

Department of Anthropology and Archaeology
DEST 485: International and Intercultural Communication
FALL 2021: September 7 to December 8 (excluding Oct 11 and Nov. 7-13)
MW 9:30-10:45

Delivery is online, via Zoom

IMPORTANT NOTE FOR ONLINE COURSE DELIVERY

Asynchronous & Synchronous Course Components: Please read this outline carefully to see which course components will be offered synchronously (where you are expected to participate in person or online at the usual scheduled course time) and which components will be offered asynchronously (to be completed on your own time). Synchronous sessions hosted on Zoom can be accessed on D2L by clicking on the Communications tab and selecting Zoom.

Note: If you will not be able to participate in synchronous in-class or online class sessions owing to time differences or geographical location, then consult with the instructor to see if accommodation is possible or arrange to take this course in a future term.

Name	Dr. Marcia Epstein
Office:	SS 316
Email:	epstein@ucalgary.ca
Web Page:	D2L (access via MyUofC portal)
Office Hours:	10-10:45 TR online, or at the end of class: By appointment (<i>let me know the time you need so I can set up Zoom</i>)

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, as well as communication failures and why they happen. An attempt will be made throughout to develop the intercultural communication competence of students to prepare them for potential career trajectories. Student experiences will be an important part of the content.

- **Additional Information**
The weekly schedule of topics and readings can be found on D2L.
- Students are responsible for reading and following all course and university policies discussed in this outline.

Objectives of the Course

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 impacts globalization and conflict are having on human communications today.

Required Textbooks and Readings

Suen, E. and Suen, B., *Intercultural Communication: A Canadian Perspective*. (Print or E-Book). E-books can be rented from the publisher, Canadian Scholars Press.

Learning Technologies and Requirements

In order to complete online (or blended) courses, University of Calgary students are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security and malware updates, with current antivirus software enabled;
- Broadband internet connection, and a current and updated web browser;
- A webcam (built-in or external), and a microphone and speaker (built-in or external) or headset with microphone.

If you need access to other software programs to complete assignments, your instructor will provide relevant information and links.

If you have technical difficulties, contact IT support services. See <https://www.ucalgary.ca/pubs/calendar/current/student-campus-services-information-technologies-it.html>

Policy on the Use of Electronic Communication Devices

Phones 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 dependent family member. 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>

Please familiarize yourself with the University's policy on the recording of lectures, which is outlined at <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>, and carefully review the section on Instructor Copyright at the end of this outline.

Assignments and Evaluation (see Instructions below)	Due
Ethics Statement ----- 10%	15 Sept.
Topic abstract & annotated bibliography----- 20%	29 Sept.
Seminar Presentation1 ----- 20%	13-21 Oct.
Seminar Presentation 2 (presentation + document) ----- 20%.	23-30 Nov.
Participation: Posts re: discussions & presentations -----10%	Entire term
Final Essay (3-5 pages, with choice of questions) -----20%	8 Dec.

Students can add the course until September 17.

Registrar-scheduled Final Examination: No

Instructions for assignments:

Ethics statement: Following the discussion and readings at the beginning of the course, write a 1-2 page statement describing the ethical guidelines you will use to inform your practices with intercultural communication. What are the relevant guidelines and boundaries?

Seminar group formation: Each group of 3-4 members should include a mix of majors from the DEST, COMS, and International Relations programs if possible. This will enable cross-pollination of perspectives and skills.

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 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 entry).

Legitimate sources can be books, scholarly articles, reliable news sources, films & videos, and/or websites -- it depends on your topic. Personal experience from travel or volunteer work can also be included. 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 submit on D2L:

- 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

Round 1: Define a problem that applies to your topic

Round 2: Solve it

Focal points:

- The effects of media reporting (print, broadcast, and/or online on climate crises
- Reporting in Canadian media on issues faced by Canadian Indigenous communities
- Reporting on issues in international conflict zones (choose two or more sources to compare)

Each topic should include:

- a definition of the problem,
- basic historical background,
- theoretical and/or experiential perspectives on solutions.

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: Comments and questions for discussion will be part of most class sessions. Individual student contributions will be recorded on Zoom Chat lists and used to evaluate participation points. So will contributions to synchronous class discussions.

Final Essays: A choice of topics 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; they will be sent out 2 or 3 days before the essays are due. Content 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?*)

Note: First, they’re not exams.

They’re very open: not just one right answer, but a spectrum of possible approaches. You will be asked to choose one out of a total of 2 or 3 questions that are posted on the date specified in the course outline, and the one you

choose will provide the focus for a short essay of (average) 3-5 page equivalents. The textbook and posted lecture slides will be available (not forbidden).

The essays will be evaluated on knowledge of the course material, clarity of expression (e.g., can you explain concepts?), use of examples to show what you know, reference to lecture and text material, and coherence of your writing. It's the same standard that applies to any academic subject.

