# EUROPEAN MASTERS IN INTERCULTURAL COMMUNICATION (EMICC)

# 2019
# EUROCAMPUS

hosted by

UNIVERSITÄT BAYREUTH

**Bayreuth, Germany**

# HANDBOOK

# CREATING AN ACADEMIC FORUM FOR INTERCULTURAL DIALOGUE, LEARNING, TEACHING AND RESEARCH

## TABLE OF CONTENTS

# CONTACT INFORMATION

**EMICC Executive Director**

Prof. Dr. Jolanta A. Drzewiecka
Università della Svizzera italiana (USI)
Via G. Buffi 13
CH-6900 Lugano
Switzerland
Jolanta.drzewiecka@usi.ch

**EMICC Coordinator**

Gian Hernandez
Università della Svizzera italiana (USI)
Via G. Buffi 13
CH-6900 Lugano
Switzerland
Gian.louis.hernandez@usi.ch

**EMICC and Eurocampus Program Coordinator at Universität Bayreuth**

apl. Prof. Dr. Yomb May
Lehrstuhl Interkulturelle Germanistik
Universität Bayreuth
95440 Bayreuth
Gebäude: Sprach- und
Literaturwissenschaften GW I, 018
Tel: 0921-553638 (Sekr.3617)
yomb.may@uni-bayreuth.de

## STUDENTS

| SENDING UNIVERSITY | PARTICIPANTS | Email |
|---|---|---|
| **University of Bayreuth** | Rae Fahrlaender | rae.fahrlander@uni-bayreuth.de |
| | Ruoqing Li | ruoqing.li@uni-bayreuth.de |
| | Haolin Liang | HaolinLiang_96@163.com |
| | Katja Rabold | katja.rabold@uni-bayreuth.de |
| | Daniela Rosescu | rosescudaniela@yahoo.com |
| **University of Urbino** | Martina Camilleri | m.camilleri@campus.uniurb.it |
| | Claudio Capotondi | c.capotondi@campus.uniurb.it |
| | Eleonora Iole | e.ioele@campus.uniurb.it |
| | Sara Quaranta | saraquaranta@gmail.it |
| **Utrecht University** | Nikki der Weduwen | nikkiderweduwen@gmail.com |
| | Erika Kooistra | g.f.kooistra@students.uu.nl |
| | Leilani Korringa | l.s.korringa@students.uu.nl |
| | Anne Mureau | a.g.mureau@students.uu.nl |
| | Muriel Wimmer | muriel.wimmer@gmail.com |

## AIMS OF EUROCAMPUS

### Academic Knowledge

- develop knowledge about intercultural communication theories;
- understand the contribution of different academic disciplines to the study of intercultural communication
- identify relevant research problems, formulate research questions and critically evaluate research results;
- apply research methods to ethically collect and analyse data

### Intercultural Communication Competence and Skills

- develop intercultural communicative competence and apply intercultural communication skills in professional and social settings;
- communicate face to face and through mediated channels in an efficient, respectful, and mutually enriching way
- increase cultural self- and other-awareness in the global context and develop tools to reflect upon and analyse intercultural interactions;
- understand dynamics of cultural diversity and engage in intercultural dialogue.

### Intercultural Citizenship

"Just as competent citizens engage in activities that do not hinder their own cities, states, and countries, competent intercultural citizens must take into account, and show respect for, a continually expanding geopolitical and sociocultural context for their words, deeds and beliefs.

Taking into account the impact of one's words, deeds, and beliefs on those who reside in other cities, states and countries, has become an essential element in behaving responsibly in the modern world. Intercultural citizenship relies upon conciliating multiple identities and contexts simultaneously, assumes the ability to engage in intercultural dialogues respecting the rights of cultural others, and ideally becomes one step toward promoting peace." (UNESCO (2013) Intercultural Competences. Conceptual and Operational Framework. UNESCO: Paris, p. 16.)

### Eurocampus: Europe and the world

Our goal is to apply knowledge of intercultural communication theories, skills and competencies globally to understand different contexts and the intricate relations among them. We live in an interconnected world and it is imperative that we practice and theorize based on understanding the complexities of these connections and how they affect communication among various groups.

## CODE OF ETHICS, OBLIGATIONS AND VALUES

### Guidelines for Participating Institutions, Professors and Students

Teaching and learning during Eurocampus implies constructive, reflective and critical discussions of academic content and didactic methods as well as grading, evaluation and feedback. All participants, professors, students, as well as the institutions participating in the EMICC (European Masters of intercultural Communication) program are expected to abide by standards of professional responsibility, ethics and fairness. EMICC follows the Guidelines for an Institutional Code of Ethics in Higher Education, formulated by IAE (International Association of Universities) and MCO (Magna Carta Observatory) in December, 2012. Professors are bound to abide by the *Criteria for Staff Participation in Eurocampus*, adopted during the 2011 EMICC Meeting in Castellón, Spain. At the start of Eurocampus, participating students will sign a **Learning Agreement** spelling out the academic obligations and standards of personal behavior expected of them. Please also observe all other rules and regulations of University of Bayreuth and be aware that plagiarism and other unfair practices will not be tolerated.

### Values and Ethics in Intercultural Communication Studies

Participants in Eurocampus should be aware of values and multifaceted ethical implications in intercultural communication studies, regarding topics, methodology and application of research results. In the view of the organisers, intercultural communication as a field of study should contribute to peaceful communication with and mutual understanding of culturally defined Others.

## STUDENT REPRESENTATIVE

At the beginning of Eurocampus, students are invited to choose a *Student Representative*. The role of this representative is to bring to the attention of the EMICC Coordinator at University of Bayreuth and/or the Programme Director in Lugano (see p. 2 of Handbook) any issues of an organisational or other nature.

## GENERAL INFORMATION

### Overall Eurocampus Duration Timetable

The 2019 Eurocampus will start on Monday, September 2, 2019, and end on Friday, December 6, 2019. Week 44 (28 Oct – 3 Nov) is Reading Week, and there will be no courses. Please note that attendance of all courses as well as during the first and last day is mandatory.

### Course Days, Course Hours and Location

- Typically, Eurocampus courses last three days, and go from 09:30 to 12:30 and from 13:30 to 16:30, for a total of 18 contact hours. There are, however, exceptions to this rule, so please check the **Course Schedule** and **Course Descriptions** carefully.
- Each lecturer will inform the students about morning and afternoon activities at the beginning of his/her course, as these activities may vary according to the content of the course and the lecturer's approach.

**Teaching and Learning Methods**

To optimally meet students' learning needs and introduce students to the rich variety of contemporary academic didactic practices, Eurocampus courses include the following teaching methods:
- independent study
- lectures
- participatory discussion
- group work
- surveys
- interviews
- field work
- simulation exercises and role plays
- project presentation
- peer learning
- e-learning.

**Preparation and Readings**

- Readings and/or other learning material will be made available to students at the beginning of, as well as during, Eurocampus.
- You are expected to do the required readings and other assignments, if required, before starting a course, so please check the **Course Descriptions** carefully.

*Assessment and Grading*

- Assessment and evaluation bases and criteria for each course are explained in the respective **Course Descriptions**.
- The "2+3 Rule": As a rule, all course assignments have to be handed in two weeks after the last day of the course, and will be assessed and graded within three weeks after submission.
- The overall assessment is provided in the form of a grade supported by comments.
- Grades will be given using ECTS (European Credit Transfer and Accumulation System) alphabetical grades and criteria, as well as University of Bayreuth's system of grading. University of Bayreuth uses a numeric grading system, which is translated into alphabetical ECTS grades using the following key:

| Short Verbal Description | ECTS Grades | German grade | Numeric Grade | Verbal Description of Learning Outcome |
|---|---|---|---|---|
| Outstanding | A | | 5 91-100% | An outstanding and excellent level of achievement of learning outcomes characterised by free and creative use of knowledge and skills beyond a very good level. |
| Excellent | A | 1 | | |
| Very good | B | 2 | 4 81-90% | A very good level of achievement of learning outcomes characterised by purposeful and creative use of knowledge and skills. Un-substantive and non-conceptual errors may occur with regard to specific and detailed knowledge and skills. |
| Good | C | 3 | 3 71-80% | A good level of achievement of learning outcomes characterised by purposeful use of knowledge and skills. Uncertainty and inaccuracies may occur with regard to specific and detailed knowledge and skills. |
| Satisfactory | D | 4 | 2 61-70% | A sufficient level of achievement of learning outcomes characterised by the use of knowledge and skills in typical situations. |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | Deficiencies and uncertainties may occur with regard to non-standard situations. |
| Poor | E | 5 | 1<br>51-60% | | A minimally acceptable level of achievement of learning outcomes characterised by limited use of knowledge and skills in typical situations. Significant deficiencies and uncertainty may occur with regard to non-standard situations. |
| Fail | F | 6 | 0<br><50% | | The level of knowledge and skills acquired by a student remain below the required minimum. 'F' is a negative outcome and the examination/test etc. shall be retaken. |

- During Eurocampus, each student is graded on their individual performance and there is no rule as to how big a proportion of the course participants can be given a certain grade.
- Please be advised that Eurocampus uses strict grading criteria: an "A" is really an "A", a "B" is very good, and "C" is good. Should the sending university require a translation of ECTS grades into national grades, please consult with your university's EMICC coordinator.
- For further information on ECTS (European Credit Transfer and Accumulation System), please refer to the EU's Education and Culture DG (Directorate General) website, at http://ec.europa.eu/education/tools/ects_en.htm
- Assessment and evaluation basis and criteria for each course are explained in the respective **Course Descriptions**.

## Requirements and Diploma

- To successfully pass Eurocampus, students are required to be present and actively participate in all the courses offered, and to successfully pass the graded assessment for at least eight (8) courses.
- You are free to take more than the eight required courses (in the past, many students have done so.)
- Please remember that some courses are mandatory, and some of the sending universities may require that you pass certain courses rather than others, so consult with your university's EMICC coordinator. In addition to all the courses, students have to attend all the activities listed under *M1 Preparation and Introduction*, as well as the *Debriefing* held during the last day of Eurocampus. See **Course Schedule** and **Course Descriptions** for details.
- Course participation is mandatory and will be checked by the lecturers. Students who cannot attend a course have to justify their absence with the lecturer.
- University of Bayreuth will award, on behalf of all the participating EMICC universities, a **Diploma in Intercultural Communication** carrying 30 ECTS credits to students who have successfully completed the Eurocampus. This diploma is awarded in keeping with Bologna guidelines and criteria.

## Extracurricular Academic and Social Activities

- 2019 Eurocampus students will have the opportunity to participate in extracurricular academic and social activities organized by University of Bayreuth and/or Eurocampus professors.

## Further Information

– For any further information you may need, please do not hesitate to contact one of University of Bayreuth's **Contact Persons**, or EMICC's Executive Director in Lugano (p.2 of this Handbook).

