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| Course ID: | Course Title: | Winter 2018 | |
| ICS 205 | Intercultural Competence | Prerequisite: | No |
| | | Credits: | 3 |

| Class Information | | Instructor Information | | Important Dates | |
|------------------------|--|------------------------|---|--|----------------------|
| Days: | W, F | Instructor: | Professor Singh | First day of classes: | Fri., Jan 4, 2018 |
| Time: | 9:45 – 11:00am | Email: | Jennifer.Singh@ambrose.edu | Last day to add/drop, or change to audit: | Sun., Jan. 14, 2018 |
| Room: | A1085-2 | Phone: | (403) 410 2000 ext. 6922 | Last day to request revised exam: | Mon., Mar. 5, 2018 |
| | | Office: | A2050 | Last day to withdraw from course: | Fri, Mar. 16, 2018 |
| | | Office Hours: | <u>Wednesday</u> 11:00am - 1:00pm <u>Friday</u> 11:00am - 2:00pm | Last day to apply for coursework extension: | Mon., Mar. 26, 2018 |
| Final Exam Due: | Wed., April 18 th , 2018 11:59pm | | | Last day of classes: | Wed., April 11, 2018 |

Course Description

Foundational principles and necessary skills for effective communication between people based on an understanding of culture and worldview. Attention will be given to the impact of culture shaping worldview, communication, thinking, values and verbal and non-verbal behaviour and the important role of social, cultural and historical contexts in human interactions.

Expected Learning Outcomes

By the end of this class, it is expected that students will be able to:

1. **Understand** the theoretical framework, and have familiarity with some of the major scholars that inform the intercultural competency discourse.
2. **Recognize** how they reflect their own culture and the ways in which one's cultural self-perception intersects with those population groups operating on the margins of a dominant culture.
3. **Develop** appropriate skills to interact both verbally and non-verbally with populations from outside of their own culture, and to have increased their capacity to form appropriate relationships with populations from a variety of cultures.

4. **Discern** how intercultural competency is an operating principle in Christian Scripture and seek to emulate this in their interactions with a wide variety of populations moving forward.

Textbooks

Ekblad, Bob, *Reading the Bible with the Damned*, (Louisville: John Knox Press, 2005)

Lustig, Myron W. and Jolene Koester, *Intercultural Competence: Interpersonal Communication Across Cultures, Seventh Edition*, (Boston: Pearson Education Inc., 2013)

Please bring a modern translation of the Bible to every class such as NIV, NASB, NRSV, ESV, or NKJV (no paraphrases such as the Living Bible or the Message).

Course Schedule

The following is an outline of the units that this course will cover. At the beginning of each unit, the instructor will give a detailed 'unit forecast' of the topics that will be covered, required readings, and assignments due during that unit.

| Date | Unit |
|--------------------------|--|
| January 5 – February 16 | <p>UNIT 1: Establishing a Firm Foundation</p> <p>This unit will seek to define some of the basic principles required for becoming an intercultural competent person through exploring various theories, concepts, and exemplars.</p> |
| February 19 –February 24 | <p>READING WEEK – no classes</p> |
| February 28 – April 11 | <p>UNIT 2: Recognizing the Need for Intercultural Competence within Relationships and Contemporary Issues</p> <p>This unit will survey some of the essential components required for intercultural effectiveness when engaging with people, organizations, and complex situations that represent unique cultures.</p> |

Submission of Assignments

Unless otherwise indicated, all assignments must be handed-in on the class Moodle site. Please submit assignments in **Word format only (NO pdfs)** electronically through Moodle on or before the due date (no later than midnight on due date). **INCLUDE your LAST NAME and FIRST NAME at the BEGINNING of the file name** – e.g.

SmithBevDayofDialogueReading1.doc

Use 12pt Times New Roman, Garamond, or Calibri. Use 1.5 spacing with standard margins, headers and footers (if required by the assignment). Please always use page numbers on the bottom right of the page. **Marking rubrics for each assignment will be posted on Moodle** in order that students are aware of how each assignment will be assessed.

Late Policy

Due dates are valuable for several reasons. Here are three reasons: 1) They allow me, the instructor, to plan my schedule to grade and return your work in a timely and thoughtful manner; 2) They mimic reality, in that most of life

involves hard deadlines – student loan payments, project assignments, work schedules; 3) They create a level playing field. It is simply unfair to your classmates if they submit their work on time and you receive an extension without penalty. Therefore, only under extraordinary circumstances (i.e., a life or family crisis, a severe and prolonged illness, etc.; poor time management does not count as a life crisis) will I grant an extension. All requests for an extension must be submitted to me in writing on or before the assignment's due date. Otherwise, any submissions received later than midnight on the due date will be deemed late. Late assignments will be deducted **one letter grade per every day that the assignment is late** i.e. an A would become an A- if it was turned in one day late, a B- would become a C+ and so on. There will be assignments given in this class where late submissions will not be accepted, and those assignments will be clearly indicated in this syllabus. For these assignments, the late policy will not apply and an automatic zero on the assignment will be given.

