



ICS 205 Intercultural Communication Winter 2012

Instructor: Dr. Adriana Fishta-Bejko
Phone: 410-2000 Ext 6930
E-mail: abejko@ambrose.edu
Office Hours: By appointment
Class Time: Wednesday/Friday 8:15am-9:30am
Class Location: A1085/1Airhart

Required Text

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, and verbal and non-verbal behaviors in developing communication skills. You will also learn that what we think about communication has consequences on 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 and intercultural communication.

At the end of this course, you should be able to:

- explain the importance of cross-cultural and intercultural communication;
- explain basic components of cross-cultural and intercultural communication;
- explain the importance of cross-cultural communication and intercultural to change, transformation and understanding;
- 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 and intercultural in daily life;
- identify the main characteristics, skills, and behaviours of an effective intercultural person.

Required Textbook

Jandt, Fred. (2004) *Intercultural Communication: A global Reader*. Sage Publications

Choose one of the following for your book review: Note that more than two people enrolled in ICS 205 can read the same book but the book review that you will submit as an assignment should be different. The following books are at the library on the reserve shelf for you.

Achebe, Chinua. Things Fall Apart. Heinemann Educational Publishers. 1996

Fadiman, Anne. The Spirit Catches You and You Fall Down. New York, Farrar, Straus and Giroux, 1997.

Fonseca, Isabel. Bury me Standing. New York, Random House, 1995.

Hosseini, Khaled. The Kite Runner. Anchor Canada, 2003.

Hosseini, Khaled. A Thousand Splendid Suns. London, Penguin Books, 2007.

Kidder, Tracy. Mountains Beyond Mountains. New York, Random House, 2004

Hirsi Ali, Ayaan. Infidel. New York, Free Press, 2007.

Nafisi, Azar. Reading Lolita in Teheran. NEW YORK, Random House, 2003.

McCall Smith Alexander. The No. 1 Ladies' Detective Agency. Ancor, 2003.

Mortenson, Greg and David Oliver Relin. Three Cups of Tea. London, Penguin Books, 2006.

Course Requirements

All written assignments must be submitted via the moodle system or as an attachment to an e-mail to the professor at the latest by midnight on due date. Submissions past midnight of the due date are considered one day late and there will be grade penalties for that. You may need to print a copy showing you have submitted the document.

Every assignment should have:

- A cover page as shown below with the title of assignment, your first name, last name, initial, and student I.D. and, also, professor's name (look at the example)

Assignment#1:
 Student : Ana F. Trimanti
 Student I.D.:.....
 Professor: Dr. Adriana Fishta-Bejko

- Failure to label your submissions this way will lead to 3% deduction of your course grade—each time!
- Make sure you do a good proof reading of your assignments and check grammar and spelling as the professor expects a university level of academic writing in your papers.

ASSIGNMENTS

1. A **Book Review** is a descriptive and critical or evaluative account of a book. Like the book report, it provides a summary of content and an analysis of structure, yet, different from a book report, in a book review you will also assess the value of a book and recommend (or not recommend) the book to other readers. You will read and report on one short novel from the list above. Besides that, everybody is required to read **Things Fall Apart** and prepare for a class discussion. The second short novel will be your choice. The books are available on the reserve shelf in the library.
 - **Analysis on *Things Fall Apart*:**
 - You will participate in a class discussion about how we communicate the gospel,
 - You will write a one page (single space) book review analyzing the book from a missiological communication point of view. **10%**
 - **Book Review on the second novel:**
 - You will write a five page paper (not including the cover page) on what you have learned about communication from a different culture. You must always show how you have gained your insights and what difference it will make in your own communication. Your paper must include extensive analysis of communication in the novel based on what we learn from the textbook and lectures.
 - Note: you cannot use a book you have already read or one where you have seen the movie, for the Book Review.

Following are the requirements for the book review paper:

- **The author's intention** may be apparent by the way the author treats the subject. Is the material meant for specialists, students, or the general public? Is it limited to a narrow area or is it a survey of the subject? Several areas may provide clues: appendices, bibliographies and general indexes usually accompany scholarly works; prefaces and introductions often contain an author's explicit statement of intention; the content and style of expression will be a good indication of the intended audience.
- **Subject and thesis statement** - What is the book about? Tell your reader not only the main concern of the book in its entirety (subject) but also what the author's particular point of view is on that subject (thesis statement). If you cannot find an adequate statement in the author's own words or if you feel that the stated thesis statement is not that which the book actually develops (make sure you check for yourself), then you will have to compose a thesis statement that does cover all the material. This statement must be brief (a sentence or a very short paragraph), accurate and comprehensive.
- **Analysis of Structure** -The thesis statement will clearly indicate the major idea of the book, but you must also point out the organization of subsidiary ideas, and how they relate to the thesis statement and to one another. The chapter headings and sectional divisions will reveal most of the outline of the book; however, on

reading the book, you may see another plan, with somewhat different divisions. If you cannot identify a plan in the novel, make your own plan, showing clearly the order and relation of the parts. Whether your own or the author's plan, it should include the thesis statement, major parts, their division into sections and the main points in these sections (summary of content).