# MODULE AND COURSE STRUCTURE

## MODULES AND COURSE UNITS

### M1 Preparation and Introduction

After competing this module, the student will:
-   demonstrate understanding and application of the basic concepts and frameworks of Intercultural Communication;
-   understand the scope of IC as a field;
-   be prepared to engage in advanced study of Intercultural Communication during Eurocampus;
-   understand properties and application of academic writing genres to assignments
-   develop collegiality and build a team with their fellow classmates;
-   understand the linguistic, cultural and political context of the host country.

| Courses & Activities | Responsible University |
|---|---|
| 1.1 Independent Study Preparatory Module | Sending University |
| 1.3 Integration workshop | Università della Svizzera italiana |
| 1.4 Introduction to Intercultural Communication | Università della Svizzera italiana |

**Key concepts:** intercultural communication; ethnographic fieldwork, culture; identity; differences, values, stereotypes.

### M2 Intercultural Communication Theories and Models

After competing this module, the student will:
-   understand the main scope of the field and its interdisciplinary connections;
-   understand the main theories and concepts;
-   demonstrate application of theoretical insights to intercultural communication setting;
-   understand the role of theory and methods in research;
-   know how to write a literature review, ask research questions, and design a research project.

| 2.0 Intercultural Communication: Theories and Models | Università della Svizzera italiana |
|---|---|

**Key Concepts:** Culture, Intercultural Communication, Identity, Other, Difference, Discourse, Sign, Power

### M3 Construction and Deconstruction of Culture and Communication

After competing this module, the student will be able to:
-   demonstrate a systematic understanding of the reconstruction and deconstruction of cultural identities in contemporary media;
-   reflect upon the shifting continuum between respecting the other (civility), protecting the stranger (hospitality) and fighting the other as an enemy (violence and enmity);
-   discuss how cultural heritage and tradition are (re)invented in contemporary discourse;
-   explore how otherness can be presented in social discourse and mediated communication;
-   assess approaches to interculturality from the point of view of semiotics, hermeneutic analysis and interpretivism;
-   critically analyze identitarian claims in diverse media corpora.

| 3.1 Cultural Encounters in Films | Anglia Ruskin University |
|---|---|
| 3.2 Nation, Neo-Nationalism and Intercultural Communication | University of Bayreuth |
| 3.3 Constructing Culture Online | University of Jyväskylä |
| 3.4 Constitution and exploitation of audiovisual corpus in an intercultural approach | INALCO |
| 3.5 Migration and cultural encounters in German Literature | University of Bayreuth |

**Key concepts:** Self and Other, migrant cinema, cultural encounters, negotiating identities, intercultural and transcultural theory, postcolonial film, Nation, group-focused enmity, ideologies of homogeneity, purity and naturality

### M4 Ethnographic and Interactional Analysis

After the courses this module the students are able to

-   demonstrate understanding intercultural and (receptive) multilingual interactions by applying linguistic methods such as ethnographic observation, elicitation, recordings, transcript and corpus analysis;
-   formulate research questions and analyse the data with the help of corresponding linguistic categories such as speech acts, turn taking, politeness, (in)directness, social / cultural categorization,
-   report on their analysis and account for their methods in written assignments following academic standards

| | | |
|---|---|---|
| - identify potential applications of linguistic analysis for intercultural training, coaching, language and diversity management. <br> - In order to reach these learning outcomes students are expected to be familiar with basic concepts of linguistic pragmatic and sociolinguistics. (For example Spencer-Oatey & Franklin (2009) Intercultural Interaction or Z Hua (2013) Exploring Intercultural Communication: Language in action) | | |
| 4.1 Linguistic Landscape Studies | | Tallinn University |
| 4.2 Linguistic Pragmatics: Business Communication | | University of Bayreuth |
| 4.3 Modes of Communication: Multilingualism and *lingua receptiva* | | Utrecht University |
| 4.4 Identification and ideology in language education and policy | | Utrecht University |
| 4.5 Politeness | | University of Urbino |
| **Key concepts:** ethnography of speaking, interaction analysis, (critical) discourse analysis, and pragmatics | | |

## M5 Legal and Organizations Aspect of Intercultural Communication

After the courses this module the students are able to

- understand the cultural, political and legal facets surrounding migration patterns, immigration, the situation of refugees and minorities, integration or marginalization and citizenship
- understand the changing nature of present-day migration and citizenship in the real world, including public perceptions of these themes;
- acquire a sense of the legal practices, in particular regarding human rights and cultural diversity, in contemporary legal systems;
- understand how Human Resources are conceived and implemented at both national and international levels, how they promote diversity, and what are the limits to diversity.
- gain an understanding of the international and intercultural character of contemporary organizations, in particular businesses;
- apply intercultural theories and concepts to a range of specific situations (e.g. working in, managing and leading culturally diverse groups and teams).

| | |
|---|---|
| 5.1 Cultural Diversity and Human Rights | Università della Svizzera italiana |
| 5.2 Intercultural Management | Louvain School of Management |
| 5.3 Migration in Global Society | Universidade Aberta |
| **Key concepts**: International law, legal culture, human rights, linguistic rights, freedom of religion, privacy, migration, Refugees, Intercultural management, Political rights, Citizenship, Political Action, New Social Science and Work. | |

## 2019 EUROCAMPUS COURSE SCHEDULE

| COURSE / ACTIVITY | ECTS | WEEK (dates) | |
|---|---|---|---|
| 1.1 Independent Study Preparatory Module | | To be completed before the start of Eurocampus as determined by sending university coordinator | Sending University EMICC Coordinator |
| 1.2 Welcome and Orientation | | 36 (Sept 2, 14:00) | Bayreuth University Yomb May |
| 1.3 Intercultural Integration Workshop | Mandatory attendance | 36 (Sept 2) | Università della Svizzera italiana Gian Hernandez |
| 1.4 Introduction to IC | Mandatory attendance | 36 (Sept 3) | Università della Svizzera italiana Gian Hernandez |

| | | | |
|---|---|---|---|
| 5.2 Intercultural Management | 3 | 36 (Sept 4-6) | Louvain School of Management Marie-Thérèse Claes |
| 2.0 Intercultural Communication: Theories and Methods | 6 | 37 (Sept 9-12) | Università della Svizzera italiana Jolanta Drzewiecka |
| 3.5 Migration and cultural encounters in German Literature (part 1) | 1.5 | 38 (Sept 16-17) | Bayreuth University Yomb May |
| 4.1 Linguistic Landscape Studies | 3 | 39 (Sept 23-26) | Tallinn University Anastassia Zabrodskaja |
| 5.3 Migration in global society | 3 | 40 (Sept 30 - Oct 2) | Universidade Aberta João Caetano |
| 3.3 Online Communication: Constructing Culture Online | 3 | 41 (Oct 8-10) | University of Jyväskylä Marko Siitonen |
| 3.4 Constitution and exploitation of audiovisual corpus in an intercultural approach | 3 | 42 (Oct 15-18) | INALCO Louise Ouvrard & Peter Stockinger |
| 4.3 Modes of Communication: Multilingualism and Lingua Receptiva | 3 | 43 (Oct 23-25) | Utrecht University Jan ten Thije |
| Reading Week 44 (28 Oct - 03 Nov) | | | |
| 4.4 Identification and Ideology in Language Education and Policy | 3 | 45 (Nov 6-8) | Utrecht University Debbie Cole |
| 5.1 Cultural Diversity and Human Rights | 3 | 46 (Nov 13-15) | Università della Svizzera italiana Bertil Cottier |
| 3.1 Cultural Encounters in Films | 3 | 47 (Nov 20-22) | Anglia Ruskin University Guido Rings |
| 4.5 Politeness | 3 | 48 (Nov 27-29) | University of Urbino Claus Ehrhardt |
| 4.2 Linguistic Pragmatics: Business Communication | 3 | 49 (Dec 4-6) | University of Bayreuth Bernd Müller-Jacquier |
| 3.2 Construction of Post-War Europe | 3 | 50 (Dec 9-11) | Bayreuth University Peter Kistler |

| | | | |
|---|---|---|---|
| 3.5 Migration and cultural encounters in German Literature (Part 2) | 1.5 | 50 Dec 12 | Bayreuth University Yomb May |
| Debriefing, Feedback, Farewell | | 50 Dec 12 | Bayreuth University Yomb May |

**Please note:**

Courses are listed by module and course numbers. Modules consist of courses which are theoretically connected to each other (see module descriptions on p. 7). Not all module courses follow consecutively.

All courses and other learning activities of EUROCAMPUS must be attended by all students. Each student may choose to skip one and only one course, i.e., use a wild card. All students must take Intercultural Communication Theories and Modules, 2.0 (6 ETCS), and 8 other courses (24 ECTS) and receive a passing grade in each for a total of graded 30 ETCS to receive the EUROCAMPUS diploma. The selected courses must be listed on the Learning Agreement to be signed by each student and Prof. Dr. Gesine Schiewer. Students are free to complete more than the mandatory eight courses for a grade. Failed courses will not be listed in University of Bayreuth's transcripts.

## THE FIRST DAY, SEPTEMBER 2

| Time | Location/Room | Activity | Responsible Staff |
|---|---|---|---|
| **Universität Bayreuth** | | | |
| 09:00-09.45 | Room S 122 | 1.2 Welcome and Orientation | University of Bayreuth Yomb May |
| | | | |
| 10.00-16.00 (with a break) | Room S 122 | 1.3 Intercultural Integration Workshop | Università della Svizzera Italiana Gian Hernandez |

## THE SECOND DAY, SEPTEMBER 3

| Time | Location/Room | Activity | Responsible Staff |
|---|---|---|---|
| 9.30-11h | Meet in front of Room S 122 | Campus Tour | University of Bayreuth Yomb May |
| 11:00 | Room S 122 | Question and Answer Session | Yomb May, Gian Hernandez |
| **Lunch Break** | | | |
| 14:00 | Room S 122 | 1.4 Introduction to Intercultural Communicaiton | Università della Svizzera Italiana Gian Hernandez |

(Programme subject to modification)

## 1.3 Intercultural Integration Workshop
Gian-Louis Hernandez
gian.louis.hernandez@usi.ch

**Objectives**

The Intercultural Integration Workshop aims to influence the daily practice of the Eurocampus 2019 students by allowing them to learn from and be inspired by each other. The mains objective is to provide a better understanding of people's actions as always contextually situated. Discussions between the participants will help us learn from each other and find common ground in our experiences with working in diverse groups.

**Content**

Students will work independently and in groups using non-formal methods, learner centred approach and by offering spaces for sharing. Debates over the field of intercultural communication from a discourse perspective, the ethnography of speaking and language in social use will take place.

**Workload**

Tuesday 03 Sept 2019: we will use concrete tools, techniques and methods to engage our diversity.

The exact schedule of this day will depend on the arrangement of the Welcome and Orientation.

## 1.4 Introduction to Intercultural Communication
Gian-Louis Hernandez
Gianlouis.hernandez@usi.ch

**Prerequisites**

- Completion of Bachelor's level Intercultural Communication course and approval by the sending University EMICC professor, OR
- Completion of the Independent Study Preparatory Module listed at www.icorsi.ch

Handing in all Assignments by August 26, 2019, via iCorsi

**Objectives**

Our objective is to ensure sufficient understanding of culture in nonessentialist terms and basic knowledge of key concepts as preparation for in-depth study in subsequent modules.