PLEASE DO NOT ASK FOR AN EXCEPTION TO THIS POLICY

COURSE REQUIREMENTS

1. Attendance and Participation in Class and Ambrose-Wide Events

DUE: WEDNESDAY APRIL 11 (10% of final grade)

Class Attendance throughout the Term: Attendance and active participation in class are vital components of success in this course. Students will be allowed up to two unexcused absences for the term (except for presentation days: all students must be present on State of the World and Reading the Bible with the Damned Discussion Days). After two unexcused absences, students will be deducted 1% from their overall participation grade, per unexcused absence. If a student is unable to attend a class, this must be discussed **in person (not by email)** beforehand with the professor (if it is due to illness or unforeseen circumstances, the student is responsible to speak with the instructor once the illness/crisis has passed). In addition, students are expected to attend several campus-wide events happening in the Winter Term, outlined below. All of these events provide opportunities for students to develop as university students as they engage with people and activities that represent a diversity of voices on particular topics. The participation grade will be entirely based on self-reporting by the student; therefore, this is an integrity mark that each student will assign themselves on a form that is available on Moodle and students will submit the completed form on Moodle to the professor by **Wednesday April 11, 2018**.

Program Day (January 25): There are no classes on these days, as students are expected to attend the events that have been planned in for your respective program. Whether you are a Bachelor of Arts or Bachelor of Theology Student, Program Day is run for all students so please plan on attending. Program Day is a time set-aside to connect with others in your program and to participate in activities related to your program. A Program Day Handout will be given to students and posted to Moodle on January 19. Since one part of the mid-term for this class will cover some of the content of Program Day, it is to your advantage to attend.

One REACH Event: REACH is a student-led group at Ambrose who seek to bring awareness to cross-cultural mission work that is happening in various parts of the world, and locally, and to invite students to learn more about what is happening in the world. REACH will host three 'dinner and conversation' events this term where a speaker engaged in cross-cultural mission work will share and a free dinner is served. Dates will be made available at the beginning of the term and also posted on the student-club poster board on the first floor. REACH will also hold two chapels throughout the term, as well as weekly, half-hour, prayer meetings in the Atrium on Thursdays right after chapel (12:05pm) and would welcome your presence as they intercede for many of the pressing issues in our world today. Students can either attend a 'Dinner and Conversation' event, one of the REACH-led chapels, or one weekly prayer meeting before the end of the term.

Ambrose Research Conference (ARC) (Wednesday April 4): The Ambrose Research Conference is an annual event where students, faculty, staff and alumni participate by presenting research related to the theme of the conference. This year's theme is 'The World after Tomorrow' and participants will be presenting research from a variety of academic disciplines related to answering questions such as: what might the world look like in fifty years and beyond?; what questions do we need to ask, preparation should we make, and solutions ought we to pursue for such a world? This is an important event in the life of Ambrose, and since it falls during our class period, all students in this class must at least attend from 9:45 – 11am on Wednesday April 4th.

Office Appointment with Professor Singh (January 10, 11, or 12): All students will be required in the first class to sign-up for a 15-minute office appointment slot with Professor Singh on either: Wednesday January 10, Tuesday January 11, or Friday January 12. The purpose of this appointment is for Professor Singh to: 1) get to know each student a bit better; 2) to hand-in the **PART A of the Films for Cultural Engagement Handout** Professor Singh will give on the first day of class (see list of approved films below); and 3) to answer any questions the student may have about the course and/or assignments. This office appointment is not optional.

