



AEC3073 - Intercultural Communications

3 Credits, Fall Semester 2023

Mondays, 4:05-4:55 Wednesdays, 3:00-4:55

FACULTY INFORMATION

Instructor:

Pablo Lamino, Ph.D.

Assistant Professor in Global and Intercultural Leadership

806-516-4208

Office hours: You can schedule a meeting with me at <https://calendly.com/pablolamino/meeting>

Teaching Assistant:

Juan Montealegre

Ph.D. Student Agricultural Education & Communication

Office: Rolfs 306

Office hours: Please schedule a meeting by email. jmontealegre@ufl.edu

COURSE DESCRIPTION

Basic culturally coded communication behaviors, such as cultural values and beliefs, attitudes, and verbal and non-verbal behavior, are examined to identify basic differences among individuals from diverse cultural backgrounds. Special emphasis on cultural communication issues in the agricultural and natural resources sciences are addressed.

Attributes: General Education - Diversity, General Education - International, General Education - Social Science

COURSE OBJECTIVES

By the end of the course, students will be able to:

1. Recognize the broad range of theoretical, philosophical, linguistic, anthropological, and practical issues involved in intercultural communication and cultural competence.
2. Develop appropriate and effective skills in the field of intercultural communication, particularly in the areas of cultural knowledge and sensitivity.
3. Describe the essential role that culture plays in people's perceptions, beliefs, communication patterns, and behavior.
4. Recognize and interpret underlying cultural values, messages, and implicit cultural meanings expressed in intercultural communication.
5. Understand and discuss the relationship of ethics with both communication and culture.
6. Analyze and evaluate their cultural patterns and preferred communication styles in relation to other cultures, domestic and international.



7. Develop a cross-cultural understanding of the United States and a global society.
8. Enhance their intercultural communication proficiency.

ASSESSMENT OF OBJECTIVES

- Weekly quizzes
- Documentary reflection
- Reflection guest speaker
- Country Comparison Presentations
- Multicultural Activity Reflection
- Final exam

Required Textbooks

Jandt, F. E. (2020). *An Introduction to Intercultural Communication: Identities in a Global Community*. Sage Publications.

STUDENTS EXPECTATIONS

Students are expected to be respectful, active, and tolerant of classmates and instructors. Students are only allowed to use cellular phones and computers during class if instructed to maintain a classroom environment conducive to learning. Students should refrain from engaging in other forms of distraction, such as interrupting others. Inappropriate behavior will result in a request to leave class, with the student receiving an unexcused absence for that class session. Absolutely no tobacco products of any kind, including vapes, are permitted in the classroom – students using tobacco products will be asked to leave the class. They will receive an unexcused absence for that class session.

ASSESSMENTS AND GRADING SCHEMA

Essay on Self-Reflection and Self-Analysis (50 points):

This autobiographical essay aims to increase self-awareness of the cultures and beliefs you represent and that shape your life experiences as a leader. This assignment will be divided into two sections.

In-class Pre-reflection (25 points)

Before we begin, writing a personal reflection describing your cultural identity is important. This assignment will require a one to two pages paper and does not require any citation of sources.

1. How would you describe your cultural background, heritage, and upbringing?
2. How have these aspects influenced your identity and shaped your worldview?
3. What are the key cultural values, beliefs, and norms that are important to you? How do they impact your decision-making and interactions with others?
4. Reflect on significant cultural experiences or encounters that have shaped your identity. How have these experiences influenced your understanding of diversity and cultural differences?



5. How do you envision your cultural identity influencing your role as a leader?
6. What strengths or unique perspectives do you bring to leadership based on your cultural background?

In-class Final Reflection (25 points)

At the end of the semester, you will be asked to submit a reflection essay about yourselves based on the topics covered throughout the semester. This assignment will also require a two-page double-spaced pages paper and does not require any citation of sources.

1. Reflect on the topics covered throughout the semester, such as intercultural competency, global leadership, and cultural dimensions. How have these concepts enhanced your understanding of yourself as a leader and your interactions with others?
2. Reflect on any specific instances or experiences during the semester that have challenged your assumptions or expanded your cultural perspective. How have these experiences broadened your understanding of leadership in a global context?
3. Describe any strategies or actions you have taken to develop your cultural competency and understanding further. How have these efforts influenced your leadership effectiveness and ability to navigate cross-cultural interactions?