**Content**

The module reviews key IC concepts, introduces you to IC as an academic field. We will discuss the European and global contexts of relations among groups and individuals from different backgrounds.

**Workload**

One day of lecture and discussion in addition to the preparatory module to be completed before September 1st

**Assessment & Evaluation Criteria**

This is a required pass/fail module

# 5.2 Intercultural Management

Marie-Thérèse Claes
mtclaes@gmail.com

**Objectives**

After completing the course, students should be able to use the tools (models, frameworks) in order to analyse and appreciate critical incidents in multicultural business settings; be able to build bridges between people from different cultures in an international negotiation situation; describe a culture in terms of a multi-dimensional model and discuss the management implications of a given culture's location in the model; recognise the relationship between cultural values and communication styles as they affect inter-and-intra cultural communication of managers, personnel and clients of multinational and multicultural corporations and organizations; anticipate and manage the cultural issues that will likely arise when people from any two cultures do business; develop skills relevant to managers of multinational corporations, as well as those operating in other dimensions of business.

**Content**

Purpose of this seminar is to expose students to selected topics in the area of managing in a multicultural environment. "Intercultural Management" is the practice of applying management principles in a multicultural environment by describing organisational behaviour, analysing and comparing organizational behaviour in different countries.

Students will learn about the challenges that managers of both domestic and international businesses face in managing across cultural boundaries. The seminar will focus on the impact of culture at the level of the individual, the team and the organisation. It will demonstrate how cultural factors influence behaviours in the workplace, and develop skills needed to manage effectively in cross-cultural situations.

The following topics will be covered: fundamental dimensions of culture, how culture affects behaviour, cognition, motivation, and emotion in organisations, cross-cultural communication, negotiation and conflict resolution, management

of a multi-cultural workforce and the impact of group heterogeneity/homogeneity on various group performance aspects..

**Workload**

class contact: 3 h per day over 3 days (9 hours)

class preparation: 2 reading/preparation per day (6 hours)

assessment

**Research Methods**

critical analysis, case studies

**Assessment &  Evaluation Basis**

active participation in class

readings and discussions

group presentation: critical analysis of corporate culture, and group report

**Assessment &  Evaluation Criteria**

active participation in class

preparation of cases

appropriate use of material and methods for group presentation

**Required Readings**

Romani et al. (2013). Nothing so practical as four good theories. Palgrave

Cameron, K. & Quinn, R. (2005): *Diagnosing and Changing Organizational Culture* H. Jossey-Bass. Chapter 3

**Recommended Readings**

Spencer-Oatey, H. & Franklin, P.: "Unpacking Culture" (chapter 2), pp. 13–49;

"Promoting Rapport in Intercultural Interaction" (chapter 5), pp. 101–129;

"Assessing Competence in Intercultural Interaction" (chapter 8), pp. 173–198.

In: Spencer-Oatey, H. & Franklin, P. (2009): *Intercultural Interaction. A Multidisciplinary Approach to Intercultural Communication.* Basingstoke: Palgrave Macmillan.

## 2.0 Intercultural Communication Theories and Models

Jolanta Drzewiecka

Jolanta.drzewiecka@usi.ch

**Prerequisites**

Students should read the required readings. Much of the course will be based on discussions and will require your informed participation.

**Objectives**

To understand the scope of the field

To deepen background knowledge of the main concepts, theories and methods.

To understand how to structure a literature review and build a rationale for research questions.

To understand how to formulate research questions and design a research project.

**Content**

We will discuss the main theories, concepts and methods for Intercultural Communication. We will also review and process research articles on various topics to understand differences as well as points of contention among different approaches.

**Workload**

This course is four days long and consists of lectures, discussions and group work for a total of 24 hours.

The total workload for this course, including readings and time spent on the final paper, is estimated to be 50–75 hours, depending on participants' prior knowledge.

**Research Methods**

Students will be introduced to quantitative and qualitative research methods.

**Assessment & Evaluation Basis**

You will be assessed based on an in-class assignment and a research proposal.

**Assessment & Evaluation Criteria**

*The research article presentation*, 10 points. You will read one research article (a different one from the required ones) and present it to class with another student (you will be required to pair up with a student who is not from your home program). Your presentation should address:

a) the theoretical contribution: what are the framing concepts/theories; how is the current state of knowledge presented and does it provide a sufficient rationale for the research question(s)?

b) Method: is the method appropriate, does it satisfy criteria for reliability/transferability?

c) Findings: what are they, do they answer the research question(s) and what do they contribute to our understanding of the framing concepts/theories?

*The critical literature review paper* is worth 80 points. 60 points is based on the content, and 20 points is based on the writing (organization, clarity, etc.). We will discuss how to write a "good" literature review in class. It is due two weeks after course completion.

**Bibliography**

**Required Readings (read before class):**

Holliday, A. (2016). Studying culture. In Z. Hua (ed.), *Research methods in intercultural communication* (23-36). Malden, MA, USA: Wiley Blackwell.

Colpean, M. (2019): Muslim women against FEMEN: Asserting agency in online spaces, Journal of International and Intercultural Communication. DOI:10.1080/17513057.2019.1620837

Edwards, L. & Ramamurthy, A. (2017). (In)credible India? A Critical Analysis of India's Nation Branding. *Communication, Culture & Critique, 10*, 322–343.

Liu, W., Son, M., Wenzel, A., An, Z., Martin, N. Z., Nah, S. & Ball-Rokeach, S. (2018). Bridging mechanisms in multiethnic communities: Place-based communication, neighborhood belonging, and intergroup relations. *Journal of International and Intercultural Communication*, *11*, 58-80.

McAllum, K. & Zahra, A. (2017) The positive impact of othering in voluntourism: The role of the relational other in becoming another self. *Journal of International and Intercultural Communication*, *10*, 291-308,

## 3.5 Migration and cultural encounters in German Literature
Yomb May
Yomb.may@uni-bayreuth.de

In the last decades, German literature produced by migrants or their offspring has not just attracted attention in the scientific community, it has also become a very relevant field to study. The concept of migration literature describes an important intercultural phenomenon that is not restricted to the experiences of migrants. It also refers to the literature of migrant writers as a genre as well as to the literature on or about migration.

**Objectives**

The main objective of this course is to analyze and understand the uniqueness of German migration literature by considering the following aspects:
- The concept of migration literature
- Migration literature as a genre and cultural encounter
- A short story of migration literature in Germany
- Central topics of German migration literature (selected short texts)
- The aesthetic qualities of migrant literature (selected short texts)

**Content**

In the first part of this course, we will discuss the main approaches for the concept of migration literature and cultural encounter and analyse the specific (historical) context of German migration literature. We will read selected texts about the development of German migration literature since the 1960s and discuss various topics to understand similarities and differences. In the second part of the course we will read selected texts to discuss the aesthetic qualities of writing in migration context.

**Workload**

This course consists of lectures, discussions and group work in the mornings and in the afternoons, for a total of 24 hours.

**Required Readings a)** (read both readings before class):

Suhr, Heidrun (1989). "Ausländerliteratur: Minority Literatur in the Federal Republicc of Germany." *New German Critique.* Winter, 71–103.

Bayer, Gerd (2004) "Theory as Hierarchy. Positioning German `Migratenliterature´". In *Monatshefte*. Spring, 1- 19

**Required Readings b)** (read the relevant chapters to migration literature and german migration literature:

Vlasta, Sandra (2015): Contemporary Migration Literature in German and English: A Comparative Study.

Vlasta, Sandra & Wiebke, Sievers Ed, (2018):Immigrant and Ethnic-Minority Writers Since 1945: Fourteen National Contexts in Europe and Beyond

**4.1 Linguistic Landscape Studies**
Anastassia Zabrodskaja
anastassia.zabrodskaja@gmail.com

**Objectives**

The central objective of this course is to introduce the recent theoretical and methodological developments in the field of Linguistic Landscape Studies (LLS). One of the major contributions of LLS is to provide a framework for a coherent understanding of the context in which human and social relationships take place, by focusing on the different languages and linguistic forms that share a physical space. Naturally, this has implications for the field of intercultural communication. By the end of the course, students will be acquainted with the field of LLS, and how it can inform our knowledge about intercultural communication and positively add to the study of it.

**Content**

The basic theoretical developments around the core concepts (LLS and intercultural communication) will be introduced on 04 September. After that, students will participate in a mini-ethnographic fieldwork (05 Sept) in order to gather data and conduct observations of the linguistic landscape and the centrality of language(s) and linguistic forms in that context. Students will also conduct brief ethnographic interviews with people in different sites (shop assistants, information staff, clerks, etc.) to find out about the language(s) they need in their everyday work-related activities and the kind of trainings they receive or have received in order to communicate following specific patterns. The group will resume in a final session on 06 September to discuss about the findings of the mini-ethnographic fieldwork trips and

their relevance and relationship to the theories presented and discussed in the frame of the course. The last day is also reserved for group portfolio completion.

**Workload**

18 hours contact teaching (incl. group discussions during the teaching week)

Individual presentations of selected readings from the required bibliography during the first day of the course (the professor will divide the articles and book chapters among the students and send the list to their email addresses as soon as possible).

Mini-ethnographic fieldwork trips to conduct observation of the linguistic landscape, the centrality of language(s) and linguistic forms in that context and its implications for intercultural communication studies.

Portfolio (= fieldwork report): a group project resulting from the ethnographic fieldwork and the analysis of the data obtained as a result of it (maximum 5 A4 pages of text, Times New Roman, 12 font size, 1.5 line spacing, normal margins). The final version must be submitted no later than two weeks after the course finish date, via iCorsi

**Research Methods Introduced**

Ethnographic fieldwork methods (first-hand, naturalistic, sustained observation and participation in the field, i.e. a particular cultural setting)

**Assessment & Evaluation Basis**

Demonstrated knowledge of the topics (top-down, bottom-up, linguistic ideology) covered throughout the course by means of the in-class presentation and the group portfolio

**Required Readings**

Gorter, Durk (editor). 2006 *Linguistic Landscape. A New Approach to Multilingualism*. Clevendon, Buffalo, Toronto: Multilingual Matters.

Heller, Monica. (2003). "Globalization, the new economy, and the commodification of language and identity". *Journal of Sociolinguistics, 7* (4): 473-492.

Shohamy, Elana & Durk Gorter (editors). 2009. Linguistic landscape: Expanding the scenery. New York and London: Routledge.

Zabrodskaja, Anastassia; Milani, Tommaso M. (2014). Signs in context: multilingual and multimodal texts in semiotic space. *International Journal of the Sociology of Language*, 228, Special Issue: 1–226.

**Recommended Readings**

Blommaert, Jan. 2010. *The Sociolinguistics of Globalization*. Cambridge: Cambridge University Press.

Blommaert, Jan. 2013. *Ethnography, Superdiversity and Linguistic Landscapes. Chronicles of Complexity*. Bristol: Multilingual Matters.

