

COURSE OUTLINE

(1) GENERAL

SCHOOL	HUMANITIES		
ACADEMIC UNIT	DEPARTMENT MEDITERRANEAN STUDIES		
LEVEL OF STUDIES	UNDERGRADUATE		
COURSE CODE	G-10	SEMESTER	7
COURSE TITLE	INTERCULTURAL COMMUNICATION		
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	
	3	6	
COURSE TYPE <i>general background, special background, specialised general knowledge, skills development</i>	General background		
PREREQUISITE COURSES:	No		
LANGUAGE OF INSTRUCTION and EXAMINATIONS:	English		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	No		
COURSE WEBSITE (URL)			

(2) LEARNING OUTCOMES

Learning outcomes
<p>With the completion of this course students are expected to:</p> <ul style="list-style-type: none"> ▪ understand the basic concepts and theories of culture and communication ▪ be aware of differences in cultures and value systems ▪ understand how prejudice & stereotypes are born and therefore lead to (negative) discrimination ▪ understand verbal and non-verbal communication ▪ understand the characteristics of using the English language as a means of intercultural communication.
General Competences
<p>Search for, analysis and synthesis of data and information, with the use of the necessary technology Working independently Team work Working in an international environment Working in an interdisciplinary environment Respect for difference and multiculturalism Criticism and self-criticism</p>

(3) SYLLABUS

This course introduces students to the principles of intercultural communication. Conceptualization and analysis are done at several levels (e.g. national, regional/local, organizational/corporate, group, individual). Various cross-cultural models and dimensions of culture are examined. The course also focuses on the reasons and ways in which stereotypes and prejudices are created and therefore lead to (negative) discrimination resulting in the marginalization and alienation of certain ethnic and cultural groups. The notions of *culture shock* and *cultural adaptation* are also discussed. Students become aware of the impact of both verbal and non-verbal communication. They are encouraged to reflect critically upon the influence of their own culture on how they view themselves and others. They are invited to consider the implications of intercultural theories for real world contexts (e.g. professional, academic, national, personal). Finally, emphasis is placed on how they can cultivate their intercultural competence.

(4) TEACHING and LEARNING METHODS - EVALUATION

<p style="text-align: center;">DELIVERY <i>Face-to-face, Distance learning, etc.</i></p>	Face-to-face seminars, eclass for learning material and communication	
<p style="text-align: center;">USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY <i>Use of ICT in teaching, laboratory education, communication with students</i></p>	ICT used in teaching and communication	
<p style="text-align: center;">TEACHING METHODS <i>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.</i></p> <p><i>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</i></p>	<i>Activity</i>	<i>Semester workload</i>
	Seminar-based teaching	39 hrs
	Personal study & written assignment	111 hrs
	Course total	150 hrs (6 ECTS)
<p style="text-align: center;">STUDENT PERFORMANCE EVALUATION <i>Description of the evaluation procedure</i></p> <p><i>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</i></p> <p><i>Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</i></p>	Written Assignment	

(5) ATTACHED BIBLIOGRAPHY

Bennet, M. J. (2013). *Basic concepts of intercultural communication: Paradigms, principles, & practices*. Boston: Intercultural Press.

Brislin, R.W. (2000). *Understanding culture's influence on behavior* (2nd edn.). London: Harcourt Brace College Publishers.

Hofstede, G. (2001). *Culture's Consequences – Comparing Values, Behaviors, Institutions and Organizations across Nations*. Thousand Oaks: Sage.

Holliday, A.R. (2010). *Intercultural communication and ideology*. London: Sage.

Holliday, A.R., Hyde M. and Kullman, J. (2004). *Intercultural communication: An advanced resource book*. London, Routledge.

Jackson, J. (2014). *Language and Intercultural Communication*. London: Routledge.

Jandt, F. (2004). *Intercultural communication: Identities in a global community* (4th edn.). London: Sage.

Karras, I. (2020). *The Culture and Communication Interface*. Athens: Diavlos

Landis, D., Bennett, J.M. and Bennett, M.J. (eds.) (2004). *Handbook of intercultural training*. London: Sage.

Pagel, M. (2012). *Wired for culture: Origins of the human social mind*. New York: Norton.

Ward, C., Bochner, S. and Furnham, A. (2001). *The psychology of culture shock*. London: Routledge.

Related academic journals:

- Journal for Multicultural Education, Emerald
- Multicultural Perspectives, Taylor & Francis Online
- Journal of Multicultural Discourses, Taylor & Francis Online