

University of Calgary
Department of Anthropology and Archaeology

DEST 485
Intercultural Communication
Fall 2018
Tu/Th 12:30 – 1:50
EDC 384

Instructor: Dr. Marcia Epstein

Office Location: SS 316 **Office Phone:** 403-220-4848

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Web Page: See D2L

Office Hours: Tuesdays and Thursdays 11:30-12, or by appointment.

Prerequisite: DEST 393

Course Description

This seminar course examines intercultural communication at the personal, organizational, societal and international levels, including issues of language, power, identity and influence. An attempt will be made throughout to develop the intercultural communication competence of students to prepare them for potential career trajectories.

Course Learning Objectives

By the end of the course students should be able to:

- approach intercultural dialogue with greater awareness and sensitivity;
- be better able to understand their own cultural perspectives as well as those of others;
- apply techniques to assess and navigate effectively within situations of cultural diversity;
- explain the reasons why communication breakdown occurs in international and intercultural settings;
- demonstrate an awareness of the role of communication in issues of social justice;
- articulate the impact globalization and conflict are having on human communications today.

Internet and electronic communication device information

Cellphones and pagers must be turned off during class unless you are a health care or law enforcement professional, or responsible for the care of a family member. Computers and tablets are welcome as long as they are used appropriately. Research and note-taking* are appropriate during class. Social sites, Twitter, YouTube, games, e-mail and texting are not.

*Be aware that recent research shows that taking lecture notes on a keyboard produces results that are inferior to handwriting:

http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/?&WT.mc_id=SA_MB_20140604 and

<http://pss.sagepub.com/content/early/2014/04/22/0956797614524581.abstract>

Textbooks and Readings:

Rogers & Steinfatt, 1999. *Intercultural Communication* Waveland Press, Incorporated. (at Bookstore)

Assignments and Evaluation

Ethics document: 10% ----- Due Sept. 18

Topic abstracts & annotated bibliographies:

(Round 1) ----- 10% Due Oct. 16

(Round 2) ----- 10% Due Nov. 20

Seminar Presentations & Summary documents:

Round 1-----20% Oct. 25 & 30;

Round 2 -----20% Nov. 27 & 29.

Midterm Exam ----- 10% In class Oct. 18

Final Exam -----10% In class Dec. 6

Participation: see below -----10% Deadline: Dec. 6

Instructions for assignments:

Ethics document: Using the guidelines in the textbook, write about the principles you intend to use to guide your intercultural work. The document should include a description of principles and a justification for each of them: 2 - 3 pages.

Seminar group formation: Each group of (preferably) 3 members should include a mix of majors from the DEST, COMS, and/or Anthropology programs if possible. This will enable cross-pollination of perspectives.

Abstract & Annotated Bibliography: The Abstract is a description of your group's topic, in as much detail as you can manage (it doesn't have to be totally precise because this is just the first stage), and a plan for how you intend to approach the topic and divide the work.

The bibliography should include a minimum of 2 sources per member of your group (more is better), with an annotation for each source. The annotation should describe the general focus of the source (not the entire content of a book!), and how it will be useful to your project. (1-2 concise paragraphs for each).

Legitimate sources can be books, scholarly articles, reliable news sources, films & videos, and/or websites -- it depends on your topic. Please consult the Library databases as your first step: Google and Wikipedia are not sufficient.

The average document will be 3-5 pages in length.

Seminar presentations: Each group will prepare two audio-visual presentations to the class of approximately 20 minutes in length (total, for each project), and hand in:

-a summary document with full citation of sources

-a brief statement from each member of the group of what you learned from the project.

Seminar topic areas

(find a specific topic within these guidelines)

Round 1: Define a problem that applies to your topic

Round 2: Solve it

--Acceptance and integration of refugees in Canada or Calgary: 1) What is being done, 2) How might it be done better?

--Conflict zones (geographical, cultural, or political): 1) Defining history & reasons for conflict, 2) Finding common goals and effective strategies for resolution.