Professor Singh's Approved List of Films for Cultural Engagement

Students will need to choose and watch one film from the comedic/familiar category listed below and complete PART A of the Films for Cultural Engagement Handout before their appointment with Professor Singh on January 10, 11, or 12. The handout will be distributed on the first day of class and also posted to the class Moodle site; therefore, if you are not in the first class, you will still be expected to have completed the handout and contacted Professor Singh to sign-up for an office appointment on January 10, 11, or 12.

| Serious Films | Comedic/Familiar Films |
|--|---|
| <ul style="list-style-type: none"> • Samba (West African immigrant man adjusting to life in France) • Deephan (French Thriller – Sri Lankan refugees in France) – available on Netflix • The African Doctor (Congolese Doctor coming to France) – available on Netflix • A United Kingdom (A man of African royalty marries a white, British woman and the challenges they face) available on Netflix • Joy Luck Club (Chinese-American women and their relationships to their Chinese mothers) available on YouTube \$4.99 • The Namesake (East-Indian family that immigrates to America and the challenges they face with their children) YouTube 3.99 • Heaven on Earth (Deepa Mehta director – story of an Indo-Canadian man who marries a woman from India and brings her to Canada) available on iTunes • Lion (Dev Patel and Nicole Kidman movie, adoption of an Indian boy by an Australian family) available on YouTube for \$4.99P • Pele (story of the Brazilian football legend, and the challenges he faced) available on Netflix | <p>Available on Netflix</p> <ul style="list-style-type: none"> • He Even Has Eyes (French Comedy – French-African couple adopting a white baby) • Coming to America • Bride and Prejudice <p>Available on YouTube from \$3.99 to \$4.99</p> <ul style="list-style-type: none"> • The Hundred Foot Journey • Outsourced • My Big Fat Greek Wedding I • My Big Fat Greek Wedding II • Breakaway (Russell Peter's Hockey Movie) • The God's Must Be Crazy • Bend It Like Beckham • The Best Exotic Marigold Hotel • The Best Exotic Marigold Hotel II • Real Women Have Curves • The Terminal • Lost in Translation |

2. State of the World Group Assignment

DUE: WEDNESDAY FEBRUARY 7, WEDNESDAY FEBRUARY 28, WEDNESDAY MARCH 28 (15% of final grade)

In a world where 'fake-news' has become a byword and the international media are increasingly scrutinized for the way in which they are covering world events, this assignment will give students the opportunity to report on a current, major events happening in the world. The event students choose to cover must be something happening **outside of North America (Canada and the United States of America)** i.e. a major event happening in Africa, Asia (which includes East Asia, Southeast Asia, Central Asia), the Middle East, South America, Europe, Australia/Oceania, or Antarctica. The goal of this assignment is for students to gain an appreciation for what is happening in our world, and how these topics are being covered and communicated from non-North American and non-Western perspectives; therefore, students will have to utilize non-Canadian, non-American, and non-Western European credible news outlets, to research their chosen topic. Students will be responsible to present a 10-minute news bulletin that has provides the class with: context on the issue being covered, a summary of the major points of the event as represented the media sources chosen, an interactive component for the class, and a written prayer that challenges and motivates Canadian Christians to interceded on behalf of the chosen issue.

Students will work in groups of **no larger than 3 people** and sign-up on the first day of class for one of the three presentation dates throughout the term. Each group must choose a current event being covered in the news and **there can be no duplicate presentations i.e. if a group presents about the war in Yemen on February 7, then no other group can cover this topic on February 28 or March 28.** Therefore, it is to your advantage to sign-up for an earlier presentation date in the term. Detailed instructions for this assignment and a marking rubric will be posted to the class Moodle site.

3. Mid-Term Exam: Multiple Choice, Short Answer, and an Analysis on Films for Cultural Engagement

WEDNESDAY FEBRUARY 14

In order to prepare for the mid-term, students will need to have watched two films from Professor Singh's approved list of Films for Cultural Engagement: one from the serious category, and one from the comedic/familiar category. Students will be given the handout for the Films for Cultural Engagement PART A on the first day of class that asks questions related to the comedic/familiar film. PART B of the handout, related to the serious category, will be given to students and posted to Moodle on January 24. PART B must be completed before the mid-term on February 14th. It is to the student's advantage to have completed both PARTS A and B of the handout before the mid-term, as this handout will become the student's 'crib-sheet' for the analysis portion of the exam. The mid-term will be a combination of multiple-choice, short-answer, and essay questions and students will be expected to have read and retained:

- Chapters 1 – 6 of the Lustig and Koester textbook
- Chapters 2 and 3 of *Reading the Bible with the Damned*

In addition, students will need to have watched the two films required to complete the Films for Cultural Engagement Handout PARTS A and B, and have attended and completed the Program Day Handout. Both of these handouts can be brought into the mid-term in order to help the students answer relevant questions. Professor Singh will go over the major areas that students should focus their exam preparation time on during the Friday February 9 class.

