COURSE DESCRIPTION
In the contemporary and globalized world, characterized by conflicts and by increasing processes of distinction, dealing with intercultural and international differences is a fundamental skill for each human being.

Intercultural and International communication are interrelated. Intercultural communication is communication between people of different cultures in which cultural values are an obvious factor in the nature of the interaction and/or determining the outcome of the interaction. International communication is any symbolic interaction between people of different nation states, i.e. the communication practice that occurs across international borders.

The main aim of the course is to understand the importance of communication in our contemporary society as a key process to pursue knowledge and cultivate mutual understanding.

Also, communication will be analyzed and discussed as a strategic tool that we should learn to use in order to better comprehend what is our role in the world.

Given that communication is a complex and multilayered concept, the course will offer a variety of theoretical approaches from different disciplines (sociology, cultural studies, media studies and communication studies) and methods of analysis in order to comprehend the deep and relevant relationship between communication and culture(s).

The course will challenge students to perceive and understand human diversity by exploring diversity within a context of constantly changing global systems, and also to answer to the following question: how do people understand one another when they do not share a common cultural experience?

Students will be encouraged to apply theoretical skills to reality and to their own experience as human beings living abroad, and to analyze Italian culture and Florence as study subjects as well.

During the course, students will be encouraged to express their positions and ideas through writings, presentations and in-class discussion.

Based on opportunities available in Florence, the course will try to fully integrate the students’ abroad experience in their learning process.

The use of several educational tools, such as readings, field experiences, lectures, and group works, will allow students to understand how different theoretical perspectives approach problems related to communication between/among different cultures and between/among nations.

A variety of materials will be used to focus on specific case studies both from the US and especially from Italy in a comparative way, and to stimulate an active and critical in-class students’ participation.
**LEARNING OUTCOMES and COURSE OBJECTIVES**

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<th>Learning Outcomes</th>
<th>Course Objectives</th>
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<td><strong>At the completion of this course, students will be able to demonstrate:</strong></td>
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| Knowledge of relevant theoretical perspectives on communication as a complex notion and as an unavoidable process of everyday lives. | • To introduce students to key debates in the communication studies  
• To understand communication as a "problem" and as a "resource"                                                                                                                                              |
| To critically apply concepts and theoretical perspectives to real-life situations in order to develop specific cases studies of intercultural and international communication. | • Students critically deal with a variety of substantive fields of application of intercultural and international communication principles, such as the media, fashion, food, tourism, music etc. |
| New communication competences and skills and apply them to their everyday lives (family, school...) and to their future professions. | • To reflect upon ways in which personal and social identities are increasingly linked to communication                                                                                                                                 |
| Knowledge of the connections between cultural diversity and communication in our globalized world (communication as a cultural process operating in different cultural and national contexts). | • Students analyze the relationship between communication, culture and identity change  
• Students are encouraged to engage critically with questions around communication across different cultures, through research and writing  |
| A critical thinking upon the main changes of their own communication patterns (being immersed in a different culture will be a great opportunity to question one’s patterns of communication) | • Students acquire a deeper understanding of their own patterns of communication, establishing a connection between personal dimension and the societal dimension  
• Students take full advantage of their experience in Florence using the city as a learning tool in order to live a deep intercultural and international experience. |
GENERAL OVERVIEW OF THE COURSE TOPIC AND APPROACH

The course will cover the following themes:

- Sociological notion of culture
- Models of Communication
- Defining Intercultural Communication and International Communication
- Intercultural Communication competences
- A cultural approach to communication: the ritual and symbolic view
- Media representation of Italian stereotypes
- Sport as an intercultural and international tool to face cultural dilemmas
- Fashion as a means of interpersonal, intercultural and international communication
- Food: an intercultural comparative approach between US and Italy
- Social media: are they intercultural tools? Do they promote understanding and the “common good”?
- Tourism in Florence: tourism industry facing international communication issues
- Digital music consumption among young Italians and young Americans: crossing cultural boundaries
- Glocalization and hybridization of cultures.

Methodology
The course includes readings and discussion of a selection of primary sources and other materials such as movies and documentaries. The learning process will happen in a variety of formats in this course, mainly through lectures, visits, guest lectures on specific topics, home assignments, videos, discussions, out-of-class and in-class activities.
We will remain flexible enough to take advantage of other potential opportunities for learning as they develop over the course of the semester.

COURSE SCHEDULE (The order and content can be changed if necessary-useful)

WEEK 1: September 19
Course presentation; distribution of the course syllabus; sociological notion of culture; introducing intercultural and international communication.

WEEK 2: September 26
The ritual view of communication; intercultural communication competences.
Out-of-class exercise on “understanding cultural diversity”: a sociological observation of relevant social places in Florence.

