



Boston University Study Abroad
Paris

COM CM 370 Communicating in a Multicultural World: the Paris Experience

Credits: 4

Hub Units: Social Inquiry 1
Teamwork & Collaboration
Global Citizenship and Intercultural Literacy

Schedule: 16 two-and-a-half-hour sessions over 7.5 weeks
(2 weekly sessions + 2 additional sessions)

Course visits:

- Guided tour of Grandeur (Le Louvre, Concorde, Champs Elysées)

Course material:

- A course pack with all required readings (to be purchased by each student)
- Erin Meyer. *The Culture Map*

Assessment for the course:

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|------------------------------------|-----|
| - Class Participation | 10% |
| - In-class presentation | 15% |
| - Newsroom presentation | 15% |
| - Cross-cultural Blogs | 20% |
| - Cross-Cultural Peer Evaluation | 10% |
| - Collective Teamwork presentation | 20% |
| - Final Teamwork Assessment | 10% |

Out-of-class workload:

- Mandatory reading for each session: one or two chapters of references books in anthropology, communication, cross-cultural theory and cultural studies (20 pages)
- Weekly written productions (blogposts, peer evaluations, final assessment)
- Research and reflection to prepare 3 in-class presentations
- Case study preparation for each session

This course, including assignments and additional visits, is conducted entirely in English.

I. COURSE PRESENTATION

In today's globalized economy and exchanges, developing cross-cultural competencies is essential to communicating effectively and ethically in a multicultural context be it national or international.

This course explores the interaction between culture and communication, and introduces students to the knowledge and skills necessary to progressively attain critical thinking and global competence in various contexts.

This course allows students to systematically apply, develop and refine their cross-cultural skills by exposing them to a diversity of fields ranging from first-hand experience to collective historical narratives (national history and journalistic reporting), from local value systems to human rights(#metoo), from study abroad to professional work environment.

Step 1: Identifying Concepts & Building Cultural Awareness:

In the first part of this course, students will examine concepts derived from anthropology, Communication Theory, Cross-Cultural Management, and Cultural Studies useful to **achieve cultural awareness through a general reflection on culture and communication**. Students will have to determine: where is culture? What is culture? What is communication? What communication models are the most adapted to cross-cultural communication? What are the various forms of communication (verbal/non-verbal)? How are they impacted by culture? What tools do we have to measure cultural awareness? How do we use the tools effectively? How to suspend judgment when looking at cultures? Where to observe from to interpret people and situations? **Eventually, from this individual and collective reflection on theoretical tools, students will acquire a new cross-cultural perspective on interactions and situations and be able to identify major cultural differences at the origin of misunderstandings** (*Social Inquiry 1*).

Step 2: Applying concepts to make sense of first-hand experience

Based on their interactions with French students (met through the program) and on guided interactions and experiments in their everyday life in Paris as well as using the course itself as an object of study, students will **identify, compare and interpret French and American cultural norms and behaviors** in a variety of assignments (blogposts, case studies and class discussions). Students will systematically apply their newly acquired cross-cultural outlook to their everyday life in France by observing and analyzing topics as diverse as group discussion patterns, dress codes, expressions of masculinity and femininity, communication styles, customer service, food. This first step will boost students' engagement with French culture. (*Global Citizenship and Intercultural Literacy*)

Step 3: From individual and local topics to collective and global issues

A shift in perspective, from individual experience to collective narratives is necessary for students to identify, compare and understand cultural norms and value systems central to different cultures.

Students will focus on how values shared by French and American cultures (such as greatness, secularism, freedom of speech, ethics in journalism) have been shaped by specific circumstances and national histories thus giving them a local meaning (*Global Citizenship and Intercultural Literacy*).

This historical exploration will open to a more global reflection 1) on **how universal issues** (such as social justice and gender equality) **are expressed and addressed locally** (#metoo) and 2) on **how cross-cultural skills can allow for a more ethical representation of other cultures in national media**.