Quizzes (6 x 20 points each = 120 points)

The bi-weekly quizzes will consist of multiple choice, true/false, and short answer questions designed to evaluate your comprehension of the course material. For each quiz, you will be given two attempts. The highest grade you receive will be included in your final grade.

Documentary reflection (100 points)

You will watch the documentary during the class period ([Living on a Dollar Day](#)). You must upload a 1,000 words reflection to Blackboard (50 points). The following class period, you will be required to participate in a discussion about the documentary (50 points). At least one active contribution to the discussion is required to receive any points. Guidelines: Your report/reflection should have a minimum of 1,000 words in a double-spaced Times New Roman font with a 12-point size. When including a quote, you must include who said it in the documentary.

Questions to consider:

1. What were your views on the documentary?
2. How does it connect to any content we have covered so far? (Intercultural Competency, Global Leadership, Cultural dimensions, verbal and non-verbal communication)
3. What issues was the community facing?



4. How did culture come into play with goals, the community, the relationships, etc.?
5. How important were associations for the rural Guatemalans, and how can you relate with Hofstede's Cultural Dimensions?
6. How did the individuals in the documentary demonstrate intercultural communication skills when interacting with the local community members? Can you identify any specific instances of effective or ineffective communication?
7. In what ways did the documentary highlight the importance of empathy and active listening in cross-cultural interactions? How did the individuals in the documentary show empathy towards the challenges faced by the rural Guatemalans?
8. Discuss the role of nonverbal communication in the documentary. How did body language, facial expressions, and gestures contribute to the communication and understanding between the individuals and the local community members?
9. How would you design a leadership development program?
 - a. Who will you focus on?
 - b. How would you evaluate your program?

Agricultural Buddy from another state/country (100 points)

As part of this assignment, you will be partnered with a national or international representative from the University of Florida, Texas Tech University, Zamorano University (Honduras), or EARTH University (Costa Rica). You will engage in bi-weekly interactions and document these meetings with your partner based on the topics covered during class. This task aims to broaden your understanding of cultural systems different from your own. To facilitate these interactions, the instructors will provide ten question prompts every two weeks, which you can use as a guide or modify to suit your needs.

At the end of the semester, you will be required to write a 1000-words reflective paper about the intercultural experience you have participated in. The paper should include the following:

- 1) A comprehensive account of your experience, encompassing an in-depth analysis of the cultural group's history, values, and assumptions that you engaged with.
- 2) Elucidate the disparities between your culture and the other and the potential impact on future transactions.
- 3) It is imperative that you take into consideration the contextual factors of the interactions.
- 4) Lastly, apply the principles, abilities, and attitudes obtained in the course to enhance the comprehension of your encounter.

Country Evaluation Presentation (100 points)

As part of your learning experience, you'll explore the cultural dimensions of various countries and showcase their unique perceptions, habits, and practices. Your task is to



research and present on a specific assigned country, covering topics such as agricultural exports, history, culture, and the population's biggest needs and potential solutions. Additionally, you will evaluate the country in comparison to the United States. evaluate based on [Hofstede's Cultural Dimensions](#).

The presentation should last a minimum of 8 and a maximum of 10 minutes. You will be required to email the PowerPoint presentation to the instructor before the class period in which you present.

Case Study-Based Open Book Final Examination Exam (100 points)

As the semester ends, the instructor will design three case studies related to the course material. You must choose one of the three case studies and answer the questions in as much detail as possible within the given time frame. There is no need to cite the information in your answers. Your grade will be based on the strength of your arguments, so strive for clarity and coherence without worrying about page or word limits. You will have access to your class notes.