Pennycook, Alastair and Otsuji Emi. 2015. *Metrolingualism. Language in the City*. London and New York: Routledge.

Scollon, Ron, Suzanne Wong Scollon and Rodney H. Jones. 2012. *Intercultural Communication. A Discourse Approach*. Third edition. Oxford: Wiley-Blackwell.

Shohamy, Elana, Eliezer Ben-Rafael & Monica Barni. 2010. *Linguistic Landscape in the City*. Bristol: Multilingual Matters.

## 5.3 Migration in global society

João Caetano
Joao.Caetano@uab.pt

**Objectives**

The course addresses the changing nature of present-day concepts and social representations concerning migration, refugees (we all must have in mind the extraordinary impact of the 2015 refugee crisis in Europe) and citizenship in the real world, including public perceptions of these themes. The new configurations of migration, refugee and citizenship patterns in the contemporary world are to be understood within a framework of different scientific perspectives (mainly legal, sociological and political), according to the lecturer's expertise. The law (one of the aspects) just go into effect when it is understood and accepted by the citizens. Students are encouraged to deeply understand this topic, not only as students but also as potential participative citizens (independently of their nationalities). Innovative forms of collaborative work, involving the students and the students and the lecturer, will be explored by using an interactive online platform. The work will be recorded (pro memoriam) in different ways.

**Content**

-How Europe found itself at the center of a perfect migration and refugee storm in 2015

-Characteristics and shifts in world migratory and refugee patterns, and the role of the EU

-Migration, refugees and citizenship in the EU and the connected world: concepts, social representations and political controversies

-Political and legal remedies for migrants and refugees: from access to nationality to other forms of protection; the lack of protection of most refugees

*Difficulties persist… and grow up! No hope in sight?*

1.     Between integration and marginalization of migrants and refugees: how to think when politics does not work?
2.     Citizens behaviors, political action and democracy in Europe

**Workload**

This course will be given over two days and will consist of:

-a day and a half of lectures and students' practical work in the mornings and in the afternoons, for a total of ca. 9 hours;

-half a day of presentations of students' preliminary final papers, ca. 3 hours. The total workload for this course, including individual preparation, readings and time spent on the final paper, is estimated to be 40–60 hours, depending on participants' prior knowledge. Oral presentation and debate (the last 3 hours).

## Research Methods

The course's methodological perspective is mainly qualitative, comparative and critical, but students may use different and complementary research methods in their final papers (e.g. literature review, participant observation, applied methodologies).

## Assessment & Evaluation Basis

Evaluation (grading) for this course will be based on:

-Individual preparation, including practical research (pre-course preparation and preparation for each lecture. Not properly the participation but the preparation, related to the quality of participation, will be evaluated) – 50%;

-Final paper. Final paper will be graded according to the contents, originality, clarity and structure – 50%;

-Deadline: 2 weeks after the last day of the course.

## Assessment & Evaluation Criteria

Students will be evaluated considering the following criteria:

- Personal urbanity;
- Quality of participation in class and quality of the papers;
- Originality of their thought and papers;
- Capacity of working together.

## Required Readings

*Bauböck, R. (Ed.) (2006), Migration and Citizenship: Legal Status, Rights and Political Participation. Amsterdam: IMISCOE / Amsterdam University Press. Available for free downloading here:*

*http://www.oapen.org/download?type=document&docid=340174;*

*Introduction; Chapters 1 and 2.*

## Recommended Readings

*Bauböck, R. (Ed.) (2006), Migration and Citizenship: Legal Status, Rights and Political Participation. Amsterdam: IMISCOE / Amsterdam University Press. Available for free downloading here:*

*http://www.oapen.org/download?type=document&docid=340174; Chapters 3 and 4.*

*Bauböck, R.; Perchinig, B.; Sievers, W. (Eds.) (2007), Citizenship Policies in the New Europe. Amsterdam: IMISCOE / Amsterdam University Press. Available for free downloading here:*

*http://www.oapen.org/download?type=document&docid=340145*

*Bauböck, R.; Faist. T. (Eds.) (2010), Transnationalism and Diaspora. Concepts, Theories and Methods. Amsterdam: IMISCOE / Amsterdam University Press. Available for free downloading here:*

*https://www.imiscoe.org/publications/library/2-imiscoe-research-series/26-diaspora-and-transnationalism*

*Croucher, S. M. (2013). Integrated Threat Theory and Acceptance of Immigrant Assimilation: An Analysis of Muslim Immigration in Western Europe. Communication Monographs, 80, 46-62.*

*Further interesting bibliography in: https://www.imiscoe.org/ (IMISCOE site); http://fra.europa.eu/en (European Union Agency for Fundamental Rights site); http://ec.europa.eu/echo/refugee-crisis_en (European Commission); http://www.unhcr.org/europe.html (UNHCR – The UN Refugee Agency); http://carnegieeurope.eu/2016/02/04/how-refugee-crisis-will-reshape-eu/itj7 (Carnegie Europe).*

*An important note: the recommended readings are not mandatory. More important than be able to using the indicated bibliography (whether compulsory or recommended), the students should be able, by collaborating with the teacher and the classmates, to find, by any means, the literature they need. A good student is one who is prepared for innovation and independent learning. Be a good student!*

## 3.3. Constructing Culture Online
Marko Siitonen
marko.siitonen@jyu.fi

**Objectives**

After completing the course, the students will be able to:

- identify the history and development of online communication and media;

- recognize and critically evaluate how cultural identities and stereotypes are (re)constructed in online communication and media;

- identify and discuss ethical issues related to online communication and media.

**Content**

This course begins with a look at the history and projected future of technology-mediated communication. The course then explores how existing cultural identities (e.g. nation states) are being (re)enacted online, and how new cultural practices are emerging. Looking at a variety of contexts and phenomena ranging from online communities to hate speech to Internet censorship, the course analyzes the possibilities and challenges of intercultural communication online.

**Workload**

5 hours face-to-face lectures over three days; reading material; written assignment (case study) done in pairs or groups of three

**Research Methods**

Qualitative content/thematic analysis; virtual ethnography.

**Assessment & Evaluation Basis**

The assessment is based on a written assignment where pairs or groups of students work together to produce a case analysis.

**Required Readings**

Shuter, R. (2012). Intercultural new media studies: The next frontier in intercultural communication. *Journal of Intercultural Communication Research, 41*(3), 219-237. doi: 10.1080/17475759.2012.728761

Kavoura, A. (2014). Social media, online imagined communities and communication research. *Library Review, 63*(6/7), 490-504. https://doi.org/10.1108/LR-06-2014-0076

***Recommended Readings***

*Spencer-Oatey, H. & Franklin, P.: Chapter 11, in: Spencer-Oatey, H. & Franklin, P. (2009): Intercultural Interaction. A Multidisciplinary Approach to Intercultural Communication. Basingstoke: Palgrave Macmillan.*

# 3.4 Constitution and exploitation of audiovisual corpus in an intercultural approach

Louise Ouvrard and Peter Stockinger

louise.ouvrard@inalco.fr
peter.stockinger@inalco.fr

**Prerequisites**
 – Students should read at least two recommended articles (See below).

**Objectives**
 – To proceed to a systematic and comparative analysis of visual and audiovisual data documenting cultural topics
 – To understand how to proceed to the localisation and constitution of a relevant corpus of multimedia data
 – To deepen background knowledge of the involved main concepts, theories and methods.
 – To understand the practical usefulness of working with corpus of multimedia data in localized (glocalized) communication

**Content**

The first day is dedicated to the presentation and discussion of a concrete example, i.e. the representation of the figure of the migrant in a corpus of You Tube videos

The second and third days are reserved for methodological presentations and practical group work and discussions on audiovisual corpora documenting cultural topics related to exoticism

**Workload**

This course is three days long and consists of lectures, discussions and group work in the mornings and in the afternoons, for a total of 18 hours.

The total workload for this course, including readings and time spent on the final paper, is estimated to be 30–50 hours, depending on participants' prior knowledge.

**Research Methods**

Students will be introduced to qualitative research methods (online media and information monitoring, semiotic analysis of textual data) used in cultural studies, transcultural communication and localized group communication.

**Assessment & Evaluation Basis**

Students will be assessed based on an in-class presentation of ongoing group work and active participation during the three days course.

**Assessment & Evaluation Criteria**

The in-class presentation and active participation are worth 40 points. Students will produce small oral presentations of their on-going group work, the chosen cultural topic related to exoticism and the selected audiovisual corpus

The working paper that each group must send two weeks after the end of the course is worth 60 points. The model to be adopted for writing this paper will be presented and discussed during the three days course.

**Bibliography**

**Recommended Readings (read at least two articles before class):**

– Stockinger, P. (2019). Migration in the Digital Mediasphere. In G. Rings and S. Rasinger (eds.), Cambridge Handbook of Intercultural Communication. Cambridge: Cambridge University Press (online version: https://hal-inalco.archives-ouvertes.fr/hal-01956393/document

– Aragrande, G. (2018). Migrants in Translation. A Corpus-based Approach to the Representation of Migrants by Four News broadcasting Channels. In I. Ranzato and S. Zanotti (eds.), Linguistic and Cultural Representation in Audiovisual Translation. New York: Routledge

– Sebag, J., Durand, J.-P., Louveau, C., Queirolo Palmas L. and Stagi, L. (eds), Sociologie visuelle et filmique. Le point de vue dans la vie quotidienne. Genova : Genova University Press 2018 (on line version : https://cdmv.hypotheses.org/files/2016/09/Broch_PtDeVueDsVieQuotidienne_4_web.pdf)

– Bruno, F., Bruscaglioni, L. and Cellini, E. (2018). Visual spaces: images, sounds and words in research on public space. In J. Sebag, J.-P. Durand, C. Louveau, L. Queirolo Palmas and L. Stagi (eds), Sociologie visuelle et filmique. Le point de vue dans la vie quotidienne. Genova : Genova University Press

– Riom, L. and Hummel, C. (2018). Le quotidien dans l'objectif : une enquête photo-participative sur l'expérience du vieillissement en ville. In J.-P. Durand, C. Louveau, L. Queirolo Palmas and L. Stagi (eds), Sociologie visuelle et filmique. Le point de vue dans la vie quotidienne. Genova : Genova University Press

French, L. (2014). Researching Social Media and Visual Culture. In K. Woodfield (ed), Social Media in Social Research: Blogs on Blurring the Boundaries. London: National Centre for Social Research / Sage (on line version :https://www.researchgate.net/publication/289497516_Researching_Social_Media_and_Visual_Culture

## 4.3 Modes of Communication: Multilingualism and *lingua receptiva*

Jan D. ten Thije
J.D.tenThije@uu.nl ¦ http://www.jantenthije.eu/

### Objectives

This course aims:

to raise awareness of issues that arise when communicating through receptive multilingualism, as happens both in multilingual organisations and during the Eurocampus

to encourage you to be more observant and linguistically aware in your dealings with others, especially when using receptive multilingualism in daily interaction and in organisations settings

to provide an introduction to the analytical tools and the terminology needed to analyse and compare different communicative modes such as lingua franca and receptive multilingualism

to prepare you to analyse the experimental study we will be doing during the course.