--The role of media (print, broadcast, or online) in 1) Obstructing cultural diversity, 2) Promoting it.

Each topic should include:

- a definition of a problem,
- basic historical background,

- theoretical and/or experiential perspectives.

Solutions may include changes to laws or policies, public-interest advertising campaign designs, education programs, social media campaign designs, and/or creative ideas like posters and songs. Your solution must include a rationale for why you think it will be effective.

Additional guidelines for content, tailored to specific projects, will be given in class.

Participation:

Each student will be required to comment briefly and constructively on the presentations of two other seminar groups), and to post the comments on D2L.

All comments must be kept thoughtful and polite (6%).

The remaining 4 points will be based on in-class participation.

Exams: Questions will be drawn from material in the textbook and lectures, from seminar presentations, and potentially from relevant issues in the news that are discussed in class. Some questions will involve speculative thinking, both theoretical and practical (*e.g. What categories of “difference”, as defined in your textbook, are applicable to situation X?, or How might I introduce a recent immigrant from culture X to Canadian tradition Y?*)

Uncompleted assignments will receive a zero mark which may result in an F grade for the course.

Note: You will be graded on the results of your work. Hard work does not merit an A unless it produces outstanding results.

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your tutor or instructor if possible. If it is not possible to do so, a daytime **drop box is available in SS320**; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of a grade (e.g.: A- to B+) for each day late.

If you need an extension, ask ahead of time: they're possible with a good reason.

Grading System

Work in this course will be graded using percentage grades (point system).

A+	100 - 94.9%	B	79.8 - 74.9%	C-	62.8 – 58.9%
A	94.8 - 89.9%	B-	74.8 – 70.9%	D+	58.8 – 54.9%
A-	89.8 - 84.9%	C+	70.8– 66.9%	D	54.8 – 49.9%
B+	84.8 – 79.9%	C	66.8 – 62.9%	F	49.8% and below

Tentative Schedule of Lectures and Readings

9/6 **Introduction of concepts:** What is culture, anyway? How do we form cultural identities? How do we learn and speak about them

9/11 **Context & contact: Why study intercultural communication?**

Read (before class): R&S ch. 1,2

9/13 **Ethics in context**

Formation of Groups

9/18 **Attribution Theory**

Read: ch. 3

Short ethical position paper due

9/20 **Religion as Culture**

9/25 **East/West, North/South**

Read: ch.4,5

9/27 **Nonverbal Communication**

Read: chapter 6

10/2 Guest: Dr. Deborah Sword

10/4 Seminar Planning?

10/9 Guest TBA

10/11 Seminar Planning?

10/16 **Review**

Abstract & Bibliography documents (Round 1) due

10/18 **Midterm**

10/23 **Class as Culture**

Read: ch.7

10/25 Seminars

10/30 Seminars

11/1 **Overcoming cultural habits**

Read: ch.8

11/6 **Ethics of Cultural Change**

Read: ch. 9

11/8 Seminar planning

11/13-15 Reading Week

11/20 **How to Apply your Skills**

Abstract & bibliography documents (Round 2) due

11/22 Seminar planning

11/27 Seminars

11/29 Seminars

12/4 Review

12/6 Final Exam

Some further details of the schedule will be posted on D2L as soon as they are available. This will include guest lectures and discussions with professionals in intercultural communications.

PLAGIARISM AND CHEATING

Plagiarism: “to steal and pass off the ideas or words of another as one’s own” (Webster’s). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology’s policy on intellectual honesty

DEFERRED EXAMS:

A student who is absent from a test for legitimate reasons must discuss an alternative course of action with the instructor. Deferral of the final exam requires Registrar approval. The instructor at their discretion may transfer the percentage weight for the test to the final examination, if there is a final examination in the course, set another test, etc. Documentation supporting the reason for missing an exam may be required. Deferred exams may be in a different format than the regularly scheduled exam, e.g. essay style questions instead of multiple choice questions. Students must be aware that they are responsible for payment of any charge associated with the medical assessment and documentation as this service falls outside the realm of services provided by the Provincial Health Care Plan

ACADEMIC ACCOMMODATIONS

<http://www.ucalgary.ca/access/accommodations/policy>

Students needing an Accommodation because of a Disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities

Students needing an Accommodation based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to the instructor of this course.

