

Course name <i>Basic Concepts of Multicultural Communication</i>	ECTS code 02.06-s2-EN-BC
Provider <i>University of Opole / Faculty of Social Sciences / Institute of Sociology</i>	
Year of the study programme, semester, academic year: <i>I year, II sem., 2018/2019</i>	
Name of the instructor(s) & email address: <i>Marzanna Pogorzelska, mpogorzelska@uni.opole.pl (conducting lectures and classes)</i>	
Forms of instruction / forms of classroom activity and ECTS credit points in relation to student's duties	ECTS credits: 6 <ul style="list-style-type: none"> • participation in lectures: 15h • participation in classes: 30h • preparation for classes: 30 h • tasks to be done after classes: 30h • project tasks: 20h • participation in consultations: 5h • preparation for the exam and presence at the exam: 20h Total 150 h = 6 ECTS
A. Forms of instruction and the number of hours: <ul style="list-style-type: none"> • lecture (15 h) • classes (30h) 	
B. Classroom activity: <ul style="list-style-type: none"> • <i>zajęcia w Sali dydaktycznej</i>/lectures and classes in the classroom 	
Course status: <ul style="list-style-type: none"> • <i>obligatory</i> 	Language of instruction: <ul style="list-style-type: none"> • <i>English</i>
Methods of instruction <ul style="list-style-type: none"> • lecture with PP presentations • presentations, discussions, analysis of texts, group work • consultations • projects 	Forms of crediting and basic criteria of evaluation or examination requirements.
	Form of credit: <ul style="list-style-type: none"> • <i>exam</i> • <i>credit with a grade</i>
	B. Forms of evaluation: <ol style="list-style-type: none"> 1. lecture: <i>Evaluation of a written exam(scale of evaluation 2-5)</i> 2. classes: <i>Assessing writing assignments (scale of evaluation 2-5)</i> <i>Active participation in classes and students' contribution to the assigned tasks (scale of evaluation 2-5)</i> <i>Evaluation of the group project (scale of evaluation 2-5)</i>
	C. Basic criteria: <ol style="list-style-type: none"> 1. lecture: <i>Evaluation of a written exam:</i> <i>Grade „satisfactory”: providing correct answers to at least 50% of exam questions</i> <i>Grade „good”: providing correct answers to at least 70% of exam questions</i> <i>Grade „very good”: providing correct answers to at least 90% of exam questions</i>

2. classes:

Grade „satisfactory“: getting at least 3.0 grade in the evaluation of the project, getting average at least 3.0 in the evaluation of all writing assignments, getting at least grade in the evaluation of the active participation in classes;

Grade „good“: getting over 3.5 grade in the evaluation of the project, getting average grade over 3.5 in the evaluation of all writing assignments, getting over 3.5 grade in the evaluation of the active participation in classes;

Grade „very good“: getting over 4.5 grade in the evaluation of the project, getting average grade over 4.5 in the evaluation of all writing assignments, getting over 4.5 grade in the evaluation of the active participation in classes

Entry requirements: ----

Course objectives:

- *providing students with knowledge related to basic notions related to culture*
- *making students familiar with typology of cultures*

- *building students' intercultural competences based on the knowledge of specific ways of nonverbal and verbal communication in different cultures*
- *analyzing the issues of cultural conflicts and culture shock*
- *enriching students' knowledge related to negative phenomena (racism, religious oppression, micro aggression, nationalism and xenophobia)*
- *improving students' interpersonal skills with a view to participants' functioning in various cultural environments*
- *developing team cooperation skills: group communication, negotiating, making decisions, leadership, time planning, evaluating individual and group work*

Course content:**A. lectures:**

1. General notion of culture in anthropology, sociology and psychology.
2. General mechanisms of cultural exclusion.
3. Multi-, inter- and transculturalism.
4. Multi-, inter- and transculturalism in national contexts.
5. Stages of cultural competence (ethnocentrism-ethnorelativism)..
6. Nonverbal communication and emotional expression in different cultural contexts.
7. Dealing with conflict in different cultures.
8. Racism: critical theory of race, the notion of white privilege, the history and presence of racial attitudes.
9. Religious diversity: role of stereotypes, levels of religious oppression.
10. Migrations in contemporary world.
11. Theory and practice: preventing negative phenomena related to nationalism and xenophobia.