### Content

As the world is globalizing, there is more and more multilingualism in various domains of our lives. Transnational companies, multicultural families, tourist industries – all these spheres trigger new modes of communication. English as lingua franca is certainly an important, yet, not the only possible way of communication. Lingua receptiva (LaRa), or receptive multilingualism (RML) is an alternative mode in which interlocutors use their mother tongue for production and rely on receptive skills in L2/L+ for comprehension.

People living in border areas or multilingual countries like Switzerland have no problem understanding speakers of the other language. Interestingly, mutual comprehension may arise between speakers of Dutch and German or Danish, Swedish and Norwegian. Can RML be a more economical way to deal with multiple languages involved in interaction? What are the interactional and psycholinguistic mechanisms that enable such understanding? Does language specificity affect the success? Can RML occur in languages that are not closely related? What are the effects of language proficiency, exposure or attitudes?

The experiment consists of describing photographs with similar but not identical objects to each other while (1) speaking your mother tongue and (2) speaking English as a lingua franca. These RML and ELF dialogues are being recorded, then transcribed in EXMARaLDA, analysed and compared.

The analysis focuses on the dynamic construction of shared meanings. From the psycholinguistic perspective, interlocutors align on various levels, such as

semantics, syntax or lexical items (e.g. how to give an instruction or how to refer to specific object on the map). Functional pragmatic analysis provides insights into hearer-oriented communication (e.g. linguistic adaptations aimed at intensifying hearer's competence). Students are invited to provide qualitative descriptions of RML and ELF in new language combinations as well as analyse of influence mentioned above.

The analyses are connected to an international discussion on receptive multilingualism. See for more information:

- http://ijb.sagepub.com/content/16/3.toc
- http://www.tandfonline.com/toc/rmjm20/10/2#.UcW5-DsdvVF
- http://www.degruyter.com/view/j/alr.2014.5.issue-1/issue-files/alr.2014.5.issue-1.xml
- http://www.mime-project.org/
- http://www.let.rug.nl/gooskens/project/?p=team

**Workload**

class contact: 6 hours per day over 3 days (18 hours)

class preparation: 2 hours' independent reading or task-based activity per day (6 hours)

assignment

**Research Methods**

Literature review

Experimental research

Discourse analysis

**Assessment &  Evaluation Basis**

Assignment:

Analysis of specified features in the data with a contrastive focus on LARA & ELF, with your analysis supported by reference to literature studied.

Final written commentary (Max. 10 pages + transcripts) to be submitted no later than 2 working weeks after the end of class

**Assessment &  Evaluation Criteria**

Focused report with a transparent main research question and division into related subordinate questions where relevant

Explanation and account of methodology and research methods used and collected corpus (e.g. transcripts)

Verifiable execution of the research and verifiable delivery of analytical results.

Conclusion with a clear answer to research questions

Appropriate text structure, structural framework and cross references to relevant literature. Care for academic conventions.

**Required Readings**

*(before the course)*

Jan D. ten Thije (2018) Receptive multilingualism. In: David Singleton & Larissa Aronin (eds.) Twelve Lectures on Multilingualism (1-45). Bristol: Multilingual Matters.

Ad Backus, Durk Gorter, Karlfried Knapp, Rosita Schjerve-Rindler (†), Jos Swanenberg, Jan D. ten Thije, Eva Vetter (2013) [Inclusive Multilingualism: Concept, Modes and Implications](). European Journal for Applied Linguistics. 1 (2) (Nov 2013), 179–215
download and look at instruction film on the transcription program Exmaralda, at http://www.exmaralda.org/
(during course)
Beerkens, R. & Thije, J.D. ten (2011). Receptive Multilingualism in the Dutch-German Border Area. In J.N. Jørgensen (Ed.), A Toolkit for Transnational Communication in Europe (Copenhagen Studies in Bilingualism, 64) (pp. 102-140). Copenhagen: J.N. Jørgensen

**Recommended Readings**

(books/ articles you could use to follow up an interest in the topic of the course)

Backus, A., Maracz, L. & Thije, J.D. ten (2011). A Toolkit for Multilingual Communication in Europe: Dealing with Linguistic Diversity. In J.N. Jørgensen (Ed.), A Toolkit for Transnational Communication in Europe (Copenhagen Studies in Bilingualism, 64) (pp. 5-24). Copenhagen: J.N. Jørgensen.

Blees, Gerda & Jan. D ten Thije (2016) Receptive multilingualism and awareness, In: Stephen May (ed.) 2016 Encyclopedia of Language and Education. Berlin: Springer.

Dylan (2011) The DYLAN Project Booklet. EU Commission. http://www.dylan-project.org/Dylan_en/resources/Dissemination/Final-Dissemination/DYLAN-Project_Final-Booklet_A4_300412.pdf See also: http://www.dylan-project.org/Dylan_en/home/home.php

Hutchby, Ian & Robin Wooffitt (1998) Conversation Analysis. Cambridge, UK: Polity Press

Rehbein, Jochen / Thije, Jan D. ten / Verschik, Anna (fc) Lingua Receptiva (LaRa) – The quintessence of Receptive Multilingualism In; Thije, Jan D. ten / Rehbein, Jochen / Verschik, Anna (eds.) Lingua Receptiva. Special issue of the International Journal for Bilingualism

Ribbert, Anne & Jan D. ten Thije (2007). Receptive Multilingualism in Dutch -German intercultural team cooperation. In J.D. ten Thije & L Zeevaert (Eds.), Receptive Multilingualism. Linguistic analyses, language policies and didactic concepts (pp. 73-103). Amsterdam: Benjamins.

Rindler Schjerve, R. & Vetter, E. (2012) European Multilingualism. Current Perspectives and Challenges. Bristol: Multilingua Matters See also: [http://linee.info/linee/welcome-to-linee.html](http://linee.info/linee/welcome-to-linee.html)

Thije, J. D. ten & Zeevaert, L. (2007) Introduction. In: Thije, J. D. ten and Zeevaert, L. (eds.) (2007) Receptive Multilingualism. Amsterdam: John Benjamins, 1-21.

## 4.4 Identification and ideology in language education and policy

Debbie Cole

d.l.cole@uu.nl

**Objectives**

To become familiar with theory in linguistic anthropology and critical discourse studies that explain language ideology and linguistic identity practices.

To reflect on one's own language ideologies, identity practices, and language learning experiences in light of these theories.

To reconsider current definitions of 'diversity' in light of presented theories.

To conduct a critical discourse study based on presented models that applies presented theories to public discourse engaged in policy making around language, education, and identity in Europe.

**Content**

The course will introduce theories in linguistic anthropology and intercultural communication that explain cultural behaviors resulting from language ideologies. It will also provide a review of theory linking language use to identity performance. We will then examine case studies that use critical discourse analysis to apply these theories to language data. These case studies will be used to reflect on current uses of the term 'diversity' and to consider its usefulness in light of the theoretical frameworks. We will focus our attention on educational contexts where language and intercultural skills are being taught and learned to consider the implications of our theories and case studies for these contexts. For their final project, students will conduct their own critical discourse study of language a/o education policies, applying the theories they've learned and making recommendations for policy revisions

**Workload**

class contact: 6 hours per day over 3 days (18 hours)

class preparation: 2 hours independent reading or task-based activity per day (6 hours)

assignment

**Research Methods**

Critical discourse analysis

**Assessment & Evaluation Basis**

Students will conduct a critical discourse analysis of public policy documents/texts that concern multilingualism, language education, and/or 'diversity' in the European context. The assignment will be presented as a report to the entities responsible for the documents/texts with recommendations for revisions based on the student's modified understandings of identity and language ideology acquired in this course. As part of the report, students will clarify the concepts and implications of the current research and theory covered in this course for their particular audience and argue

convincingly for how the proposed revisions to the policy texts would help these entities better meet their stated goals.

**Assessment & Evaluation Criteria**

Students will be assessed on the accuracy of their review of the relevant research and key concepts, the clarity and precision of their critical discourse analysis, the fit between their recommendations and the stated goals of the public policy entity responsible for their chosen texts, as well as the appropriateness of their tone and register for the intended recipients of their report. (Maximum 8 pages + appendices)

**Required Readings**

Bucholtz, M. & Hall, K. 2004. Language and identity. In A. Duranti (Ed.), *A companion to linguistic anthropology* (pp. 369-394). Malden, MA: Blackwell.

Cole, Deborah and Bryan Meadows. 2013a. Avoiding the essentialist trap in intercultural education: Using critical discourse analysis to read nationalist ideologies in the language classroom. *Linguistics for intercultural education in language learning and teaching.* Fred Dervin and Anthony Liddicoat, eds. Amsterdam: John Benjamins.

Cole, Debbie and Bryan Meadows. 2013b. Re-imagining sociolinguistic identification in foreign language classroom communities of practice. In *Social Identities and Multiple Selves in Foreign Language Education*, Damian Rivers and Stephanie Houghton, eds. London: Continuum.

Goebel, Zane. 2015. *Language and Superdiversity: Indonesians Knowledging at Home and Abroad* (Chapter 6). Oxford: Oxford University Press.

Holliday, Adrian. 2011. *Intercultural communication and ideology* (Chapters 1-2). London: Sage.

Ogay, Tania and Doris Edelmann. 2016. 'Taking culture seriously': Implications for Intercultural Education and Training. *European Journal of Teacher Education* 39 (3): 388-400.

**Recommended Readings**

Meyerhoff, Miriam. 2011. Chapter 9 Social networks and communities of practice. *Introducing Sociolinguistics.* New York: Routledge.

Herzog-Punzenberger, Barbara, Emmanuelle Le Pichon-Vorstman, Hanna Siarova. 2017. Multilingual Education in the Light of Diversity: Lessons Learned. European Commission for Education and Culture. (https://www.uu.nl/en/news/multilingual-education-in-the-light-of-diversity-lessons-learned)


## 5.1 Cultural Diversity and Human Rights
Bertil Cottier
Bertil.Cottier@usi.ch


**Objectives**

The focus will be on the interaction between interculturality and the legal system, more specifically human rights; at the end of the course, the student should be able to understand: how HR are conceived and implemented at both national and international levels, how HR promote diversity, where are the limits to diversity.

**Content**

The course is divided into two parts:

a general part on human rights, emphasizing implementation of HR and control mechanisms and a special part devoted to a more detailed presentation of three specific human rights with a strong intercultural component: Freedom of language and  freedom of religion.

**Workload**

Class contact: 6 hours per day over 3 days (18 hours)

Lectures will take place during morning sessions.

Afternoon sessions will be devoted to case studies.

**Research Methods**

Interpretation of legal texts

**Assessment &  Evaluation Basis**

Case study: two hours written exam; open book

**Assessment &  Evaluation Criteria**

Capacity to identify key legal issues and to propose reasonable solutions to the submitted legal problems.