WEEK 3: October 3
Media representation of Italian culture: going beyond stereotypes.
Movie: Under the Tuscan Sun, and class discussion.

WEEK 4: October 10
Media narratives about “us and them”: sport as an intercultural tool to face diversities.
Movie: Bend it like Beckham, and class discussion.
WEEK 5: October 17
Fashion as a means of intercultural and international communication; Italian fashion luxury brands and their international strategies.
Visit: Gucci Museum, Florence.

WEEK 6: October 24
MID-TERM EXAM

WEEK 7: October 31
Guest Lecturer – Prof. Francesca Passeri Ph.D. - Food: an intercultural comparison between USA and Italy.

WEEK 8: November 7
STUDENTS-LED DISCUSSION

WEEK 9: November 14
Tourism in Florence: tourism industry facing international communication issues.
Visit: DotFlorence.com, web agency in Florence working in Tourism. Meeting with Marco De La Pierre, DotFlorence CEO.

FALL BREAK – November 20 - 24

WEEK 10: November 28
Sport as a tool of international communication. A global perspective: NBA, Olympic games and FIFA World Cup

WEEK 11: December 5
Digital music consumption among young Italians and young Americans: crossing cultural boundaries; music as a strategic tool to build “bridges” among humans.

WEEK 12: December 12
Americanization, glocalization, hybridization of cultures and the role of media.
Final paper due

WEEK 13: December 19
FINAL PAPER PRESENTATIONS

BIBLIOGRAPHY/MATERIALS
The following readings will be assigned during the course of the semester


**Movies/Documentaries**

• *Under the Tuscan Sun*, 2003

• *Bend it like Beckham*, 2002

• *History of Soccer: The Beautiful Game (England 2003)*

Further readings and materials (such as videos and documentaries) may be used on the basis of students’ specific interests. Readings will be delivered in class or will be e-mailed to students by the Professor. Readings will be assigned week by week and must be taken to class as they will be the starting point for class discussion on specific topics and case studies. Professor could give home assignments (tasks to perform, documentaries to watch) when needed to facilitate in-class discussion and to integrate topics dealt with in class.

**GRADING SCHEME**

**Requirements and Grading**

**Attendance and Participation: 20%**

• Class discussions and active participation are extremely vital, as they are essential to develop critical skills. For this reason, the readings assigned weekly are accompanied by an active discussion work on a case study or on a topic to be dealt with in class. This is the basis for the work that will be led in class.

**Mid-Term Exam: 25%**

• Students will take a Mid-Term Written Exam with short answer questions based mainly on the general subject that will be dealt with in the first part of the course. Guidelines will be given in class.

**Students-Led Discussion: 15%**

• During the class after the midterm, there will be a students-led discussion: students will present a specific topic dealt with in class till then, trying to argue in favor of it. A feedback from the class is required in order to start a discussion. Guidelines will be given in class.
Final Paper: 25%
- For the final exam students will choose a specific case study of intercultural and/or international communication through which they will deal with certain aspects of the course program using specific theoretical tools and analytical strategies developed in class.
- Students will hand in a written essay of around 2000 words.
- This project represents the occasion to originally elaborate on the readings and discussion conducted in class. It has to be an exercise in creativity and originality at the same time maintaining an analytic and critical perspective on the material studied during the semester.
  Guidelines will be given in class.

Final Presentation: 15%
- Students will conclude the course with a presentation of the case study chosen for the Final Paper.
- Students will have to use all the tools available (such as: PowerPoint, handouts, surveys, extra information or evidence etc.) to reach the point. The aim of this assignment is to demonstrate their communication skills in presenting their ideas and perspective to the rest of the class, and being able to respond to the instructor’s and other students’ feedback.
  Guidelines will be given in class.

Summary of how grades are weighted:

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<thead>
<tr>
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<td>Mid-term Exam</td>
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<td>Final Paper Presentation</td>
<td>15%</td>
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<tr>
<td><strong>Overall grade</strong></td>
<td><strong>100%</strong></td>
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Grades
94-100 % A
90-93.9% A-
86-89.9% B+
83-85.9% B
80-82.9% B-
76-79.9% C+
72-75.9% C
70-71.9% C-
65-69.9% D+
60-64.9% D
Below 60% F

ATTENDANCE, ACADEMIC HONESTY, DECORUM AND OTHER POLICIES
It is required to observe Gonzaga University’s policy regarding absences and academic honesty. Students are expected to behave properly and to show self-respect and respect for others. Please be advised that laptops are allowed only to take notes during the lecture. Students may not use their computer to surf the Web or for any other personal purpose. Documented learning disabilities or other medically certified problems that need special accommodation for any of the student’s expected academic performances will be treated with the due attention.