

University of Calgary

Department of Anthropology and Archaeology

DEST 485

Intercultural Communication

Fall 2019

Tu/Th 12:30 – 1:45

ST 059

Instructor: Dr. Marcia Epstein

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Web Page: See D2L

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

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 with credentials, 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* (at Bookstore).

Assignments and Evaluation

Topic abstracts & annotated bibliographies:

(Round 1) ----- 10% Due Sept. 26

(Round 2) ----- 10% Due Oct. 31

Seminar Presentations & Summary documents:

Round 1-----20% Oct. 17, 22, 24

Round 2 -----20% Nov. 19, 22, 26

Midterm Exam ----- 20% In class Oct. 8

Participation: see below ----- 10% Deadline: Dec. 3

Final Exam (in class) ----- 10% Dec.5

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

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 misconduct

The University expects Students to conduct Academic Activities with integrity and intellectual honesty and to recognize the importance of pursuing and transmitting knowledge ethically. “Academic Misconduct” includes such things as Cheating, Falsification; Plagiarism, Unauthorized Assistance and failure to comply with exam regulations or an Instructor’s expectations regarding conduct required of Students completing academic assessments. Academic Misconduct is a serious form of intellectual dishonesty with significant consequences. Students who participate in, or encourage the commission of, Academic Misconduct will be subject to disciplinary action which could include Probation, Suspension, or Expulsion from the University. For more information see the Student Academic Misconduct Policy (<https://www.ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>)

Instructor intellectual property

Lectures, demonstrations, performances, and any other course material provided by an instructor includes copyright protected works under the Copyright Act and all forms of electronic or mechanical recording of lectures, laboratories, tutorials, presentations, performances, electronic (computer) information, the duplication of course material, and to the translation of recordings or transcriptions of any of these materials to another form by electronic or mechanical means by students is not permitted, except.

- As a formal accommodation as assessed by the Student Accessibility Services and only for individual private study and only at the discretion of the instructor.
- With the permission of the instructor, students without a formal accommodation may audio record lectures, provided that the student and instructor sign a release form available from departmental and faculty offices. A copy of the Release form shall be retained by the instructor and by the department in which the course is offered. Any audio recording by students is permitted only for the purposes of private study by the

individual student. Students may not distribute, email or otherwise communicate these materials to any other person.

- For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed.
- Any use other than that described above (e.g. distributing, emailing or otherwise communicating these materials to any other person, constitutes academic misconduct and may result in suspension or expulsion.
- Students are encouraged to make notes of classroom discussions, lectures, demonstrations etc.

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. The Department of Anthropology and Archaeology keeps exams and any term work not picked up for a minimum of one year after which it is destroyed. Please refer to the following link for detailed information: <http://www.ucalgary.ca/legalservices/foip>

Academic Accommodations

It is the student's responsibility to request academic accommodations according to the University policies. Students requesting an Accommodation on the basis of Disability are required to register with Student Accommodation Services (SAS) by submitting a Request for Accommodation in accordance with the Procedure for Accommodations for Students with Disabilities (<https://www.ucalgary.ca/policies/files/policies/procedure-for-accommodations-for-students-with-disabilities.pdf>). SAS will issue a Letter of Accommodation which must be presented to either designated contact person within the Department or the appropriate Instructors within 10 days of the beginning of term. Students needing an Accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their Instructor or the Department Head/Dean or to the designated contact person in their Faculty.

Copyright

All **students** are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Support and Resources:

Non-course-specific related information can be found on the Office of the Registrar's website: <https://www.ucalgary.ca/registrar/registration/course-outlines>

Note: information here includes

- Emergency Evacuation/Assembly Points
- Wellness and Mental Health Resources
- Student Success Centre
- Student Ombuds Office
- Student Union (SU) Information
- Safewalk

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

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 behavior 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.

Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see:

the University of Calgary Research Ethics site:

<http://www.ucalgary.ca/research/ethics/cfreb>

Schedule of Lectures and Readings

9/10 Introduction of concepts: What is culture, anyway? How do we form cultural identities? How do we learn and speak about them?

9/12 Context & contact: Why study intercultural communication?

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

Ethics in context

9/17 Attribution Theory

Read: ch. 3

Formation of Project Groups

9/19 Religion as Culture

Project Group check-in

9/24 East/West, North/South

Read: ch.4,5

9/26 Nonverbal Communication

Read: chapter 6

Abstract & Bibliography documents (Round 1) due

10/1 **Guest:** Dr. Deborah Sword, Mediator

10/3 **Review (chapters 1-6)**

10/8 **Midterm**

10/10

Seminar Planning

10/15 **Class as Culture**

Read: ch.7

10/17 **Seminars**

10/22 **Seminars**

10/24 **Seminars**

10/29 **Guest:** Ms. Naiwen Liu, Translator

10/31 **Overcoming cultural habits**

Read: ch.8

Abstract & bibliography documents (Round 2) due

11/5 **Ethics of Cultural Change**

Read: ch. 9

11/7 Seminar planning

11/12-14 Reading Week

11/19 **Seminars**

11/21 **Seminars**

11/26 **Seminars**

11/28 **How to Apply your Skills**

12/3 **Review**

12/5 **Final Exam**