4. Days of Reading the Bible with the Damned: Learning to Read the Bible Alongside of those on the Margins

DUE: WEDNESDAY JANUARY 31; WEDNESDAY MARCH 14

Reading the Bible with the Damned by Bob Ekblad has been selected as one of the course texts because of its emphasis on reading Christian Scripture alongside of non-dominant and marginalized populations in society. It is vital within the context of an intercultural competency course that students become exposed to the voices of the marginalized and the socio-cultural factors that influence their interpretation of the Bible. This assignment will expose students to a variety of marginalized voices wrestling with various portions of Christian Scripture that highlight some of the challenges, injustices, frustrations, fears, hopes and aspirations that they hold.

Each Day of Reading the Bible with the Damned (Jan 31 and Mar 14) will require that the student have completed the written portion of the assignment prior to the start of class, and to be present in class on the Day of Reading with the Bible with the Damned and to actively engage in the discussion. Because the written portion is essential to the student's participation in the Day of Reading the Bible with the Damned, **LATE WRITTEN ASSIGNMENTS WILL NOT BE ACCEPTED.** The required readings for each of the Days of Reading the Bible with the Damned can be found on Moodle. Students must complete the required readings for each Day of Reading the Bible with the Damned and a 1200-word document that fulfils the criteria for the written portion of the assignment that are posted in a document on Moodle.

5. Intercultural Competence Surrounding Death Assignment

DUE: WEDNESDAY MARCH 7

Students will be required to connect with someone **outside** of the Ambrose community **and** their church community, and to have a conversation with that person regarding the practices, traditions, and rites that are associated with the dying and death of a loved one. The person selected cannot be an evangelical Christian or represent other streams of the Christian tradition: Catholic, Orthodox, or Protestant). The person you have a conversation with must have a different worldview to your own (therefore not even a 'cultural' Christian) and does not necessarily need to be a devout follower of another religion/worldview i.e. atheist/ agnostic, Hindu, Buddhist, Muslim, Zoroastrian, Confucian, African or Indigenous traditional beliefs. For the purposes of this assignment, it is just important to have a conversation with someone who makes sense of the world, and particularly death, outside of a Christian worldview. Through this assignment, students may discover that they share more similarities than differences, regarding death, with those who hold a different worldview.

Students will hold a minimum of one conversation with a selected person in the community, with an approved discussion guide (students must bring this to their one-on-one appointment with Professor Singh on January 10, 11, and 12) and then write a 800-word paper that answers the following thesis question:

Based on my conversation with X, I will seek to answer the question of, if asked, how would I walk faithfully/be faithful presence to a family like X's when dealing with dying and death in their family? The paper should then seek to first: 1) describe what dying/death looks like) and means to the person your spoke with respect to specific rights, customs and/or traditions regarding death/dying that associated are with X's worldview (what will the community/family do, what activities will they participate in and/or abstain from when someone is approaching death and then has died; 2) explain three new insights that you gained about your own understanding of dying and death as a result of this conversation; 3) outline three specific things that you would do to exemplify 'a faithful presence' to X's family in the last days of a loved and in the immediate days following the loved one's death i.e. wake preparations, memorial and funeral planning etc. Detailed instructions for this assignment and a marking rubric will be posted to the class Moodle site.

6. Take Home Final Exam

DUE: WEDNESDAY APRIL 18, 11:59pm

A comprehensive exam will be distributed to students on the last day of the course (April 11) that evaluates the student's understanding of the main principles and themes that have been explored throughout the semester and tests the student's ability to critically reflect on what they have learned. Further instructions will be given by the instructor during the last week of March.

Assessment Summary

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| Participation | 10% |
| State of the World Group Assignment | 15% |
| Mid-Term | 15% |
| Reading the Bible with the Damned Discussions | 30% (2 x 15%) |
| Intercultural Competence Surrounding Death Assignment | 10% |
| Final Exam | 20% |

Grade Summary:

| <u>Letter Grade</u> | <u>Description</u> |
|---------------------|--------------------|
| A+ | Excellent |
| A | |
| A- | |
| B+ | Good |
| B | |
| B- | |
| C+ | Satisfactory |
| C | |
| C- | |
| D+ | Minimal Pass |
| D | Failure |
| F | |

Ambrose Electronic Etiquette Policy Appropriated for ICS 205

In accordance with the Ambrose Electronic Etiquette Policy outlined on page 9 of this syllabus, the professor of record for this class, **Professor Singh, will not permit the use of laptops, phones, tablets etc. for any purposes during classes, or give permission for students to use a recording device in any classes.** Hand-written notes will be the primary way in which students may be able to record what they are hearing and learning. If a student requires an electronic device for notetaking due to an academic accommodation, this must be clearly stated on the academic accommodation form issued by the Ambrose Accessibility Office.

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email

system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose

accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to

use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required 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.

Extensions

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 from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must

accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. 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 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 and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.