

BUSI 2750: Intercultural Communications

WINTER 2026

Instructor	Sasha Valgardsson
Email Address	sashavalgardsson@cmail.carleton.ca
Class Times	Tuesdays, 8:35am – 11:25am
Modality	In-person
Office Hours	By request
Office Location	
TA Name/Email	TBA

Pre-Requisites & Preclusions:

Prerequisites: second-year standing in B.I.B. and BUSI 1701.

Preclusions:

https://calendar.carleton.ca/undergrad/courses/BUSI/

Course Description/Instructor's Statement

Carleton Calendar Description (Find at https://calendar.carleton.ca/undergrad/courses/BUSI/)

In our globalized world, effective communication is essential in our personal and professional lives. This course explores fundamental skills and principles for successful intercultural interactions, cross-cultural communication, and cultural competence. This course emphasizes diverse perspectives in a global context to enhance cultural intelligence.

Instructor's Description:

The ability to work, manage, and communicate across diverse settings is an essential skill in today's globalized world—one that will only grow more critical as globalization, technological advancement, travel, and immigration continue to connect people from different cultural backgrounds. Intercultural Communication refers to the processes through which individuals from diverse cultural backgrounds exchange information and construct meaning while navigating differing linguistic, behavioural, and social norms.

Understanding intercultural communication goes beyond simply learning how people from various cultures exchange information; it explores non-verbal communication, cultural norms, taboos, values, and the subtle dynamics that shape human interaction. Intercultural communication occurs in our daily interactions and at every level of business, from multinational corporations to small organizations. This course also examines how culture's influence on individuals has grown increasingly complex due to globalization, immigration, and

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cultural mixing, further underscoring the need to develop strong intercultural communication skills.

Through this course, students will gain insight into communication challenges and opportunities in international business, cultural exchanges, and travel. They will develop greater cultural self-awareness while learning to navigate the mutual exchange of ideas and cultural norms across different contexts and further develop their cultural intelligence in a business context.

Course Learning Objectives:

1. Develop an understanding of culture's influence on individuals and interactions
2. Understand the foundations of intercultural communication
3. Apply strategies of conflict resolution in a cultural context
4. Engage in strategic thinking in business
5. Enhance one's self-awareness and biases

Required/Optional Materials & Prices

Required Text:

Additional reading materials will be posted on Brightspace
• Ahrndt, S. (2020). Intercultural Communication. University of Missouri, St.Louis. Open text https://irl.umsl.edu/oer/24/ FREE!

Additional articles/reading material will be posted on Brightspace.

Grading Scheme

Portfolio Project	50
Portfolio Progress Reports	10
Culture Convos	10
In person Exam	20
Class Contribution	10
TOTAL	100%

Important Dates to Note

Portfolio Project Due: April 14th at 11:59pm
In person Exam: February 24th

University Academic Calendar: https://calendar.carleton.ca/academicyear/

Policies & Accommodations

https://students.carleton.ca/course-outline/
https://carleton.ca/pmc/current-students/academic-accommodations/

Stay updated with important notifications and announcements from Carleton University, by downloading the Carleton University App!

Methods of Evaluation

The following provides a brief overview of the course deliverables. Further details will be communicated during our scheduled class as well as via Brightspace. Please do not hesitate to reach our following our initial course introduction with any additional questions you may have! ☺

Portfolio Project:

The final portfolio project is a flexible, practice-oriented assessment that allows students to demonstrate their learning through a variety of activities rooted in course concepts. Students will have the opportunity to choose the activities that best align with their interests and preferred learning style, accumulating up to 50 points. Each activity reflects an aspect of intercultural communication and will be followed by a structured reflection connecting your experience to course material. 40% of the portfolio project will be based on your final submission, and 10% will be based on their featured activity during our final class exhibition showcasing an element of every student's portfolio project. Students will submit two progress reports throughout the term to ensure they are track with their final submission. Further details will be shared in class and posted on Brightspace.

Culture Convos:

One of the best ways to become aware of your own cultural influences and experiences is to discuss it with someone new! For this exercise, you will be partnered up with multiple classmates to learn more about their intercultural experiences. You will be assessed based on your written reflection submitted at the end of class. This written reflection will be in response to questions provided by the instructor requiring you to integrate course concepts as you reflect on your conversation.

In Person Exam:

There will be one exam that takes place during class partway through the course that will assess your understanding of the material we have covered in class as well as the assigned readings. This exam is designed to ensure that you are understanding and are able to apply the concepts learned throughout the course effectively. More details regarding the exam will be provided during class and communicated via Brightspace.

Late Assignments:

To ensure fairness for all students, penalties will be applied to late assignments: Failure to submit an assignment on time will result in an initial penalty of five (5) percentage points, followed by an additional (2) percentage points per day thereafter. For example, an assignment that would normally merit a grade of 80% would receive a grade of 75% if submitted after the deadline on the due date, 73% if submitted the following day, and so on. Requests for extension will be considered in cases of illness, family emergency, or other exceptional circumstances.

Deferred In-Class Quizzes/Tests or Midterms:

In the event that you are unable to write a midterm, test, or other scheduled assessments due to extenuating circumstances (such as a death in the family, illness, etc.), you must provide appropriate supporting documentation to your professor. Upon review, a deferred test may be offered. Please note that students who do not provide valid documentation or fail to offer a reasonable explanation for missing an assessment will receive a grade of 0% for that test.