ACADEMIC INTEGRITY

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Calgary is a strong signal of each student’s individual academic achievements. As a result, the University treats cases of cheating and plagiarism very seriously. Non-academic integrity also constitutes an important component of this program.

For detailed information on what constitutes academic and non-academic misconduct, please refer to the following link: <http://www.ucalgary.ca/pubs/calendar/current/k-2-1.html>

All suspected cases of academic and non-academic misconduct will be investigated following procedures outlined in the University Calendar. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources.

Where there is a criminal act involved in plagiarism, cheating or other academic misconduct, e.g., theft (taking another student's paper from their possession, or from the possession of a faculty member without permission), breaking and entering (forcibly entering an office to gain access to papers, grades or records), forgery, personation and conspiracy (impersonating another student by agreement and writing their paper) and other such offences under the Criminal Code of Canada, the University may take legal advice on the appropriate response and, where appropriate, refer the matter to the police, in addition to or in substitution for any action taken under these regulations by the University

TEACHING EVALUATIONS / USRI (Universal Student Ratings of Instruction)

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses. **Your responses make a difference, please participate!** Website: <http://www.ucalgary.ca/usri/>

WRITING ACROSS THE CURRICULUM

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The University supports the belief that throughout their University careers, students should be taught how to write well so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their University courses and, where appropriate, members of faculty can and should use writing and the grading thereof as a factor in the evaluation of student work. The services provided by the Writing Support, part of the Student Success Centre, can be utilized by all undergraduate and graduate students who feel they require further assistance

Emergency Evacuation Assembly Points: In the event of an emergency that requires evacuation, please refer to the following link to become familiar with the assembly points for the class: <http://www.ucalgary.ca/emergencyplan/assemblypoints>

Freedom of Information and Protection of Privacy Act: Freedom of Information and Protection of Privacy Act

The University of Calgary is committed to protecting the privacy of individuals who work and study at the University or who otherwise interact with the University in accordance with the standards set out in the Freedom of Information and Protection of Privacy Act. Please refer to the following link for detailed information:

<http://www.ucalgary.ca/legalservices/foip>

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology and Archaeology Office (ES620) for distribution. Any student not wishing to have their work placed in the office must make alternative arrangements with the course instructor early in the term.

Safewalk Information: Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day to any location on Campus including the LRT, parking lots, bus zones and University residences. Contact Campus Security at (403) 220-5333 or use a help phone, and Safewalkers or a Campus Security Officer will accompany you to your campus destination.

Faculty of Arts Program Advising and Student Information Resources: Have a question, but not sure where to start? Arts Students' Centre

The Faculty of Arts Students' Centre is the overall headquarters for undergraduate programs in the Faculty of Arts. The key objective of this office is to connect students with whatever academic assistance that they require.

In addition to housing the Associate Dean, Undergraduate Programs and Student Affairs and the Associate Dean for Teaching and Learning, the Arts Students' Centre is the specific home to:

- program advising
- the Faculty's Co-operative Education Program
- the Arts and Science Honours Academy
- the Faculty's Interdisciplinary Programs
- a Student Help Desk

Location: Social Sciences Room 102

Phone: 403.220.3580

Email: ascarts@ucalgary.ca

Website: arts.ucalgary.ca/undergraduate/

For registration (add/drop/swap), paying fees and assistance with your Student Centre, contact Enrolment Services at (403) 210-ROCK [7625] or visit them at the MacKimmie Library Block.

Contacts for Students Union Representatives for the Faculty of Arts:

arts1@su.ucalgary.ca

arts2@su.ucalgary.ca

arts3@su.ucalgary.ca

arts4@su.ucalgary.ca

Ombudsman`s office: <http://www.ucalgary.ca/ombuds/>