVO1Tc>

OER VIDEO: GESTURES (I don't see closed captioning on the below video)

<https://www.wisc-online.com/learn/technical/core-skills/ccs11615/intercultural-communication-gestures>

How microaggressions are like mosquito bites • Same Difference

<https://www.youtube.com/watch?v=hDd3bzA7450>

For people that still don't think microaggressions are a problem: just imagine that instead of being a stupid comment, a microaggression is a mosquito bite.

Articles

21 Racial Microaggressions You Hear On A Daily Basis

<https://www.buzzfeed.com/hnigatu/racial-microaggressions-you-hear-on-a-daily-basis>

How to Respond to Racial Microaggressions When They Occur

<https://mnsite.learn.minnstate.edu/d2l/le/content/6569904/viewContent/63258398/View>

Assignments

Culture as an iceberg metaphor

<https://www.peacecorps.gov/educators/resources/culture-iceberg/#>

Learners will examine features of culture to determine which are visible and which are invisible, and how these features affect each other.

Objectives

- Learners will be able to distinguish between the visible and invisible aspects of culture.
- Learners will be able to explain how the invisible aspects of culture influence the visible ones.

Materials

- Outline drawing of an iceberg for each learner
- Short explanation of "[The Culture Iceberg](#)" theory from Anthropologist Edward T. Hall
- [Worksheet #1: Features of Culture](#)

Procedures

Before beginning this lesson, remind learners that:

1. Metaphors often help us understand big ideas by relating something we don't know to something we do know. Ask learners to think of a metaphor that helps them understand something. A useful metaphor for culture is an iceberg. Ask learners what they know about the size and shape of icebergs. How much of an iceberg is above the water? How much is underwater?
2. Make the point that only about 10% of an iceberg is above the water. The rest is below the surface. Culture is very similar to an iceberg. It has some aspects that are visible and many others that can only be suspected, guessed, or learned as you grow to understand cultures. Like an iceberg, the visible part of culture is only a small part of a much larger whole.
3. Ask learners to look back at [Worksheet #1, Features of Culture](#). Explain that the numbered items on the list are all features of culture. Ask learners to complete the worksheet by working in pairs to identify features of their culture. Ask them for examples, or provide examples if needed.
4. Provide learners with a copy of an outline drawing of an iceberg with a clear line delineating the part of the iceberg that is above the water's surface and the larger part that is below the surface.
5. Divide learners into groups of four. Ask them to bring the *Features of Culture* worksheet with them. Have them discuss in their groups which features of culture they think are visible and which are invisible.

6. Ask learners to look at both their outline drawing of the iceberg and their *Features of Culture* worksheet. Have them review the features one by one and decide as a group if a particular feature belongs above the line (i.e., is "visible") or below the line (i.e., is "invisible"). Ask learners to write above the water line the numbers of those features of culture that they consider to be observable features. Ask them to write the numbers of the "invisible" features below the water line. Assist or show learners a few examples if necessary, e.g., values cannot be directly observed; holiday customs are visible.
7. After learners have had time to work in groups on the remaining features, have each group pair with another group and compare their placement of features. Learners must be prepared to say why they placed a particular feature where they did. (Note: In the list of features, the numbers that should appear *below* the water line are #3, #4, #6, #8, #9, #10, #16–18, #22–24, #26–30.)
8. Ask learners whether they see any item below the water line that might influence or determine any item above (e.g., ideas about modesty might affect styles of dress; religious beliefs might influence holiday celebrations, painting, and music). Ask how some visible features of culture influence or reinforce invisible features of culture.

Documentary/TV Series/Movie Assignment

https://myscccd-my.sharepoint.com/:w:/g/personal/cw018_cloviscollege_edu/ET1UHxtKQYNOiFGyuCpp9dwB4FmVSb-Yml_rxcV2nIBOeg?rttime=WTjbi9dC3Eg

COMM 10- Documentary/TV Series/Movie Assignment

For this assignment, you will explore a cultural identity outside of your own identity to learn different social perspectives and values. You are applying these concepts to a documentary on a social media platform: Netflix (you are permitted to peruse others). They vary between ratings and time length.

You should select a cultural group that is outside of your own identity. Together, we will narrow down 8-10 documentary options as a class via discussion board, then, you will choose **one (1)** to do complete the following components.

Please note the following:

1. If you choose to watch a movie option; you must watch it in its entirety.
2. If you are watching a television series, you need to watch at least two (2) hours' worth of footage (or 2 episodes)
3. If you select a documentary option, you must watch it in its entirety.

The paper is worth 40 points and is based on:

1. Take a picture of your screen watching the movie/series. If you want to include yourself, that's fine too. (5 points)

2. Take notes on the movie/show/series; this can be handwritten or typed and demonstrate that you have enough content to do the paper below. (This should not exceed one sheet of paper.) (10 points)
3. Write a 450–600-word paper that addresses the following (25 points):
 - a. What were your thoughts *before* starting the movie/series? What subconscious bias did you have about the documentary or the group that they are representing?
 - b. How did you use adaptation or empathy to *restructure* how you thought about a certain group of people or a cultural topic? What specifically changed? Give at least two (2) new concepts that you learned during this movie/series based on Chapter 3's definitions.
 - c. Finally, how will you use this knowledge from the movie/series to become more culturally competent in the *future*?
4. Create a 2-3-minute speech summarizing your essay. Should contain the following:
 - a. Main points
 - b. Supporting content from film
 - c. Applicable reference to book concepts

Papers will be graded on:

1. Content, grammar, correct definitions use of the textbook, and quality personal reflection.
2. APA format
3. Have a References page at the end.
4. A word count is needed at the bottom of the essay.

Websites - Intercultural Business

International Trade Admission

Learn about the business culture in another country to have a positive impact on your export success.

<https://www.trade.gov/business-culture>

The International Business Etiquette Guide – Foreign Translation

<https://rtu.businesscommunicationnetwork.com/files/2011/06/International-Business-Etiquette.pdf>