Step 4: Using cross-cultural skills to build an equitable and inclusive work environment

To best prepare students for their internship in Paris, the course will apply cross-cultural skills to yet a new scope of application: the professional world. Focusing on **teamwork**, students will put into practice all the knowledge and experience acquired throughout the semester to determine strategies to **build for their team a group dynamic that allows for each individual to perform at their best in the most inclusive and equitable context**. (*Teamwork & Collaboration*)

II. HUB AREAS AND LEARNING OUTCOMES

Hub area: Social Inquiry 1 (1 unit)

1. *The very goal of approaching communication through a cross-cultural prism is to identify and explain how cultures contribute to shape individual and collective behaviors, using methods borrowed from anthropology (participative observation) as well as analysis involving historical, sociological and political concepts. For each session, students will read about new cross-cultural concepts or theoretical approaches to communication and culture and will have to apply them in case studies, blogposts and oral presentations. They will produce oral presentations and examine case studies involving political, historical or social topics.*

Hub area: Teamwork & Collaboration (1 unit)

1. *Following a first group project (NewsRoom) as well as peer evaluation assignments requiring to reflect on cultural differences in evaluating criteria and language, the final group project, focusing on teamwork, requires students to reflect on and apply their cross-cultural skills to the professional environment and propose effective strategies to create a more inclusive and equitable work environment. Starting with first-hand experience, and applying all concepts seen during the semester, students will first assess how individuals in their team use different communication styles, time management patterns, feedback preferences, etc.*
2. *Through the final group project, students will apply newly acquired intercultural concepts and skills to teamwork and team building by using different approaches to peer evaluation, by assessing diversity of needs and perceptions in their group and by determining adapted strategies to make individuals from different backgrounds work together and promote DEI in their group.*

Hub area: Global Citizenship and Intercultural Literacy (1 unit)

1. *Students will examine case studies and produce oral presentations about diverse cultural perspectives on communication and human relationships, as well as on journalistic, political and historical topics related to collective cultural values (such as equity vs. "égalité", secularism vs. "laïcité", #me too in different countries' societies and press).*
2. *Students will reflect on the challenges and pleasures of living in Paris, engage with French students and Parisian people, and write blogposts analyzing their daily experience through intercultural lenses, comparing different approaches/perceptions of communication, social and working relationships, urban life.*

Specific learning outcomes:

- Identify the nature of the cross-cultural experience and determine strategies to negotiate cultural differences
- Understand the role that culture plays in effective communication
- Identify major cultural differences at the origin of cultural misunderstandings
- Identify and apply major cross-cultural concepts
- Engage in activities with host culture (Parisian environment, Parisian people, French students) which contribute to acquiring global competence
- Apply cultural models and theory to analyze, understand and manage different cultural environments, in the personal and professional fields
- Develop critical thinking skills related to global issues and corporate responsibility
- Identify how universal values are informed by local and historical contexts
- Develop an ethical journalistic reporting on events and issues in other cultures
- Apply cross-cultural concepts to create a diverse, equitable and inclusive teamwork environment
- Acquire a professional soft skill essential to build an inclusive and equitable workplace

III. ASSESSMENT AND GRADING

Class Participation (10%): Included in this grade is weekly homework, which involves readings texts and completing case studies to ensure comprehension and prepare class discussion. This grade also takes into account the active, meaningful and informed contribution you make to class, the quality of the student’s presence (positive and supportive attitude to the instructor and classmates).

Cross-cultural blog (20%): Based on their first-hand experience of interactions with French people & students as well as guided experiments with their Parisian environment, students will write every other week an 800-word journal describing and critically analyzing a meaningful cultural difference between French and American cultures. Students will be graded on relevance of topic chosen, quality of content & depth of cross-cultural analysis. The purpose of this assignment is to have students put into practice communication theory and cross-cultural theory and critically reflect upon their personal experience abroad.

In-class presentation (15%): In groups of 2 or 3, students will prepare a 20-minute presentation on a given theme. The objective of the presentation is two-fold: allow students to put into practice their theoretical knowledge and show their ability to recognize, critically analyze a meaningful cross-cultural case study and propose strategies to negotiate cultural issues for more efficient communication.

Cross-Cultural Peer Evaluation (10%): Students will apply what they learned about giving feedback in other cultures in two peer evaluations. Each peer evaluation will juxtapose two different cultural feedbacks: one using American Rubrics, one using French Rubrics. The objective of cross-cultural peer evaluation is for students to observe and experiment how to give differing feedback 1) modifies their perception of the work evaluated as well as their relation to their own work, 2) boosts the quality of individual work at the same time as the creativity of the team; 3) reinforces self-confidence as well as collective trust among team workers.

The newsroom (15%): in groups of 2 or 3, students will explore #metoo movements in countries throughout the world. The objectives of this assignment are: 1) Identify and report on local, historical and geographical expressions of #metoo movements; 2) Reflect on how different cultures address universal issues; 3) Analyze how biases impact representations of other cultures and produce biased reporting; 4) Propose strategies to develop a more ethical, inclusive and equitable journalistic approach to reporting on global issues.