B. classes:

1. Planning and realization of students' project.
2. Stereotyping and culture.
3. Dimensions of cultures.
4. Culture shock – reasons, stages and ways of overcoming.
5. Racism: country overview.
6. Religious diversity: country overview.
7. Nationalism and xenophobia in contemporary world.
8. Nationalism and xenophobia: country overview.
9. Micro aggression in intercultural context.
10. Research methods in multicultural studies.

Reading list*

A. Obligatory reading (to get a credit):

1. used in class

G. Hofstede, *Dimensionalizing cultures: The Hofstede model in context*, in: L. A. Samovar, M. Byram, *Conceptualizing intercultural (communicative) competence and intercultural citizenship*, in: J. Jackson (ed.), *The Routledge handbook of language and intercultural communication*, New York 2012);

2. used for self-study

R. E. Porter, E. R. McDaniel, *Intercultural communication*, Boston 2012

R. Scollon, S. W. Scollon, *Intercultural communication*, Oxford 1997

J. V. Diller, *Cultural diversity*, Stamford 2015;

D. Matsumoto, H.S. Hwang, Nonverbal communication: the messages of emotion, action, space, and silence, in: J. Jackson (ed.), *The Routledge handbook of language and intercultural communication*, New York 2012;

3. studiowana samodzielnie przez studenta

J. M. Swales, C. B. Feak, *Academic Writing for Graduate Students. A course for Nonnative Speakers of English*, Ann Arbor, 1994.

B. Supplementary reading

1. M. Adams, L. A. Bell, P. Griffin, *Teaching for diversity and social justice*, New York 2007

Stages of Culture Shock, <https://www.mtu.edu/counseling/services/resources/stages-of-cultural-shock.pdf> G.

Antos, E. Ventola, T. Weber (eds.), *Handbook of interpersonal communication*, New York, 201

M. L. Knapp, J. A. Daly (eds.), *Handbook of interpersonal communication*, Thousand Oaks, 2003

Effects	Forms of evaluation	Reference to the programme effects
<p>Knowledge Students:</p> <ul style="list-style-type: none"> - have knowledge on the types of social structures in chosen cultural environments and relations between them - characterize different types of social bonds - explain the way in which social and cultural factors influence individual behavior and identity - have deepened knowledge on planning and realizing research and projects - understand basic issues related to the protection of author's rights and managing intellectual property - show significant knowledge on social inequalities 	<p><i>Assessing writing assignments</i> <i>Active participation in classes and students' contribution to the assigned tasks</i> <i>Evaluation of the group project</i></p>	<p>K_W04 K_W06 K_W09 K_W15 K_W05 K_W19</p>

<p>Skills</p> <p>Students:</p> <ul style="list-style-type: none"> -are able to critically analyze different texts, taking into consideration their position in historical and cultural processes - are able formulate research problems and assumptions - are able to critically interpret different texts as well as use arguments based on their own views -have advanced ability of preparing various writing assignments in foreign language -have language skills related to the subjects studied (B2+ level) - can relevantly interpret social phenomena and relations between them - can analyze migration processes referring to their socio-cultural aspects - are able to apply theoretical knowledge in different forms and dimensions 	<p><i>Assessing writing assignments</i></p> <p><i>Active participation in classes and students' contribution to the assigned tasks</i></p> <p><i>Evaluation of the group project</i></p>	<p>K_U02</p> <p>K_U01</p> <p>K_U03</p> <p>K_U06</p> <p>K_U8</p> <p>K_U09</p> <p>K_U19</p> <p>K_U14</p>
<p>Social competences</p> <p>Students:</p> <ul style="list-style-type: none"> -understand the need of constant personal development and updating his/her knowledge - can cooperate within the group, assuming different roles - are ready to identify complex social problems and actively look for the ways of solving them - show engagement in public issues applying their critical thinking skills and creativity - have deepened awareness of ethical principles both in fulfilling their duties and in interpersonal relations -are able to broaden their knowledge and skills, also in interdisciplinary dimension - are open to new ideas and ready to change their opinions facing available data and arguments, respecting other than own's views -are sensitive to the symptoms of social inequalities, show empathy and reflectivity in relations with other people 	<p><i>Assessing writing assignments</i></p> <p><i>Active participation in classes and students' contribution to the assigned tasks</i></p> <p><i>Evaluation of the group project</i></p>	<p>K_K03</p> <p>K_K07</p> <p>K_K11</p> <p>K_K13</p> <p>K_K01</p> <p>K_K18</p> <p>K_K19</p> <p>K_K04</p> <p>K_K15</p>