**Required Readings**

Human Rights: here and now (overall presentation provided by the University of Minnesota Human Rights Center), part 1 (Human Rights Fundamentals)

http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Default.htm

Cultural rights in the case-law of the European Court of Human Rights

http://www.echr.coe.int/Documents/Research_report_cultural_rights_ENG.pdf

**Recommended Readings**

Cassese, A. (2005): International Law. Oxford: OUP

Clayton, R. (2009): The law of human rights. Oxford: OUP

Donnelly, J. (2013): Universal Human Rights in Theory & Practice. 2nd ed. Ithaca & London: Cornell University Press

Forsythe, D.P. (2011): Human Rights in International Relations. Cambridge: CUP

Iliopoulos-Strangas, J. (ed.) (2005): Constitution & religion. Bruxelles: Ed. Bruylant

Landman, T. (2006): Studying Human Rights. Oxford and London: Routledge

Ramcharan, G. (ed.) (2006): Human rights protection in the field. Leiden

Reid, K. (2015): A practitioner's guide to the European Convention on Human Rights. London: Thomson Sweet & Maxwell.

# 3.1 Intercultural Encounters in Films
Guido Rings
guido.rings@anglia.ac.uk

**Objectives**

Demonstrate a textual and contextual knowledge of films which deal with intercultural encounters in the context of international migration.

Show a critical knowledge of the theoretical literature which explores intercultural encounters in film and/or other narrative.

Research, synthesise and articulate cinematic portrayals of intercultural encounters and the negotiation of identities.     .

**Content**

**Wednesday, 20th November 2019**

9.30am – 11.00 am: *Questions of Identity: Cultural Challenges in Contemporary Migrant Cinema*

11.10am – 12.30am: *Dirty, Lazy Migrants? Self and Other in Rainer Werner Fassbinder's Fear Eats the Soul*

13.30pm – 16.30pm: view and discuss Gurinder Chadha's *Bend it like Beckham* for next day (joint viewing in seminar room recommended); read the following text from the 'required readings' section: Roell (2010)

**Thursday, 21st November 2019**

9.30am – 11.00 am:  *Multi-ethnic Britain in Gurinder Chadha's Bend it like Beckham*

11.10am – 12.30am: *Monocultural Challenges in Philippe Lioret's Welcome*

13.30pm – 16.30pm: view and discuss Aki *Kaurismäki's Le Havre* for next day (joint viewing in seminar room recommended); read the following texts from the 'required readings' section: Mishra (2014) and Gilroy (2004).

**Friday, 22nd November 2019**

9.30am – 11.00 am: *Questions of Solidarity in Aki Kaurismäki's Le Havre*

11.10am – 12.30am: *How to write a film analysis? Preparing for the assessment.*

In preparation for the assessment, read Rings, Guido (2018[2016]): *The Other in Contemporary Migrant Cinema.* Chapter 1/transcultural theory. New York, London: Routledge.

**Workload**

Teacher managed learning: 18 hours

Student managed learning: 15 hours

**Research Methods**

Qualitative (cultural studies) analysis of films

**Assessment &  Evaluation Basis**

Film analysis (2000 words, academic essay); list of potential essay topics to be provided on Wednesday 19th September

This module follows the "2+3 Rule", i.e. the film analysis has to be handed in two weeks after the last day of the course, and will be assessed and graded within three weeks after submission.

The essay submission deadline is consequently: **6th of December**, via iCorsi

## Assessment & Evaluation Criteria

Students are required to analyse the portrayal of cultural encounters in two comparable films within their socio-historical and cinematic context. For an academic film analysis, we expect a consideration of film techniques (camera shots/montage/film music/filmic landscape) and full referencing (via footnotes and bibliography; Harvard style recommended, although other styles are acceptable as long as they are consistent).

## Required Readings

Rings, Guido (2016): *The Other in Contemporary Migrant Cinema.* Chapter 1 and 3.2. New York, London: Routledge

Gilroy, Paul (2004): *After empire: melancholia or convivial culture?* Chapter: On living with difference. London: Routledge.

Mishra, Pankaj (2014): 'The western model is broken', in: *The Guardian* 14th October 2014 (http://www.theguardian.com/world/2014/oct/14/-sp-western-model-broken-pankaj-mishra) (last accessed 15/06/2015).

Roell, Christina (2010): 'Intercultural training with films', in: English Teaching Forum 2, pp. 1-15.

## Recommended Readings

Rings, Guido (ed./2012): 'Chicano cinema', in: *iMex* 2 2012, pp. 4-115. (http://www.imex-revista.com/iMex-issues/second/Rings.html) (last accessed 12th January 2016).

Sharma, Rekha (2011): 'Desi Films: Articulating Images of South Asian Identity in a Global Communication Environment', in: *Global Media Journal -- Canadian Edition* 4/1, pp. 127-143.

Tyree, Tia (2011): 'African American Stereotypes in Reality Television', in: *Howard Journal of Communications* 22/4, pp. 394-413.

Zeydanlioglu, Welat, (2008): '"The White Man's Turkish Burden": Orientalism, Kemalism and the Kurds in Turkey', in: Guido Rings, Anne Ife (eds.): *Neo-colonial mentalities in contemporary Europe? Language and discourse in the construction of identities.* Newcastle: Cambridge Scholars Publishing, pp.155-174.

## 4.5 Politeness
Prof. Dr. Claus Ehrhardt
claus.ehrhardt@uniurb.it

## Objectives

Understand the connection between communication, language and politeness
Getting an overview about pragmatic approaches to politeness
Use politeness theory to describe and explain differences between languages and their connection with cultures
Insights into interaction analysis, in particular relational aspects

**Content**

Politeness is one of the most important links between language, communication and culture. Politeness is also an important element of intercultural competence: many of the problems we have to deal with in intercultural encounters are questions such as "Which is the correct or appropriate way to address a person in a specific context?", "What do partners expect me to say or do in a certain situation?" These and similar issues can be analysed in terms of politeness. The first part of the course aims at the discussion of linguistic, in particular pragmatic, definitions of politeness and of the use of language for the construction, maintenance or modification of interpersonal relationships. On this ground it will be possible to discuss universal aspects of polite behaviour as well as culture-specific features and to introduce contrastive analysis in the field of pragmatics. The results of the discussions will then be applied to intercultural communication, focusing especially on relationship management. Topics treated in this section:

- What is linguistic politeness and why are we (normally) polite?
- How is politeness related to language and culture?
- Which factors influence polite behaviour?
- What is different in different languages and cultures in terms of politeness?
- How do we manage politeness in intercultural encounters?

**Workload**

Individual preparation time: about 5 hours

16 contact hours

Written assignment: about 50 hours

**Research Methods**

Linguistic pragmatics

Interaction analysis

**Assessment & Evaluation Basis**

written assignment: Analysis of a case study

**Assessment & Evaluation Criteria**

Knowledge of terminology and key concepts

Ability of applying key concept to concrete situations

Critical discussion of concepts and theories

**Required readings**

Watts, Richard (2003): Politeness. Cambridge: CUP, chapter 4, pages 85-116.

Kádár, Dániel & Michael Haugh (2013): Understanding Politeness. Cambridge: CUP, chapter 11, pages 231-250.

Goffman, Erving (1971): "Tie-Signs". In: Goffman, Erving: Relations in Public. Microstudies of the Public Order. New York: Basic Books. New edition: New Brunswick, London: Transaction Publishers, pages 188-237.

## 4.2 Linguistic Pragmatics: Business Communication
Bernd Müller-Jacquier
mue-jacquier@uni-bayreuth.de

**Objectives**

compare and contrast communication practices in the workplace (people with different linguistic and cultural backgrounds);

exemplify those areas of intercultural communication that cause the most frequent interactional problems;

identify the effects when co-participants apply different linguistic conventions;

develop a framework for analysing linguistic areas of intercultural communication problems

**Content**

The main objective of the course is to learn how to describe intercultural interpersonal interaction (so called 'critical incidents', presented in form of written descriptions and films). These descriptions are necessary for creating hypotheses about linguistic conventions co-participants use for mastering the given situation. The methodology is based on the field of *Ethnographic Conversation Analysis* (see references below).

By contrasting forms of *communicative behaviour* in intercultural situations, we will develop a small glossary of linguistic terms (see the glossary)*.*

Concerning the analysis, differences in communication will be treated as '*perceived differences*' (in the given context), and special focus will be given to their potential effects on the ongoing interaction.

Students will learn to look for underlying linguistic and interactional conventions before attributing the observed verbal, nonverbal and paraverbal expressions to the participants' state of mind (psychologization) or to their cultural value systems (culturalization).

**Workload**

individual preparation time

16 contact hours

exam

**Research Methods**

ethnographic conversation analysis

**Assessment & Evaluation Basis**

written test (definition of key words  and analysis of two given intercultural situations)

**Assessment & Evaluation Criteria**

knowledge of terminology and key concepts

ability to use the key concepts of the course for analysing intercultural communication situations, generating plausible hypotheses

**Required Readings**

*Müller-Jacquier, B.: "Linguistic Awareness of Cultures. Principles of a training module." In: Kistler, P. & Konivuori, S. (eds) (2003): From International exchanges to intercultural communication: combining theory and practice. Jyväskylä: Univ. of Jyväskylä, pp. 50–90*

*Roberts, C. (1998): Awareness in Intercultural Communication. In: Language Awareness. Vol. 7, No. 2&3, pp. 109–127.*

Glosary: SIL Glossary of Linguistic Terms https://glossary.sil.org/term (April 2019) or the Glossary of Multimodal Terms https://multimodalityglossary.wordpress.com/conversation-analysis April 2019).

### Recommended Readings

*Spencer-Oatey, H. & Franklin, P.: "Achieving Understanding in Intercultural Interaction" (chapter 4). In: Spencer-Oatey, H. & Franklin, P. (2009): Intercultural Interaction – A Multidisciplinary Approach to Intercultural Communication. Palgrave/Macmillan, pp. 81–100.*

## 3.2 Construction of Post-War Europe

Peter Kistler
peter.kistler@uni-bayreuth.de

### Objectives

Knowledge of history and institutions of the European Union; reflective reasoning concerning the development and chances of supranational concepts; applying knowledge of historical transformations to ongoing processes in the light of critical intercultural reasoning.

### Content

History of the European Union; genealogy of supra-national ideas and concepts; transformation of EU's frameworks, ideas and values; European citizenship

### Workload

class contact: 4 x 3,0 hours (interactive lectures and discussions)
preparatory (required) readings

### Research Methods

argumentative discussion, abstract reasoning, deep reading

### Assessment & Evaluation Basis

active participation (oral contributions during sessions) and a ten minute impulse lecture on the future of the European Union under the aspect of intercultural dialogue.

written assignment, in which texts of European institutions (programs, position papers, etc.) are read in the light of key concepts of interculturality

### Assessment & Evaluation Criteria

Criteria for evaluation of this class will be the ways in which contributions and the class presentations discuss the respective cases referring to selected positions of the articles.