Teamwork Project (20%): In groups of 4, focusing on teamwork, students will apply their cross-cultural skills to the professional environment and propose effective strategies to create a more inclusive and equitable work environment. Starting with first-hand experience, and applying all concepts seen during the semester, students will first assess how individuals in their team use different communication styles, time management patterns, feedback preferences, etc. In a second phase, students will collectively determine and present the best strategies to apply to their team for each member to feel accepted and valued and be able to perform at their best. This project’s grade will include three components: the quality of collective findings (professor), the group dynamic (professor & students) and each student’s individual contribution (self and peer-evaluations).

Final Assessment (10%): Students will write a 1000-word final individual assessment in which they will reflect on how the cross-cultural skills acquired throughout the course have made them evolve as professional actors.

Grading conversion (out of 100)

FINAL GRADE FOR THE COURSE			GRADES FOR INDIVIDUAL COMPONENTS/ASSIGNMENTS											
93-100 :	A	77-79,5: C+	A+	=	97	B+/A-	=	89,5	C+/B-	=	79,5	D+/C-	=	69,5
90-92,5:	A-	73-76,5: C	A/A+	=	96	B+	=	88	C+	=	78	D+	=	68
87-89,5:	B+	70-72,5: C-	A	=	95	B/B+	=	86,5	C/C+	=	76,5	D/D+	=	66,5
83-86,5:	B	69-60: D	A/A-	=	92,5	B	=	85	C	=	75	D	=	65
80-82,5:	B-	59,5-0: F	A/A-	=	91	B/B-	=	82,5	C/C-	=	72,5	D/D-	=	62,5
			A-	=	91	B-	=	81	C-	=	71	D-	=	61
			A-/B+	=	89,5	B-/C+	=	79,5	C-/D+	=	69,5	F	=	55

Attendance Policy

Our program is subject to French student visa laws where an active student status is mandatory. As the sponsor of your visa, Boston University has the legal obligation to ensure that you comply with visa requirements. If you do not attend classes or your internship as required, you will be considered to be in breach of your visa and can be deported. Any student who does not comply with this policy may be sent home from the program at the discretion of the program director, and may, as a result, forfeit credit and program costs for part or all of the semester.

1 absence (courses* or internship**)	= -1 point on your final grade
More than 3 unexcused absences	= F for the course
Unsubmitted written work Absence for a presentation or exam Plagiarism	= F (0 points) for the assignment in question

***Courses:** class sessions, exposé preparation, in-class presentation

** **Internship:** EUSA meetings, BU Paris workshops, work placement schedule

EXCUSED ABSENCES =

- Absence for illness excused by the *certificate of a French doctor*
 - Internship interview
 - OFII medical visit (must have *convocation*)
 - Professional imperative that conflicts with academic workshop
- Documentation to be submitted to buparis@bu.edu the day following the absence**

TARDINESS

- The professor reserves the right to *not admit* a tardy student to class or to count a tardy arrival as either a **half or whole unexcused absence**.
- Late arrivals to class will impact the class **participation grade**.
- **Leaving class** before it ends is considered as tardiness.
- **Late submission** of written work will entail a penalty on the assignment grade.
- Written work submitted **more than a week late** or **after final exams** will not receive credit (grade =F).

Students who do not complete a course on time will be given an F.

There are **no withdrawals** from classes, the internship nor the internship course.

PLAGIARISM – OFFICIAL BU POLICY

Simply stated, plagiarism is taking another's work and presenting it as your own. It is, in fact, intellectual theft. It is one of the most serious forms of academic misconduct. Plagiarism committed by a student will certainly result in course failure and may result in suspension or dismissal. It can take many forms, including reproduction of published material without acknowledgement, or representing work done by others as your own. This includes the increasing common practice of purchasing and downloading work from the Internet "paper mills". Plagiarism applies to all media – printed matter of all kinds, video, audio, and oral presentation. Even unacknowledged paraphrasing or use of another's methodology, structure or management of material is plagiarism. You must use quotation when quoting even if you do the translating yourself.