- **Summary of content** - The summary is based on your reading notes, follows the author's order, and is drastically reduced to the chief ideas which advance the author's argument. It may be presented with the analysis of structure or discussed separately.
- **Critical Comments** - Although the book review is mainly concerned with content and structure, it may contain some critical comment or your opinion about the book. Critical comments should form the bulk of the book review. State whether or not you feel the author's treatment of the subject matter is appropriate for the intended audience. Ask yourself:
 - Has the purpose of the book been achieved?
 - What contribution does the book make to the field?
 - Is the treatment of the subject matter objective?
 - Are there facts and evidence that have been omitted?
 - What kinds of data, if any, are used to support the author's thesis statement?
 - Can the same data be interpreted to alternate ends?
 - Is the writing style clear and effective?
 - Does the book raise issues or topics for discussion?
 - Support your evaluation with evidence from the text. In conclusion, you may want to state whether you liked or disliked the book and would you recommend it to somebody else to read.

10%

2. Midterm

The exam will cover readings and lectures and focus on the concepts covered in class and how they apply in cross-cultural and intercultural communication scenarios.

3. Racism and Ethnocentrism Reflection

- You will write a three page personal but well researched reflection paper about racism. You will interact with aspects treated in the movie Crash, your own experiences, and readings. You will do a few hours of internet/newspaper research about incidents in Calgary, as well as read three articles about racism in general. You will end your paper with a conclusion about where you see yourself and what, if anything needs to change in your own life and attitudes to make an interculturally effective person. There is no specific format for the paper, but you must include a cover page and a reference's cited page.

4. Research Paper

You will write a eight-to-ten page paper. Choose one of the following topics: shame, silence, saving face, or conflict resolution. You will research how your chosen issue is dealt with in your own culture, compare that to other cultures, and research what the Bible teaches about that issue. You will include insights from all the books and

articles you have read, and from the lectures. I expect you to spend about 20 hours in research not including the actual writing. You will, also, do a ten minute presentation of your paper in class. You will present to the class before the paper is due, thus you may incorporate ideas you hear from your fellow students' presentations.

- Write up: (Use MLA format—from EN 113)
 - Begin with an introduction where you share why you chose your topic. Remember, an interesting opening will get the reader excited and it is more likely to give you a good grade!
 - In the main body of the paper you analyze the topic. You should integrate insights from at least five sources in addition to books and articles read for the class. Note that Wikipedia is not an acceptable source, and that simply quoting what a source says does not qualify as analysis.
 - In the conclusion, you do not add any new information, just bring the information together and give the reader a “So what?” of what you discovered from this research.
 - You will include a Title Page, a References Cited page, and an Appendix—all on separate pages. (For a sample of Title Page see Appendix #1, at the end of this syllabus). In the appendix you will state how you have used your time. List how much time you have spend finding resources and how you went about finding them, time for reading each one of your different sources, state number of pages read, and the amount of time you spend writing.
- Presentation: Your research paper and presentation will be in leu of a final exam, so prepare well for both these requirements.
 - Why did you choose the topic and what are your major insights? Think of this as ten minutes teaching to a group that has some awareness of intercultural communications. Note, you have ten minutes and **only ten minutes**, if your teaching aids are not working, that is still part of your ten minutes.
- Grading for the final Research Paper: **(40%)**
 - **Written Paper (35%):** you will be graded on quality of information, flow of the paper, depth of analysis, the apparent self discovery, and English grammar and spelling, as well as insight from the textbook. If it seems that you have not learned something significant that will lead to behavior and/or attitudinal change, you probably will not receive higher than just a passable grade.
 - For the **presentation (5%)** you will be graded on content, flow, creativity and use of time.

Due dates and Percentage of Grade

Please note:

- 1) you must complete ALL the assignments in order to get a passing grade
- 2) The due dates do not always coincide with a day of lecture

| | Due date | % of grade |
|---|------------------|------------|
| Active Participation | na | 5 |
| Book Reviews | | |
| *Achebe (discussion + 1 page review) | January 27, 2012 | 10 |
| *Novel of choice (submit a five page paper, not including the title page) | February 8, 2012 | 10 |

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|-----------------------------------|-------------------|------|
| Midterm | March 14, 2012 | 25 |
| Racism & Ethnocentrism reflection | February 17, 2012 | 10 |
| Research Paper | April 6, 2012 | 40 |
| Total | | 100% |