Evaluation of the Grades

<i>Assignment</i>	<i>Total Points</i>	<i>Due</i>
Essay on Self-Reflection and Self-Analysis <ul style="list-style-type: none"> • Pre-flection • Reflection 	50 points	08/27 12/03
Documentary Reflection	60 points	11/02
Bi-weekly quizzes	120 points	
Country Evaluation Presentation	100 points	10/30-11/01
Agricultural Buddy	100 points	11/19
Case Study-Based Open Book Final Examination	70 points	12/06
Total Points in the Class	500	

Grading Policy

Points	Grade
450-500	A
430-449	B+
415-429	B
400-414	B-
380-399	C+
365-379	C
350-364	C-
330-349	D+
315-330	D



Points	Grade
300-314	D-
299 and below	E

Attendance Policy, Class Expectations, and Make-Up Policy

Attendance is required and will be monitored by daily check-ins in the class. If students must miss class for an excused reason, they will work with the instructor to make up all work and discussion elements. **This class relies heavily on participation and attendance.** If you do not attend and participate, YOU WILL NOT do well in this course. Changes to due dates will be a whole class decision and will be given in advance.

Excused absences must be consistent with university policies in the undergraduate catalog and require appropriate documentation. Additional information can be found in Attendance Policies.

Students Requiring Accommodations

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Course Evaluation

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. [Click here for guidance on how to give feedback in a professional and respectful manner.](#) Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via ufl.bluera.com/ufl/. [Summaries of course evaluation results are available to students here.](#)

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” [The Honor Code](#) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Software Use



All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use. Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator. Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate. We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

Student Privacy

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see the [Notification to Students of FERPA Rights](#).

Campus Resources: Health and Wellness

- ***U Matter, We Care***: If you or a friend is in distress, please contact umatter@ufl.edu or 352 392-1575 so that a team member can reach out to the student.
- ***Counseling and Wellness Center***: counseling.ufl.edu/cwc, and 392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
- ***Sexual Assault Recovery Services (SARS)***: Student Health Care Center, 392-1161.
- ***University Police Department*** at 392-1111 (or 9-1-1 for emergencies), or police.ufl.edu.

Academic Resources

- **E-learning technical support**, 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.
- **Career Resource Center**, Reitz Union, 392-1601. Career assistance and counseling.
- **Library Support**, Various ways to receive assistance with respect to using the libraries or finding resources.
- **Teaching Center**, Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.
- **Writing Studio**, 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.
- **Student Complaints Campus**
- **On-Line Students Complaints**



AEC 3073 Intercultural Communication Course Schedule

Week	Date	Topic	Mandatory reading	Assignment due
1	08/23	Introduction to the course	No mandatory Reading	In-class pre-flection activity (submit to Canvas on 08/27)
2	08/28	Culture and Communication	Chapter 1	
	08/30			
3	09/04	Holiday	Chapter 2	Quiz 1 (09/10)
	09/06	Intercultural Communication Competence		
4	09/11	How Culture Affects Perception	Chapter 3	
	09/13			
5	09/18	Nonverbal Communication in Intercultural Contexts	Chapter 4	Quiz 2 (09/24)
	09/20			
6	09/25	Verbal Communication	Chapter 5	
	09/27			
7	10/02	Cultural Dimensions	Chapter 6	Quiz 3 (10/08)
	10/04			
8	10/09	Documentary: Living on One Dollar		
	10/11	Values and Identity	Chapter 7	
9	10/16	Culture & Gender Religion & Identity	Chapter 8	Quiz 4 (10/22)
	10/18		Chapter 9	
10	10/23	Migration & Identity	Chapter 10	
	10/25			
11	10/30	Country Comparison Presentations	No mandatory Reading	Documentary Reflection (11/02)
	11/01			
12	11/06	Cultures within Cultures	Chapter 11	Quiz 5 (11/12)
	11/08		Chapter 12	
13	11/13	Contact between people and Cultures	Chapter 13	Agricultural Buddy reflection (11/19)
	11/15			
14	11/20	Thanksgiving Holiday		
	11/22			
15	11/27	Workday	Chapter 14	Quiz 6 (11/30)
	11/29	Future Challenges		



16	12/04	Recapitulation		In-class final reflection activity (submit to Canvas on 12/04)
	12/06	Final Exam		In-class Final Exam (12/06)

This COURSE SCHEDULE is TENTATIVE and will be updated and modified as guest speakers are confirmed.