All students are responsible for having read the Boston University statement on plagiarism, which is available in the Academic Conduct Code. Students are advised that the penalty against students on a Boston University program for cheating on the examinations or for plagiarism may be 'expulsion from the program or the University or such other penalty as may be recommended by the Committee on Student Academic Conduct, subject to approval by the dean'. Read the full Academic Conduct Code online at: <http://www.bu.edu/academics/policies/academic-conduct-code/>

IV. INDICATIVE CALENDAR – Readings will be specified in the updated syllabus students will receive once in Paris.

Session	Topic	In-class Activities	Student Assignments
Session 1	Awareness of Culture in Communication	Presentation of communication models Raising Cultural Awareness	
Session 2	Non-Verbal Communication	<u>Concepts & Themes:</u> - Low-context vs. High-context Cultures - Non-verbal Communication <u>Case studies on High & Low Context cultures:</u> - French vs. American syllabus - Cultural expressions of Masculinity and Femininity - Dress codes in Paris and the US	
Session 3	Communication styles & Verbal Communication <i>(Preparation for teamwork project)</i>	<u>Concepts & Themes:</u> - Application-first vs. Principles-first - Group Dynamics Discussion - The French Art of eloquence vs. Small Talk <u>Case studies on Communication styles:</u> - French essay vs. American essay <u>Discussion on Cross-cultural Blog 1</u>	Oral presentation: Communication styles: Bill Gates at MIT vs. Bernard Arnault at Polytechnique Submit Cross-cultural Blog 1
Session 4	Chronemics: What is convenient for whom? <i>(Preparation for teamwork project)</i>	<u>Concepts & Themes:</u> - Monochronic vs. Polychronic Time - Tasks vs. Relationship - Individualism vs. Collectivism <u>Case studies on M-Time vs. P-Time:</u> - What do you need to be efficient? - Why and how has your experience abroad changed your perception of time?	Oral presentation: - The concept of convenience and store opening hours in France vs. US
Session 5	Chronemics: Time to build relationships <i>(Preparation for teamwork project)</i>	<u>Concepts & Themes:</u> - Monochronic vs. Polychronic Time - Culture Générale <u>Case studies on M-Time vs. P-Time:</u> - How to relate past, present & future in France: The concept of culture générale - Time and customer service <u>Discussion on Cross-cultural Blog 2</u>	Oral presentation: How to build a friendship in a French context? Submit Cross-cultural Blog 2
Session 6	Evaluating Performance & Giving Feedback <i>(Preparation for teamwork project)</i>	<u>Concepts & Themes:</u> - Direct vs. Indirect Negative Feedback - Mistakes: learning process vs. losing face - Guanxi & Mianzi <u>Case studies on direct vs. indirect feedback:</u> - upgraders vs. downgraders: translation exercise - American Rubrics vs. French Feedback - Feedback & Honesty <u>Discussion</u> on advantages of learning to give feedback differently	
Session 7	History matters: French Grandeur vs. American Greatness	<u>Guided Tour</u> Discussion on the Role of History in Shaping Values	Submit Peer Evaluation 1
Session 8	Individual vs. Citizen Laïcité vs. American Secularism	<u>Lecture:</u> A Brief History of Laïcité in France Discussion on Secularism in the US <u>Case study:</u> Laïcité vs. American Secularism	

Session 9	Humor & Freedom of Speech	<u>Guest Speaker:</u> Jane Weston on the Historical Origins of Satire in France Discussion	Submit Cross-cultural Blog 3
Session 10	Objectivity in Journalism	<u>Case Studies:</u> - Examples of Objectivity/subjectivity in French and American Press - Entertainment - Compare satirical newspapers in US (Mad), France (Charlie Hebdo)	Oral presentation: Cartoonists for Peace: The Role/Price of Satire in the World
Session 11	Are Human Rights Universal?	<u>Concepts & Themes:</u> - Universalism - Cultural Relativism - Brief History of Human Rights <u>Case Studies:</u> - Universalism vs. Cultural Relativism - Égalité/Equity: Same concept, different story	Submit Peer Evaluation 2
Session 12	Newsroom: #metoo across cultures	<u>Concepts & Themes:</u> - #me too in local contexts - Representations of Other Cultures in US Press - A Cross-cultural Approach Journalism Discussion on the strategies to develop a cross-cultural approach to journalism	Presentation of Reports #metoo in France and elsewhere in the world
Session 13	Cross-Cultural Skills, a Valuable Professional Skill in a Global Workplace <i>(Preparation for teamwork project)</i>	<u>Concepts & Themes:</u> - Ascription vs. Achievement - Role of Hierarchy in the Workplace - Trust: The head or the heart - Individualism vs. Collectivism <u>Case Studies:</u> - What kind of leadership in a French workplace - Building trust in a French context	
Session 14	Transferring Cross-cultural Skills to a Monocultural Environment	<u>Team building project</u> <u>Brainstorming in small groups:</u> - Team assessment using cross-cultural concepts in a monocultural environment - Strategies to create a more inclusive and equitable environment in a monocultural workplace	
Session 15	Cross-cultural Skills are essential in building a DEI environment	<u>Team building project</u> <u>Group Presentations:</u> - Building self-confidence & collective trust - Boosting individual and collective Creativity - Building a Unique Team Culture - The Time of the Team	Group Presentations: using cross-cultural skills to create a more inclusive and equitable environment in a monocultural workplace
Session 16	Conclusion	The Reverse Culture Shock Two Objects of the Same Kind	
			Take home final essay: Individual final assessment

