

COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES		
ACADEMIC UNIT	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	4ETDE10 1	SEMESTER	5 ^o
COURSE TITLE	INTERCULTURAL COMMUNICATION ISSUES		
INDEPENDENT TEACHING ACTIVITIES <i>if credits are awarded for separate components of the course, e.g. lectures, laboratory exercises, etc. If the credits are awarded for the whole of the course, give the weekly teaching hours and the total credits</i>		WEEKLY TEACHING HOURS	CREDITS
Lectures		3	5
<i>Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).</i>			
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	Compulsory Optional/General Background		
PREREQUISITE COURSES:	Communication Media and Society		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	Yes		
COURSE WEBSITE (URL)	https://eclass.aegean.gr/courses/131224/		

(2) LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described.

Consult Appendix A

- Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area
- Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B
- Guidelines for writing Learning Outcomes

At the end of this course students will be able to:

- explain concepts such as multiculturalism, interculturalism, acculturation, assimilation, integration, uniformity, pluralism, stereotypes, discrimination, racism, etc.
- describe the relationship between culture and communication
- distinguish between the basic theories of intercultural communication
- identify and analyze the factors that affect intercultural communication
- analyze how intercultural communication can be accomplished in various environments
- explore cultural differences not as hierarchical, but as a field of fruitful interaction
- use their knowledge to improve intercultural communication in multicultural environments
- suggest interventions to improve intercultural communication

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?

<i>Search for, analysis and synthesis of data and information, with the use of the necessary technology</i> <i>Adapting to new situations</i> <i>Decision-making</i> <i>Working independently</i> <i>Team work</i> <i>Working in an international environment</i> <i>Working in an interdisciplinary environment</i> <i>Production of new research ideas</i>	<i>Project planning and management</i> <i>Respect for difference and multiculturalism</i> <i>Respect for the natural environment</i> <i>Showing social, professional and ethical responsibility and sensitivity to gender issues</i> <i>Criticism and self-criticism</i> <i>Production of free, creative and inductive thinking</i> <i>Others...</i>
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- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Adapting to new situations
- Team work
- Working in an international environment
- Respect for difference and multiculturalism
- Criticism and self-criticism
- Production of free, creative and inductive thinking

(3) SYLLABUS

The course focuses on the way(s) that culture affects and determines human communication. Culture is a structural element of identity and it determines -in a significant extent- the inter-group relations. Our perception about “the Other” or “the Others” is formed within specific historical, social and cultural contexts that produce and reproduce representations about "us" and "them", the "identical" and "non-identical". When related to Other / Others, stereotypes and prejudices are recorded in the majority of cases, equating the Other / Stranger with an Unwanted or an Enemy. This leads to negative discrimination practices, which result in the marginalization and alienation of (ethnic and cultural) groups that do not belong to the dominant group according to jus sanguinis (law of blood / origin). The result of this procedure is a non-compact social body, including groups that are unable to communicate, interact, benefit both sides. The massive movement of people worldwide (migration) has changed the population composition in the host countries forming multicultural societies. The challenge that these societies nowadays face is to organize the relations between people in order for communication and creative interaction of cultures to exist, aiming at integrating all (locals and immigrants) in the social body. The role of education in this context is of particular importance, since school can be either a place for maintaining or a place for removing stereotypes.

Lectures

- 1 : Introduction, examples of (non) communication between different cultures
- 2: Identity-Diversity, "us" and "others"
- 3: Stereotypes, prejudices, discrimination, models for changing stereotypes, experiential exercise
- 4: Taxonomies of cultural standards (Hall, Hofstede)
- 5: Verbal and non-verbal communication
- 6: Theories of Intercultural Communication, experiential exercise
- 7: Ethnocentrism and Education system
- 8: Assimilation model, integration model in Education, anti-racist education
- 9: Multicultural education, intercultural education
- 10: Ethnic groups, ethnicization, self-ethnicization.
- 11: Theories of social recognition.
- 12: Theories of social recognition (continue of lecture 11).
- 13: Objectives of intercultural education. Revision.

(4) TEACHING and LEARNING METHODS - EVALUATION

DELIVERY <i>Face-to-face, Distance learning, etc.</i>	Face-to-face lectures
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i>	ICT usage in teaching and in communication with students