Grading:

| <u>Letter Grade</u> | <u>Description</u> | |
|---------------------|--------------------|----------|
| A+ | | 95% |
| A | Excellent | 90-94% |
| A- | | 85-90% |
| B+ | | 80-84% |
| B | Good | 76-79% |
| B- | | 72-75 % |
| C+ | | 68-71% |
| C | Satisfactory | 64-67% |
| C- | | 60-63% |
| D+ | | 56-59% |
| D | Minimal Pass | 50-55% |
| F | Failure | below 50 |

Important Notes

Learning and Classroom Etiquette

At Ambrose we believe that learning is an active and interactive process, a joint venture between student and teacher and between student and student (i.e., learning is not just “downloading” information from teacher to student). Therefore, it is expected that professors will come to each class well read and prepared to engage students on the topic at hand, giving students the utmost attention and respect. In turn, it is expected that students will take an active role in the learning process. This includes: (a) regular class attendance, (b) reading course material in advance of class, (c) showing up to class on time, and (d) attentively and proactively being “present” at class (i.e., not on the internet, not texting, not conversing with the person beside you). Committing to this type of "active learning" significantly increases the learning experience for both teacher and student, and reflects the Christian ethos of excellence and respect that lies at the heart of the Ambrose educational experience.

It is the responsibility of all students to become familiar with and adhere to academic policies of as are stated in the Student Handbook and Academic Calendar.

Personal information, that is information about an individual that may be used to identify that individual, may be collected as a requirement as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a “Course Extension.” Alternative times for final examinations cannot be scheduled without prior approval. Requests for course extensions or alternative examination time must be submitted to the

Registrar's Office by the appropriate deadline. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar and the Student Handbook that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean.

Students are advised to retain this syllabus for their records.

APPENDIX #1

**CATCHY BUT INFORMATIVE
TITLE OF THE PAPER**

By
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Email
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In Partial Fulfillment of the Requirements for
Intercultural Compunction ICS 205
Dr. Adriana Fishta-Bejko
March 28, 2012

Checklist for Your Research Paper

Once you have selected your article to review, use the following criteria to draft a review of the article.

1. Is the problem clearly stated? Do they let you know what they are going to study and why it is important?
2. Does the problem have theoretical rationale? Does their coverage of previous research and literature suggest that the variables they are interested in studying are logical?
3. How significant is the problem? (Does it have heuristic value?) Or does the study seem to one that has just been done for the sake of the author gaining another publication.
4. How strong is the review of the literature? If so, is it relevant or is the literature and research covered provided as filler?
5. How adequately has the literature been surveyed? This will require you to know a bit about the rest of the literature on the topic – your knowledge will let you determine whether they are missing a large proportion of the most important research/literature writings in the area.
6. Were primary or secondary sources used? Were secondary sources relied on too heavily? (Primary are the original studies e.g., Bowlby, 1977 → while secondary sources are represented as a citation in a citation e.g., Bowlby, 1977 as cited in Ainsworth, 1992).
7. Does the review critically evaluate previous findings and studies or is it only a summary of what is known without pointing out any possible deficiencies or alternative explanations?
8. How clearly are the hypotheses stated? Are the hypotheses testable? Do they provide a suggested answer to the problem? Are all terms adequately defined clearly enough so that you or another researcher can understand what they have done and what the results mean?
9. Is the procedure (or method) used to answer the problem fully and completely described so that another researcher could replicate the study?
10. Is the population described fully? Did the researcher use the total population or did she sample from it? If so, how was it selected? (If it was a convenience sample, are they trying to generalize to too large a population?) Is the sample representative of the population from which it was selected?
11. Are there probably sources of error that might influence the results of the study?
12. Are the conclusions presented clearly (in the discussion)? Are the conclusions consistent with theory and/or known facts? Does the data support the conclusions?
13. What are the limitations of the study? Are they stated?
14. Does the study set the platform for further research in the area?

Adapted from Lehmann, I. J., & Mehrens, W. A. (1979). *Educational research in focus* (2nd edition). Austin, TX: Holt, Rinehart and Winston.

APPENDIX #2

| Date | Topic | Reading | Assignment |
|------------|--------------------|--------------|------------|
| 1. January | CULTURAL VALUES | | |
| 11 | Course Outline and | Claude Levi- | |