V. BIBLIOGRAPHY

REQUIRED READINGS

- Bennett, Milton. The Development Model of Intercultural Sensitivity: <https://www.idrinstitute.org/dmis/>
- Barlow and Nadeau. *The Bonjour Effect: The Secret Codes of French Conversation Revealed*, Richmond: Duckworth, 2017.
- Croucher, Stephen. *Understanding Communication Theory: A Beginner's Guide*, Routledge, 2015.
- Hall, Edward T. *The Hidden Dimension*, New York: Anchor Books, 1990.
- . *Beyond Culture*, New York: Anchor Books, 1989.
- Kox, Kate. *Watching the English: The Hidden Rules of English Behaviour*, London: Hodder & Stoughton Ltd, 2014. (Blackboard)
- Meyer, Erin, *The Culture Map*. New York: Public Affairs, 2014.
- Trompenaars, Fons and Charles Hampden Turner. *Riding the Waves of Culture. Understanding Diversity in Global Business*. 4th Edition. New York: Mc Graw Hill, 2021.

ADDITIONAL BIBLIOGRAPHY

Anthropology and Cross-Cultural Theory:

- Carroll, Raymonde. *Cultural Misunderstandings: The French-American Experience*, Chicago: The University Chicago Press, 2012.
- Deardorff, Darla K., & Hunter, William. (2006). Educating global-ready graduates. *International Educator*, May and June 2006, p. 72-83.
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Cross-Cultural Management:

- Gesteland, Richard R. *Cross-Cultural Business Behavior: Negotiating, Selling, Sourcing and Managing Across Cultures*. 4th edition. Liber: Copenhagen Business School Press, 2005.
- Hofstede, Geert. *Culture's Consequences*. 2nd Edition. London: Sage Publications, 2001.
- . Dimensionalizing Cultures: The Hofstede Model in Context.
- Meyer, Erin, *The Culture Map*. New York: Public Affairs, 2014.
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Communication Theory & Marketing Communication:

- Clow, Kenneth E. *Integrated Advertising, Promotion, and Marketing Communications, Global Edition (8th Edition)*, London: Pearson, 2017.
- Croucher, Stephen. *Understanding Communication Theory: A Beginner's Guide*, Routledge, 2015.
- De Pelsmacker, Patrick, *Marketing Communications: A European Perspective*, London: Pearson, 2021.
- Jones Richard G., adapted by Kay Rutherford. *Communication in the Real World: An Introduction to Communication Studies*, Boston: Flatworld Knowledge, 2013.
- Kory, Floyd, & Larry Erbert, Angela Trethewey, Paul Schrodt. *Exploring Communication Theory/ Making Sense of Us*. New York: Routledge, 2017
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- Martin, Judith and Thomas Nakayama. *Experiencing Intercultural Communication: An Introduction, (5thEd.)* New York: McGraw Hill, 2014.

Cross-cultural approach to French Culture & History:

- Barlow and Nadeau. *60 million Frenchmen Can't Be Wrong*, London: Portico, 2004.
- Baubérot, Jean. French Secularism: Republican, Indivisible, Democratic, and Social.
https://www.cairn-int.info/article-E_CITE_052_0011--french-secularism-republican-indivisible.htm

Intercultural Communication & the Media:

- Kluver, Randy. *Globalization, Information, and Intercultural Communication*:
https://www.academia.edu/3960510/Globalization_Informatization_and_Intercultural_Communication
- Landry, Tom. *How has Social Media Changed US: The Good & the Bad* <https://www.business2community.com/social-media/social-media-changed-us-good-bad-01000104#mt4oXrDcqtjT1jb.97>

Writers about Cultural Differences & Feminism:

- Chamoiseau, Patrick. *Migrant Brothers: A Poet's Declaration of Human Dignity*, New Haven: Yale University Press, 2018.
- Diome, Fatou. *The Belly of the Atlantic*, London: Serpetn's Tail, 2006.
- Ngozi Adichie, Chimamanda. *Americanah*, London: Harper & Collins, 2017.
- . The Danger of a Single Story; TED Talk:
https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story
- . *We Should All Be Feminists*: TED Talk:
https://www.ted.com/talks/chimamanda_ngozi_adichie_we_should_all_be_feminists?language=fr