Active participation during the three day classes is a precondition for being evaluated. Marks will be awarded for the correct application of the intercultural framework on institutional processes in the EU. The assessment will be a study (2000 words, academic essay) with a mature, reflective and analytical approach, and a structured report on the chosen problem-study following accepted academic conventions.

**Required Readings**

Anderson, Benedict, 2006 [1983], *Imagined Communities*: *Reflections on the Rise and Spread of Nationalism*, revised edition (Verso).

Assmann, Aleida, 2006, *Europe: A Community of Memory?* Twentieth Annual Lecture of the GHI, November 16, 2006 [https://www.ghi-dc.org/fileadmin/user_upload/GHI_Washington/Publications/Bulletin40/011.pd, ]

Trenz, Hans-Jörg (2018). The political contestation of Europe: from integration to disintegration? *Culture, Practice & Europeanization*, Vol. 3, No. 2 pp. 59 - 73

**Recommended Readings**

Anderson, Benedict, 2006 [1983], *Imagined Communities*: *Reflections on the Rise and Spread of Nationalism*, revised edition (Verso).

Eisenstadt, Shmuel Noah: Multiple Modernities, in: *Daedalus* 129 (Winter 2000) Nr. 1., S. 1-29. Online: [http://www.havenscenter.org/files/Eisenstadt2000_MultipleModernities.pdf]

Geiselberger, Heinrich (ed.): The great regression. Wiley

Prejudice and Group-focused Enmity (FES): [http://www.uni-bielefeld.de/ikg/zick/Press%20release%2013Nov_english.pdf]

Davidson, Neil: Reimagined Communities, in: *International Socialism* 117 (2007)

Latour, Bruno (2017): Europe as refuge. In: Geiselberger, Heinrich (ed.): The great regression. Wiley

LeVine, R. A., and D. T. Campbell (1972). *Ethnocentrism: Theories of Conflict, Ethnic Attitudes, and Group Behavior*. New York: Wiley


## LECTURERS

(Profiles as provided by each lecturer)

**João Caetano** (born in Portugal, 1970) has a bachelor degree in Law (1993) and a Masters degree in Economics (1997) from the Universidade Aberta. He studied Constitutional Comparative Law at the University of Tilburg (1996), in the Netherlands, and has a Ph.D. in Political Science (2007) from the Universidade Aberta. He is currently Professor of Political Science and Law in the Department of Social Sciences and Management at the Universidade Aberta, where he also has the role of Pro-Rector for Institutional Development and Legal Affairs.

From 2012 to 2015, he was a member of the Management Board of the European Union Agency for Fundamental Rights (FRA), based in Vienna, appointed by the Portuguese Government. He was also a member of the Editorial Board of the FRA.

He has been the president of the Portuguese Association of Higher Education Publishers (APEES) since 2014.

With considerable participation in scientific events and more than one hundred publications in several languages, his scientific interests focus on the areas of Political Science, Law, Culture, Science and Education.

E-mail: Joao.Caetano@uab.pt


**Marie-Thérèse Claes** is Director of the International Executive MBA at Louvain School of Management in Belgium. She is Professor of Cross-Cultural Management at Louvain School of Management (University of Louvain) and at AIT (Asian Institute of Technology, Bangkok). In addition, she holds guest professorships at several other universities in Europe, Asia and the United States of America, and was Dean of the Faculty of Business at the Asian University Thailand. She is also consultant and coach for relocation, diversity management and global leadership. She has worked as a consultant to various companies and is a former President of the Society for Intercultural Education, Training and Research (SIETAR Europa) and the European Women's Management Development International Network (EWMD). She is also a Fellow of the Royal Society of Arts, and a Fulbright and a Japan Foundation alumna.

Recent Publications:

Jacob Eisenberg, Hyun-Jung Lee, Frank Brueck, Barbara Brenner, Marie-Therese Claes, Jacek Mironski, Roger Bell. 2013. Can Business Schools Make Students Culturally Competent? Effects of Cross-Cultural Management Courses on Cultural Intelligence. Academy of Management Learning & Education, 2013, Vol. 12, No. 4, 603-621.

Gehrke, Bettina and Marie-Therese Claes (eds.). 2014. Global Leadership Practices. A Cross-Cultural Management Perspective. London, Palgrave Macmillan.

E-mail: mt.claes@louvainemba.com


**Debbie Cole** (Ph.D, University of Arizona, USA) is associate professor of English and intercultural communication at Utrecht University in the Netherlands.  She recently moved to the Netherlands after teaching and researching at The University of Texas - Rio Grande Valley, USA. Her research focuses on comparative concepts of diversity, the effects of language ideologies on public and classroom discourses, and representations of ethnolinguistic variation, particularly in verbal art.  Trained as a linguist and an anthropologist, she writes and teaches with a focus on thinking, learning, and researching from interdisciplinary perspectives. Having spent her childhood and field research years in Indonesia, she also translates Indonesian poetry and other literature into English.

Selected publications:

John, McGlynn, Dorothea Rosa Herliany, and Cole, Deborah, eds. 2018. The Lontar Anthology of Indonesian Poetry: The 20th in Poetry. Honolulu: University of Hawaii Press & The Lontar Foundation. (http://www.uhpress.hawaii.edu/p-9835-9780824875039.aspx)

Johnson, Rob and Deborah Cole. 2015. 'How to tame a wild tongue':  Gloria Anzaldúa's Borderlands/La Frontera and the 1960s-era speech test and speech classes at Pan American College. El Mundo Zurdo 4.

Cole, Debbie. 2014. Mobilizing voices across representational boundaries: Some considerations for local values and functions. International Journal of the Sociology of Language, special issue "Language and Borders: International Perspectives", Glenn Martinez, issue editor. 227:175-192.

Cole, Debbie. 2010. Enregistering Diversity: Adequation in Indonesian Poetry Performance. Journal of Linguistic Anthropology. 20(1):1-21

Email: d.l.cole@uu.nl


**Bertil Cottier** is full professor (communication law) and former Dean of the Faculty of Communication Sciences at the University of Lugano. From 2006 also Associate Professor at the Law Faculty of the University of Lausanne (Internet Governance) and visiting Professor at the Academy of Journalism (University of Neuchâtel). From 1987 to 2005, deputy director of the Swiss Institute of Comparative Law, a major centre for foreign and international law.

Expert on Media Law for the Council of Europe, the Organisation for Security and Cooperation in Europe (OSCE) and the Centre for Democratic Control of Armed Forces (DCAF); missions in Bosnia-Herzegovina, Montenegro, Ukraine, Egypt, Palestine, Tunisia and Morocco.

Wrote numerous articles on Communication Law (privacy, access to information, broadcasting, Internet, hate speech, cultural issues), as well as Comparative Law (in particular US and Scandinavian Legal systems).

E-mail: bertil.cottier@usi.ch

**Jolanta A. Drzewiecka** (Ph.D., Arizona State University, USA) is associate professor and intercultural communication chair at Università della Svizzera italiana in Lugano, Switzerland. She recently moved to Switzerland after teaching and researching at Washington State University, USA, for many years. Her research focuses on identity and belonging, migration, diaspora, and nationalism, and public memory. She won the Ralph Colley Outstanding Scholarship Award for Article from the National Communication Association, USA, and multiple top paper awards. Her work has been published in Communication Theory, Journal of International and Intercultural Communication, Communication and Critical/Cultural Studies, Critical Studies in Media Communication, and other journals. She is a co-editor with Thomas Nakayama of Global dialectics in intercultural Communication: Case Studies (Peter Lang) due out later this year and co-editor of a special issue of the Journal of International and Intercultural Communication titled Memory, Culture and Difference.  She served as Chair of the International and Intercultural Communication Division of the National Communication Association, USA.

Selected research publications:
Pande, S. & Drzewiecka, J. A. (2017). Racial incorporation: immigrant alignments with whiteness. Journal of International and Intercultural Communication.
Hoops, J., Thomas, R., & Drzewiecka, J. A. (2016). Polish plumber as a pawn in the British newspaper discourse on Polish post-EU enlargement immigration to the U.K.  Journalism, 17, 727-743.
Drzewiecka, J. A. (2014). Aphasia and a legacy of violence: disabling and enabling knowledge of the past in Poland. Communication and Critical/Cultural Studies, 11, 362-381.*.*
Email: jolanta.drzewiecka@usi.ch


**Claus Erhardt** is professor of German Language and Linguistics at the University of Urbino Carlo Bo in Italy. Prof. Ehrhardt is German and has been living and teaching in Italy since 1993. He has studied German Language and Literature and Philosophy at the University Heinrich-Heine at Düsseldorf, where he received his Ph.D. with a thesis on linguistic politeness. His main research interests are: Linguistic Pragmatics, Politeness Research, Phraseology, Sociolinguistics, Theory and Practice of Intercultural Communication  and Discourse Analysis. He is the director of the study programmes offered by the Language Scool of the Urbino University. Some recent publications: „Politeness and Face Work in German Forum Communication". In: Bedijs, Kristina, Gudrun Held & Christiane Maaß (eds.): *Face Work and Social Media.* Münster: LIT-Verlag 2014, S. 83-107. „Konversation als intellektueller Kampf: Verhöre im Kriminalroman". In: Ballestracci, Sabrina & Serena Grazzini (a cura di): *Punti di vista – punti di contatto. Studi di letteratura e linguistica tedesca.* Firenze: Firenze University Press 2015, 93-119. "Sprache und Sprachbewusstsein in Witzen". In: Peschel, Corinna & Kerstin Runschke (Hrsg.): *Sprachvariation und Sprachreflexion in interkulturellen Kontexten.* Frankfurt/M.: Peter Lang 2015, 321-347.
E-mail: claus.ehrhardt@uniurb.it

**Gian-Louis Hernandez** is a doctoral student and research assistant at the Institute for Public Communication (ICP) at Università della Svizzera italiana (USI). He is also the program coordinator of the European Masters in Intercultural Communication (EMICC). Gian holds an MA in Global Studies from Universität Humboldt zu Berlin, in collaboration with the Facultad Latinoamericana de Ciencias Sociales (FLACSO) Argentina, as well as a BA in Communication Studies and a BM in Classical Music from San Francisco State University.