The midterm deferral will be held on Monday, March 2 at 7:15am.

Deferred final exams:

If you wish to defer a **Formal Final Exam**, you – the student – must reach out to the registrar's office with the proper documentation prior to the deadline (please refer to https://carleton.ca/registrar/deferral/ for dates). Once the request has been put through, your instructor will be notified for their approval.

Use of Generative Artificial Intelligence

Please select the statement that best describes your course policy. You are welcome to modify the statements to fit your course.

This is an AI-forward course. Students are expected to use generative-AI tools (e.g., ChatGPT, Claude, Copilot) as thought partners and assistants to enhance the quality of their work. Assignments will be graded assuming students had full access to AI support. Use these tools responsibly. That is, verify outputs, apply your own judgment, and cite AI use when relevant. The goal is not to outwit AI but to elevate your learning through it. You can access resources related to citing Generative AI on the MacOdrum Library website. Additional resources are also available on Carleton's Artificial Intelligence Hub.

Or

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes and academic integrity violation.

Or

AI use in this course varies by assignment. Some activities will explicitly invite you to use AI tools; others will require work completed independently. Please read each assignment's

instructions carefully for permitted and prohibited uses. When AI is used, be transparent about how you used it and apply critical judgment to verify its accuracy and relevance.

Preparation and Participation:

Class attendance, preparation, and participation are integral components of your grade. This includes arriving on time, having read all assigned materials, completing required assignments, and being fully prepared to engage in class activities and discussions. This course is designed to be driven by inquiry, debate, and exploration—an approach that broadens perspectives and deepens learning.

Regular attendance is both important and required. Missing more than two classes without a certified reason (such as a medical certificate) will result in failure of the course.

Course Schedule*

Week #	Week of	Topic	Assignment due dates	Readings
1	Jan 6	Course introduction. What is Culture, Anyway?		Miner, H. (1956). Body Ritual among the Nacirema. *American Anthropologist* 58(3), 503–507
2	Jan 13	Intercultural communication competence		Ahrndt, "Intercultural Communication" (2020). Chapter 1 Available at: https://irl.umsl.edu/oer/24
3	Jan 20	Cultural Diversity: Beyond the Melting Pot		Haslam, N. (2017). Cultures fuse and connect, so we should embrace polyculturalism (A. Hansen & S. Petrova, Eds.). The Conversation
4	Jan 27	Multiculturalism: The Hyphenated Experience	**Culture Convos (in class)**	Kil, H. (2024). Not just a love story: 'Past Lives' gives a glimpse into growing up bicultural (I. Daair, Ed.). The Conversation. *Supplemental Reading:* *Valgardsson, S., & Nardon, L. (2025). Towards inclusion through polyculturalism: A critical review of cultural hybridity. International Journal of Intercultural Relations, 105, 102155. https://doi.org/10.1016/j.ijintrel.2025.102155*
5	Feb 3	Social Categorization & Stereotyping		Ahrndt, "Intercultural Communication" (2020). Chapter 2

6	Feb 10	Measuring (and not measuring) culture	Portfolio Progress Report #1 Due at 11:59pm	Ahrndt, "Intercultural Communication" (2020). Chapter 3
		Winter Break — No Class Feb 16th – 20th		
7	Feb 24	Culture Shock (and Awe)	**In person exam starts at 9am** Come to class prepared with questions about your upcoming exchange!	*Supplemental Reading:* Fitzpatrick, F. (2017). Taking the "culture" out of "culture shock" – a critical review of literature on cross-cultural adjustment in international relocation. *Critical Perspectives on International Business*, 13(4), 278–296.
8	Mar 3	Intro to Race & Ethnicity		Ahrndt, "Intercultural Communication" (2020). Chapter 4
9	Mar 10	Digital Bridges: Communicating Across Cultures	Portfolio Progress Report #2 Due at 11:59pm	Ahrndt, "Intercultural Communication" (2020). Chapter 5 *Supplemental Reading:* Berry, P. (2014) Communication Tips for Global Virtual Teams, *Harvard Business Review.* Available at: https://hbr.org/2014/10/communication-tips-for-global-virtual-teams.
10	Mar 17	Overcoming intercultural missteps (stories from exchange)!		Ahrndt, "Intercultural Communication" (2020). Chapter 6
11	Mar 24	BAFA BAFA!!	**Cultural Simulation**	

			starts at 9am	
12	Mar 31	Preparing to Go Abroad & Repatriation	**Final Portfolio Exhibition!! 9am**	Ahrndt, "Intercultural Communication" (2020). Chapter 7

**Any changes to the course outline will be communicated via Brightspace.*

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge *Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.*		✓		
BC2 Collaboration *Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.*		✓		
BC3 Critical Thinking *Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw*			✓	

conclusions based on analysis and evaluation.				
BC4 Communication *Graduates will be effective and persuasive in their communications.*				✓
BI5 Global Awareness (BIB ONLY) *Graduates will be globally-minded.*				✓

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations.

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership, and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Grading

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50

Grades entered by Registrar:

WDN = Withdrawn from the course
DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: **carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf**

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. **carleton.ca/pmc**

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: **carleton.ca/sexual-violence-support**

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. **https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf**

For more information on academic accommodation, please contact the departmental administrator or visit: **students.carleton.ca/course-outline**

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: https://carleton.ca/registrar/academic-integrity/.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.

- All final grades are subject to the Dean's approval.

- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting **https://carleton.ca/its/get-started/new-students-2/**