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

Submission of Assignments

Please submit all assignments by uploading them to the designated D2L dropbox. Include your name and ID number on all assignments. Be sure to keep a copy of each submitted assignment and to submit the proper version.

Private information related to individual students is treated with the utmost regard by University of Calgary faculty. Student assignments will be accessible only by the authorized course faculty, and personal information is collected in accordance with the *Freedom of Information and Protection of Privacy (FOIP) Act*. Please note that instructors may use audio or video recording for lesson capture, assessment of student learning, and self-assessment of teaching practices.

Policy for Late Assignments

Assignments submitted after the deadline may be penalized with the loss of 5% or a partial letter grade (e.g.: A- to B+) for each day late.

If you need to miss a required component of the course, contact your instructor as soon as possible. Accommodation can be made for emergencies and medical situations; documentation may be necessary.

Student Accommodations

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services (SAS); SAS will process the request and issue letters of accommodation to instructors. For information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation based on a protected ground other than disability should communicate this need in writing to their Instructor. For the full policy on Student Accommodations, see <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students seeking accommodation for transient illnesses (e.g., the flu) or another legitimate reason should contact their instructors. Whenever possible, students should provide supporting documentation to support their request; however, instructors may not require a medical note. For information on the use of a statutory declaration, see the *University Calendar*: <https://www.ucalgary.ca/pubs/calendar/current/m-1.html>

Expectations for Writing

Department policy directs that all written assignments and, to a lesser extent, written exam responses be assessed at least partly on writing skills. Writing skills include not only surface

correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization and proper documentation of research sources. For further information, please refer to the *University of Calgary Calendar* section on writing across the curriculum: <http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

Grading

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

A+	95 – 100%	B	75 – 79.9%	C-	59 – 62.9%
A	90 – 94.9%	B-	71 – 74.9%	D+	55 – 58.9%
A-	85 – 89.9%	C+	67 – 70.9%	D	50 – 54.9%
B+	80 – 84.9%	C	63 – 66.9%	F	< 50%

Plagiarism

Using any source whatsoever without clearly documenting it is a serious academic offense. Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. These requirements apply to all assignments and sources, including those in non-traditional formats such as Web pages or visual media.

You must document not only direct quotations but also paraphrases and ideas where they appear in your text. A reference list at the end is insufficient by itself. **In-text citations must be provided, and readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin.** Wording taken directly from a source must be enclosed within quotation marks (or, for long quotations, presented in the format prescribed by the documentation style you are using). Paraphrased information must not follow the original wording and sentence structure with only slight word substitutions here and there.

For information on citation and documentation styles (MLA, APA, Chicago, IEEE, etc.), visit the Student Success Centre resource links at <https://ucalgary.ca/student-services/student-success/writing-support> or the Purdue Online Writing Lab (OWL) Research and Citation Resources at https://owl.purdue.edu/owl/research_and_citation/resources.html

If you need help with your writing or have questions about citing sources, consult your instructor or visit the Student Success Centre, Taylor Family Digital Library. To book an appointment, go to <https://ucalgary.ca/student-services/student-success/writing-support>

Instructor Intellectual Property & Copyright Legislation

Course materials created by the instructor (including lectures, course outlines, presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the same course section and term may be allowed under fair dealing. Check with the instructor if you have any questions about sharing materials with classmates.

To ensure they are aware of the consequences of unauthorized sharing of course materials (including instructor notes & electronic versions of textbooks), all students are required to read the *University of Calgary Policy on Acceptable Use of Material Protected by Copyright* at <https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy> and the requirements of the *Copyright Act* (<https://laws->

lois.justice.gc.ca/eng/acts/C-42/index.html). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

Academic Misconduct

For information on academic misconduct and its consequences, please see the *University of Calgary Calendar* at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

Deferrals of Course Work and Requests for Reappraisal

For university regulations and procedures related to deferral of term work, see <https://www.ucalgary.ca/pubs/calendar/current/g-7.html>

For information about deferrals of final examinations, see <https://www.ucalgary.ca/pubs/calendar/current/g-6.html>

For information about requesting a reappraisal of course work or of a final grade, see <https://www.ucalgary.ca/pubs/calendar/current/i.html>

Student Support Services and Resources

Please see <https://www.ucalgary.ca/registrar/registration/course-outlines> for information about student support services and resources, including Wellness and Mental Health Resources, Student Success programs and services, the Student Ombuds Office, the Student Union, and Safewalk. For resources on D2L, Zoom, Yuja, etc., see <https://elearn.ucalgary.ca/desire2learn/home/students>. (Find the topic menu under the icon to the left of the ELEARN banner.)

Schedule of Lecture Topics and Readings

9/8 (W)– Virtual Meet-up: Course plans, questions, Who's Where and where you've traveled (stories!), what to do when Zoom is finicky.

9/13 Introduction: Culture, communication, “difference”, and why we get confused.

Seminar group information. Read: Suen & Suen, xvi through ch 1.

9/15 Group formation options, S&S ch.2

For the remaining schedule, see D2L in September.