COURSE OUTLINE

(1) GENERAL

SCHOOL	SCHOOL OF SOCIAL SCIENCES
ACADEMIC UNIT	DEPARTMENT OF CULTURAL TECHNOLOGY AND COMMUNICATION
LEVEL OF STUDIES	UNDERGRADUATE
COURSE CODE	4ETDE101 **SEMESTER** 5º
COURSE TITLE	INTERCULTURAL COMMUNICATION ISSUES

INDEPENDENT TEACHING ACTIVITIES *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*		**WEEKLY TEACHING HOURS**	**CREDITS**
	Lectures	3	5
Add rows if necessary. The organisation of teaching and the teaching methods used are described in detail at (d).			

COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Compulsory Optional/General Background
PREREQUISITE COURSES:	Communication Media and Society
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	Greek
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No
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
- 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 and resolve intercultural conflicts

- 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 an unconnected social body, including groups that are unable to communicate, interact, benefit both sides. Exploring the relationship with the "Other", factors such as sex, gender, sexuality, or disability are also taken into account.

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

7: Ethnocentrism and Educational systems

8: Multicultural education, intercultural education

9: Ethnic groups, ethnicization, self-ethnicization.

10: Relating to "Others"

11: Theories of social recognition

12: Conflict Management

13: Revision.

(4) TEACHING and LEARNING METHODS - EVALUATION

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

TEACHING METHODS *The manner and methods of teaching are described in detail.* *Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc.* *The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS*		
	Activity	**Semester workload**
	Lectures	13 *3 hours =39 hours
	Lectures' study	13*3 hours = 39 hours
	Preparation-study for mid-term evaluation	10 hours
	Preparation-study for final evaluation (exams)	42 hours
	Course total	130 hours

STUDENT PERFORMANCE EVALUATION *Description of the evaluation procedure* *Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other* *Specifically-defined evaluation criteria are given, and if and where they are accessible to students.*	Language of evaluation: Greek Evaluation Methods: mid-term evaluation with essay (30%) and final evaluation with short answer questions and / or multiple-choice questionnaire (70%). Specifications on the course as well as the evaluation criteria are made known during the first lecture and are recorded in clarity in the material that is posted throughout the semester in the e-class of the course.

(5) ATTACHED BIBLIOGRAPHY

- Suggested bibliography:
- Liu, S., Volcic, Z. & Gallois, C. (2018), *Introduction to Intercultural Communication. World cultures and contexts*. Athens: Gutenberg (in greek)
- Smith, P. & Bond, M.H. (2011), *Intercultural Social Psychology*, Athens: G. Dardanos-K. Dardanos (in greek)
- Govaris, Ch. (2011), *Introduction to Intercultural Education,* Athens : Diadrasi Publ (in greek)
- Modgil, S., Verma, G., Mallick, K. & Modgil, C. (1997), *Multicultural Education*, Athens : Ellinika Grammata Publ. (in greek)

- Related academic journals:
- Journal for Intercultural Education, Taylor & Francis
- Multicultural Perspectives, Taylor & Francis
- Journal of Multicultural Discourses, Taylor & Francis Online