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|-------------|--|---|---|
| | Requirements What is Culture ? | Straus Pg, 3-7 & Ashleigh Merrit et.al. Pg13-27 | |
| 13 | *Race History and Culture; *Human Factors on the Flight Deck: The Influence of National Culture | Rueyling Chuang Pg.38-50 & Jung- Huel Becky Yeh et.al Pg 51-64 | |
| 18 | *An examination of Taoist and Buddhist Perspectives on Interpersonal Conflict, Emotions and Adversities: *Cultural Values and Argumentative Orientations for Chinese People in Taiwan, Hong Kong and Mainland | Jonathan Zhu et.al. Pg 65-83 | |
| 20 | *Information Accessibility, User Sophistication and Source Credibility: The Impact of the Internet on the Value Orientation in Mainland China | Gene Aldrige Pg.84-98 | |
| 25 | *What is American (Canadian) Culture? | Peter Muhlhausler Pg.103-107; Amadou Hampate Ba Pg. 108-111 & Eric Aoki Pg. 112- 130 | |
| 27 | ROUND TABLE DISUCSSION | | Achebe discussion and paper <u>DUE</u> <u>10%</u> |
| 2. February | LANGUAGE | | |
| 1 | *Babel re-visited; *Africa: The Power of Speech; *Mexican American Ethnicity in Biola, Ca: An Ethnographic Account of Hard Work, | Kil-Ho Kang Pg. 131-142 & He – Sun Kim et.al. Pg. 143-159 | |

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| | Family and Religion | | |
| 3 | *Korean Politeness Strategies *Online Communication Between Australians and Koreans: Learning to Manage Differences that Matter | Mark Wraschauer et.al. Pg. 160-172 & Research on Arab Countries | |
| 8 | Language Choice Online: Globalization and Identity in Egypt | Wally Penetito Pg. 173-188 & Residential Schools Research | Novel of choice – Book Review <u>DUE 10%</u> |
| 10 | Research and Context for a Theory of Maori (First Nations) Schooling | Fred Jandt et. al. Pg.205- 220 | Discussion on Residential Schools in Canada |
| | IDENTITY | | |
| 15 | Decoding Domination, Encoding Self Determination: Intercultural Research Processes | Becky Michele Mulvaney Pg. 221-229 & Flora Keshishian Pg. 230-242 | |
| 17 | *Gender Differences in Communication *Acculturation Communication and the U.S. Media: The experience of an Iranian Immigrant | Richard D. Pineda Pg. 252-263, Ketra Armstrong Pg. 264-278 | Racism & Ethnocentrism reflection <u>DUE 10%</u> |
| 22 | READING BREAK | | |
| 24 | READING BREAK | | |
| 29 | *Nuestro Espacio Cyber: The Internet as an Expressive Space for Latina/nos in the United States *Nike's Communication with Black Audiences *Novel synopsis | Akira Miyahara Pg. 279-291 & Kiyoko Suedo Pg. 292-303 | Who am I ? – discussion . |
| 3. March | | | |
| 2 | *Towards Theorizing Japanese Interpersonal Communication Competence from a Non-Western | | |

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| | Perspective *Differences in the perception of face: Chinese Mien-Tzu and Japanese Metsu | | |
| 7 | ROUND TABLE DISCUSSION | | |
| 9 | BRAINSTORMING – <u>WHAT ELSE?</u> KNOWING OUR NEEDS | | |
| 14 | <u>MID-Term</u> | A profile of the Interculturally Effective Person – booklet given to you on January 12 | <u>25 %</u> |
| 16 | Open class – A profile of the Interculturally Effective Person | William Starosta Pg. 307-314; Ram Adhar Mall Pg.315-327 & Berta Esperanza Hernandez Pg. 328-344 | |
| | LIVING TOGETHER IN PEACE | | |
| 21 | *On Intercultural Rhetoric *The Concept of an Intercultural Philosophy *Women’s Rights as Human Rights – Rules, Realities and the Role of Culture: A formula for Reform | Paul Wehr et.al. Pg. 245-359; George Irani Pg. 360-375 & Kjell Skyllstad Pg. 376-384 | |
| 23 | *Mediating Conflict in Central America *Islamic Mediation Techniques for Middle East Conflicts *Creating a Culture of Peace: The Performing Arts in Interethnic Negotiations | Wole Soyinka Pg.387-399 & William Peterson Pg. 403-412 | |
| | COLONIALIZATION AND GLOBALIZATION | | |

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|----------|---|--|-------------------|
| 28 | *Nobel Lecture, December 8, 1986 * Interculturalism in Singapore: Looking for the Big, Bad Other | Lalita Rajasingham Pg.413-424; Randy Cluver Pg.425-437 & Mohan Limaye Pg.438-446 | |
| 30 | *The Impact of Universities on Globalization *Globalization, Informatization and Intercultural Communication *Five Ways to Reduce Foreign Terrorist Threat to the United States | *Handout pg 5-19 *Handout pg 23- 46 *Handout pg. 47- 60 | |
| 4. April | INTERCULTURALLY EFFECTIVE PERSON | | |
| 4 | *A Profile of the Interculturally Effective Person * Skills & Competencies I * Skills & Competencies II | | |
| 6 | Research Paper Presentations | | <u>40%</u> |
| 11 | Research Paper Presentations | | |
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