**Peter Kistler** (Universität Bayreuth, Germany) is teaching assistant for Intercultural German Studies. He did anthropological field research in Eastern Indonesia, was research and teaching assistant for Intercultural Communication at the University of Chemnitz (Germany) and five years lecturer for for German Linguistics and Literature at Universitas Padjadjaran, Bandung, Indonesia. He studied at Ludwig Maximilians Universität, Germany) German as a Foreign Language, Anthropology and  Political Sciences. His regular teaching topics in MA and BA-programs are 'Culture Theories and Cultural Studies', 'Ethnographies of Europe and German Speaking Countries', 'Pragmalinguistics (politeness theories, ritual theories), 'Discourse Linguistics (spoken language, ethnomethodological conversation analysis, critical discourse analysis). Since 2002 he is member of EMICC.
Selected publications:
Identität und Formalität in der Interkultur: Angebote und Ablehnungen in einem deutsch-indonesischen Diskurs", In: Kotthoff, Helga (Hrsg.): *Kultur(en) im Gespräch.* Tübingen: Narr, 2002, 333-353.
Die interaktive Produktion von Formalität und Informalität. Gespräche zwischen Deutschen und Indonesiern. iudicium: München, 2003
From International exchanges to intercultural communication: combining theory and practice. Kistler, Peter / Konivuori, Sini (eds). Jyväskylä: Univ. of Jyväskylä, 2003
"Everyday Translations". In: Peter Kistler, Sini Konivuori, (eds). *From International exchanges to intercultural communication: combining theory and practice.* Jyväskylä: Univ. of Jyväskylä 2003, xxxx

"Alter als Kulturthema. Ansätze für eine thematisch-vergleichende Untersuchung am Beispiel der Altersdiskurse in Deutschland und Japan", In: Gerd Ulrich Bauer (Hg.): Standpunkte und Sichtwechsel, iudicium: München, 2009.
Review with Susanne Rodemeier: "Judith Schlehe und Pande Made Kutanegara (eds.): Budaya Barat dalam Kacamata Timur. Pengalaman dan Hasil Penelitian Antropologis di Sebuah Kota di Jerman. („Western Culture seen through Eastern Glasses. Experiences and Results of Anthropological Research in a German City"), Paideuma. Mitteilungen zur Kulturkunde 54, 2008
Email: peter.kistler@uni-bayreuth.de

**Yomb May** is associate professor in intercultural german studies and modern german literature at the University of Bayreuth (Germany). His principal research topics include modern german literature, intercultural german studies, cross-cultural communication, cultural studies, migrant literature and academic writing. He has published 2 scientific monographs, 3 collective books and more than 40 scientific articles in different aspects of modern german literature from 18th to 21st century, xenology, academic writing, migrant literature.

**Bernd Müller-Jacquier** studied Applied Linguistics (universities of Bonn, Toulouse, Tübingen; degree: Magister) and Urban and Overseas English Programs (Indiana University, Bloomington; degree: M.Sc). Lecturer for German Language and Linguistics (Coimbra, Paris and Montpellier). Assistant Prof. at Tübingen (Ph.D), Univ. and University of Bayreuth. After "Habilitation à diriger de la recherché" (Sorbonne Nouvelle, Paris) Professor for Intercultural Communication (Chemnitz, 1994-2001; Poznan 2015/16) and for Intercultural German Studies (Bayreuth, 2001-2013). Visiting professor a.o. at McGill University (Montréal 1978), University of California (Santa Barbara 1997/1998), Universidad de La Habana (2004), Università della Svizzera Italiana (Lugano 2008), Gakushuin University (Tokyo 2000 and 2011) His research frsearch focus includes semiotics, foreign language teaching and intercultural competencies; conversation analysis of intercultural interpersonal communication;
Publications (in German, English, French, Spanish and Portuguese) a.o.
Müller-Jacquier, Bernd (1999). Interkulturelle Kommunikation und Fremdsprachen¬didaktik. Ein Studienbrief zum Fernstudienprojekt "Fremdsprachen im Grund¬studium". Koblenz: Univ. Koblenz-Landau
Costa, Marcella/Müller-Jacquier, Bernd (eds) (2010). Deutschland als fremde Kultur. Vermittlungsverfahren in Touristenführungen. München: Iudicium
Müller-Jacquier, Bernd (2009). Performing 'Culture' in Initial Contact Situations? In Steppat, Michael (ed.). Americanisms: Discourses of Exception, Exclusion, Exchange. Heidelberg: Universitätsverlag Winter, 363-378
Müller-Jacquier, Bernd (2014). Multimodality.
E-mail: mue-jac@uni-bayreuth.de

**Guido Rings** is Professor of Postcolonial Studies, Director of the Research Unit for Intercultural and Transcultural Studies (RUITS) and Course Leader for the MA Intercultural Communication. He is also co-editor of *German as a Foreign Language* and *iMex*, the first internet journals in Europe for their respective fields.
Professor Rings has widely published within different areas of postcolonial and intercultural studies. This includes the authored books *The Other in Contemporary Migrant Cinema. Imagining a New Europe?* (Routledge 2016), *La Conquista desbaratada* (*The Conquest upside down*, Iberoamericana 2010), *Eroberte Eroberer* (*Conquered Conquerors*, Vervuert 2005) and *Erzählen gegen den Strich* (*Narrating against the Tide*, Lang 1996). He has also edited special issues for different international journals on Chicano cinema (*iMex* 6 2014, 3 2012), German migrant cinema (*GFL* 11 2010) and Spanish migrant cinema (*Iberoamericana* 34 2009), and co-edited the volumes *Neo-colonial mentalities in contemporary Europe* (with A. Ife 2008), *Bilderwelten, Textwelten, Comicwelten* (*Worlds of Images, Worlds of Texts, Worlds of Comics*, with F. Leinen 2007) and *European Cinema: Inside Out* (with R. Morgan-Tamosunas 2003). He is the author of nearly 50 refereed articles.
E-mail: guido.rings@anglia.ac.uk

**Marko Siitonen** is currently Associate Professor in Communication Sciences at the Department of Language and Communication Studies, University of Jyväskylä, Finland. Since January 2014 he has been the Vice-Head and Pedagogical Head of the department in addition to my normal position.
In my everyday work I do both research and teaching, with the added "spice" of administrative and strategic work. He has worked in the academic world for almost fifteen years. In that time he has taught dozens of courses both in Finnish and in English, at the undergraduate and M.A. levels as well as for doctoral students. He has a PhD in Speech Communication, and his research interests mostly deal with social interaction in online or otherwise technologically mediated settings. Examples of keywords that are currently of interest include online communities, game studies, intercultural simulations, newsgames, (global) virtual teams, and leadership communication in distributed settings.

Siitonen, M. (forth.) Identity and Online Groups. In H. Giles & J. Harwood (Eds.) Encyclopedia of Intergroup Communication. New York: Oxford University Press.

Arjoranta, J., Siitonen, M. & Välisalo, T. (2016). Book review: Lankoski, P. & Björk, S. (Eds.): Game research methods: an Overview. (2015). Pelitutkimuksen vuosikirja 2016, 66-67. http://www.pelitutkimus.fi/vuosikirja2016/ptvk2016-07.pdf

Olbertz-Siitonen, M. & Siitonen, M. (2015). The Silence of the Finns – Exploring the Anatomy of an Academic Myth. Sosiologia, 52(4), 318–333. http://www.doria.fi/handle/10024/127104
Email: marko.siitonen@jyu.fi


**Peter Stockinger** is full professor in communication, culture and language studies, discourse semiotics, (new) media studies and knowledge modeling and representation at the Institut National des Langues et Civilisations Orientales (INALCO) in Paris, France, where he heads the Intercultural Communication School. He is also member of the research lab PLIDAM (Pluralité des Langues et des Identités en Didactiques : Acquisition, Médiations). His principal research topics include digital media, digital culture and semiotics, crosscultural communication and organizational communication, digital (audiovisual) archives, video corpus description, indexing and repurposing; knowledge modeling and organization, ontology development. He has created the Audiovisual Research Archives. He has published 8 scientific monographs, 10 collective books and more than 120 scientific articles in semiotics, discourse analysis, digital media and knowledge modeling and representation.

For more information:
Peter Stockinger on ResearchGate: https://www.researchgate.net/profile/Peter_Stockinger
Peter Stockinger on Academia.edu: https://inalco.academia.edu/PeterStockinger
E-mail: peter.stockinger@inalco.fr

**Jan D. ten Thije** is associate professor at the Department of Languages, Literature and Communication. He previously was an associated professor ('Hochschuldozent') at the Department for Intercultural Communication at Chemnitz University of Technology (1996-2002), visiting professor at Vienna University (2001), and lecturer and researcher at the Department for General Linguistics (University of Amsterdam) (1994-1996). He studied General Linguistics and Dutch Language and Culture in Amsterdam (University of Amsterdam) and received his PhD at Utrecht University (1994) with research focusing intercultural discourse in advisory institutes. His main fields of research concern institutional discourse in multicultural and international settings, lingua receptiva / receptive multilingualism, intercultural training, language education and functional pragmatics. He coordinates the Master programme Intercultural Communication at the Department of Language, Literature and Communication at Utrecht University. He is associate editor of the European Journal for Applied Linguistics (EuJAL) published by Mouton de Gruyter.
Selected publications:
Jan D. ten Thije (2016, to appear) Intercultural Communication In: Ludwig Jäger, Werner Holly, Peter Krapp, and Samuel Weber (Eds) Sprache -  Kultur – Kommunikation / Language – Culture – Communication. Ein internationales Handbuch zu Linguistik als Kulturwissenschaft. An International Handbook of Linguistics as Cultural Study, 581 -594, Berlin/New York: Mouton de Gruyter
Rehbein, Jochen / Thije, Jan D. ten / Verschik, Anna (2012) Lingua Receptiva (LaRa) – The quintessence of Receptive  Multilingualism Thije, Jan D. ten / Rehbein, Jochen / Verschik, Anna (2012) (eds.) Receptive Multilingualism. Special issue of the International Journal for Bilingualism, September 2012/16: 248-264
Thije, Jan D ten / Zeevaert, Ludger (Eds.) (2007) Receptive Multilingualism and intercultural communication (Hamburg Studies in Multilingualism). Amsterdam: Benjamins.
Bührig, Kristin / Thije, Jan D. ten (2006) (Eds) Beyond Misunderstanding. The linguistic analysis of intercultural communication. (Pragmatics and Beyond New Series 144) Amsterdam: Benjamins.
E-mail: j.d.tenthije@uu.nl


**Anastassia Zabrodskaja** is currently a professor of Estonian as a second language at Tallinn University Baltic Film, Media, Arts and Communication School. She also works as a senior research fellow in sociolinguistics at the Institute of Estonian and General Linguistics at the University of Tartu. Her scholarly interests include ethnolinguistic vitality and the identity of Russian speakers in the Baltic countries, Estonian linguistic landscapes, and Russian–Estonian language contact and code-switching. Anastassia is an experienced trainer in cross-cultural communication. Her most recent publications include the Peter Lang volume *Dimensions of Sociolinguistic Landscapes in Europe: Materials and Methodological Solutions* (2015), co-edited with Mikko Laitinen, and the special issue of *Sociolinguistic Studies*, 'Post-Soviet identities: ethnic, national, linguistic, and imperial' (August 2015), co-edited with Martin Ehala. In 2016

appears the Peter Lang volume *Sociolinguistic transition in former Eastern Bloc countries: Recent developments two decades after the regime change*, co-edited with Marián Sloboda and Petteri Laihonen. E-mail: [anastassia.zabrodskaja@tlu.ee](mailto:anastassia.zabrodskaja@tlu.ee)

## Notes

coordinated by

| Università della Svizzera italiana | Facoltà di scienze della comunicazione | European Master in Intercultural Communication EMICC |
|---|---|---|

release date: July 15, 2019

(Graphic Design and Layout: Ahmed Fouad & Gian-Louis Hernandez, USI)