



ICS 205 *Intercultural Communication* (3)

Fall 2005

Instructor: Emma Emgård

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Class Times: Wednesdays & Fridays 13.00-14.15

Class Location: TBA

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Course Description

In this course we will deal with foundational principles for communication between people from different cultures. You will learn to be aware of the influence of thinking processes, worldviews, verbal and non-verbal behaviors.

Course Objectives

What we think about communication has consequences for how we communicate. Regardless of whether we relocate to a different nation and speak to people we meet there or if we speak with a co-worker in our hometown, we have probably crossed some cultural border. Therefore, everyone needs to be aware of the principles involved in cross-cultural communication.

After completing the course, you should be able to:

- explain the importance of cross-cultural communication.
- explain basic components of cross-cultural communication.
- explain the importance of cross-cultural communication to change, transformation and conversion.
- identify personal traits in your perception of reality and explain how these traits affect communication.
- evaluate different means and models of communication.
- suggest how to apply principles of cross-cultural communication in daily life.

Required Texts

Lustig, Myron W. and Jolene Koester.

2006 *Intercultural Competence: Interpersonal Communication Accords Cultures*.
5th ed. Pearson, Boston, MA.

A choice of two books, available on the library reserve shelf.

***TENTATIVE* Course Schedule**

Date	Topic	Reading Lustig & Koester
September 7	What is Intercultural Communication and Why Study it?	Chapters 1-2
9	Jesus' communication	
14		
16	Anxiety and Uncertainty	Pages 119-120
21	Cultural Difference	Chapters 4-5
23		
28		
30		
October 5	Cultural Identity	Chapter 6
7		
12		
14	Stereotypes, Prejudice and Privilege	
19		
21		
28		
November 2	Verbal, Non-Verbal Communication and Interpreting Messages	Chapters 7-9
4		
9		
16		
18		
23		
25	Face, Shame and Guilt	
30	Conflict	
December 2	Competent Communication	Chapters 3, 10-12
7		
9		
13	Student Presentations	

Course Requirements

1. Active Class Participation

Active participation means more than being present and on time; it means that you actively interact in the class discussion.

- Grading
 - You will automatically receive 3% for attending class and responding when called upon. If you want higher points you will do frequent and relevant interaction. In order to receive 8% or higher, your interaction must show outstanding insights.

2. Field Research and Four Reports

During the semester we will watch a number of movies, and you will do fieldtrips around Calgary (at times we will do this during the lectures at other times you will do it on your own time).

- You must analyze four of these experiences using the reading, the lectures and your own experience. You will always conclude with a section on how you will use this new insight in your own communication with the “stranger.”
- At times you will give both a verbal and a written a report, at other times it will be only a written report. At times you will do this in groups at other times it will be done individually. You will receive more information in class.
- Grading
 - You will receive C+ for each report if it is done on time and if you have done what the assignment asked for. In order to get an A grade you must show outstanding insights.
 - You must hand in all the different parts of this assignment or you will receive a failing grade for “Field Research and Reports.”
- Due dates:
 - Seven days (including holidays) following the field research/video.

3. Final Paper

You will be assigned to read two of the following books and a few chapters in the third book. The material is available in the library on a two day loan. Any library in the city is likely to have these books—but be aware that there might be a waiting period since some of the books are popular.

- One of the following:
 - *Mountains Beyond Mountains: The Quest of Dr. Paul Farmer, a Man Who Could Cure the World*, by Tracy Kidder.
 - *The Kite Runner* by Khaled Hosseini.
 - *The Spirit Catches You and You Fall Down* by Anne Fadiman
- And, one of the following:
 - *1st Lady Detective Agency* (or any other in the series) by Alexander McCall Smith
 - *The Global Soul: Jet Lag, Shopping Malls, and the Search for Home* by Pico Iyer
- And a few chapters in
 - *The Poisonwood Bible* by Barbara Kingsolver

There are a few parts to this assignment:

During the semester you will continually share these insights in class. As the term goes on you will be able to categorize your learning according to the topics we cover in class.

- **Cultural learning**
 - You will read and keep a detailed list of what you learn about the particular cultures in the first two books. You will email me this list as an email attachment. You will organize the list in whatever way you desire, but it must be organized according to some obvious logic. Just listing things in alphabetical or order of page number is not acceptable.
 - ◆ The first book must be completed, and the list emailed by September 23
 - ◆ The second book must be completed, and the list emailed by October 21
- **Examine your own ethnocentricity**
 - You will read a few chapters in Kingsolver and from that reading and from other class learning you will write a two to three page reflection paper about your own ethnocentrism.
 - Due date to be announced in class.

- **Final paper**
 - In the end of the term you will write a five to six page paper where you compare and contrast your learning from these books with your own Canadian experience (and if you have had extensive cross-cultural experience you should bring in that as well), the required text book, and what we have talked about in class, including the different videos/fieldtrips.
 - ◆ You will end with a conclusion as to how you will use the new insight when you communicate with people from a culture different than your own. You will also give a 10 minute presentation in class about your overall learning and how it applies in your own communication with “strangers.”
 - ◆ You will include a cover page (see example in the appendix) and a References Cited page.
 - Due date for both the written and verbal report: December 13.
- **Grading**
 - Report 1 and 2: You will be graded on the categorization and depth of learning from the two reports (15%).
 - Report 3: You will be graded on the depth of insight into your own ethnocentrism (5%).
 - Final Paper: This deals with general cultural learning rather than culture specific, yet it must be significant learning. A paper that restates the book findings and compares those to lectures/experience will receive a C+ grade. In order to receive an A grade you will have to show *outstanding* insights. (30%)
 - ◆ To ensure that you write succinctly, you will receive a 10% penalty for every page you go above the six required pages.
 - You must hand in all the different parts of this assignment or you will receive a failing grade for “Reading and Analyzing Books.”

Course Grade

	% of grade	Estimated Hours
Active class participation	10	27
Required reading (needed for assignments and exams)	50	43
Field research and reports	40	20
Total	100%	90

The estimated hours are based on an average student receiving a B grade.

Important Notes

- ◆ It is the responsibility of all students to become familiar with and adhere to CBC Academic Policies, such as the policy on Academic Dishonesty, which are stated in the current Catalogue.
- ◆ All assignments must be emailed to me and they must be attachments. Do not send an assignment in the text of an email. Each email must be titled with ICS 205 and the name of the particular assignment (i.e. “List book 1”, or “Field exp 2”).

- ◆ Late policy: The assignments are due at one minute to midnight of the due date. Any assignment that is not emailed on time will receive a penalty, 10% for the first day (note: **the day starts at 12.01 am**) and then 3% for each of the following 10 days (including holidays). After that the paper will receive 0 points. (This penalty relates to any assignment.)