

THE UNIVERSITY OF CALGARY

Graduate Department of Educational Psychology

APPLIED PSYCHOLOGY 723 H (2-1)

**Communicating Across Cultures
Winter Term**

Section:

Room:

Instructor: Dr. Tim Buell

Office: BI 546 (Learning Commons)

Office Hours: TWR 11:00 a.m. – 12:00 p.m., or by appointment

Phone: 220-3493

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Course Description:

Why study intercultural communication? As recent events in the former Yugoslavia have tragically demonstrated, intercultural conflict has emerged as a crucial issue in the 21st century. In Canada, our increasingly multicultural society has necessitated interaction between people of different races, nationalities, and ethnicities as never before. Our public educational system reflects this as educators increasingly need to be sensitive to the increasingly diverse set of cultural nuances in students, parents and colleagues. As we communicate with people from different cultures, we learn more about them and their way of life, including their values, history, habits and the substance of their personality. As your relationships with people from other cultures develop, you start to understand them better, and can empathize with them.

In this course, you will be provided with a comprehensive overview of theories of intercultural communication, as well as their practical applications. We will begin by defining intercultural communication and associated areas of study (nonverbal communication, translation, issues of language, culture and religion). We will then look more specifically at cultural diversity in perception, comparative worldviews, and intercultural communication issues in specific contexts, such as business, schools, and public policy.

Course Objectives:

This course has three main objectives:

- To provide you with a solid theoretical foundation in intercultural communications
- To give you practical experience in the application of theory to practice. Experiential activities, such as active listening, role-playing, interviewing and negotiation skills, and interview analyses, will be emphasized.
- To provide you with specific experience of how intercultural communication theory and practice fit in educational contexts.

Course Format:

Generally, the first hour of each weekly will be devoted to lecture/seminar discussion, and the second two hours will be used for experiential exercises, individual presentations and group activities.

Required Texts:

Samovar, Larry A., and Porter, Richard E. *Intercultural Communication: A Reader*. 9th Edition. Belmont, CA, Wadsworth Publishing Company, 2000.

Samovar, Larry A., and Porter, Richard E. *Communication Between Cultures*. 4th Edition. Belmont, CA, Wadsworth Publishing Company, 2000.

Assignments, Evaluation, and Due Dates

Article Review A critical analysis (1,500 – 2,000 words) of one of the non-assigned readings from <i>Intercultural Communication: A Reader</i>	15%	February 5
In-class presentation (study pairs) Short (approx 10 minutes) verbal presentation of research on a particular microculture in an educational context (topic list to be distributed in class)	15%	Jan. 22; Feb. 5&12
Mid-term exam Short-answer written exam based on lecture/seminar and assigned readings to date.	25%	February 26
Interview Assignment (study pairs) Role-playing dramatized interviews followed by class discussion. Topics to be developed in consultation with instructor.	20%	March 12, 19 &26; April 2
Final Take-home assignment Written analysis of videotaped segment	25%	April 9

There is no registrar-scheduled final exam for this course.

Class Syllabus

Date	Topic & Activity	Reading Assignment: <i>Communication Between Cultures</i>
January 8	Introduction to the course The importance of studying intercultural communication. Study pair assignments and scheduling of presentations	
January 15	The Challenge of Intercultural Communication. The Importance of Communication. Points of Contact. Studying Intercultural Communication.	
January 22	Discussion of Readings <i>Confirmation of study pairs and presentation dates</i>	IC Reader: pp. 1 – 42; pp. 90-98
February 5	Defining Communication. Communication as a Symbolic Activity Communication is Systemic. Communication Involves Making Inferences. Communication Is Self-Reflective. Communication Has a Consequence. Communication is Complex. Understanding Culture In-class presentations	Chapters 1 –2 IC reader: pp: 81 – 90 pp. 136 – 145
February 12	Cultural Diversity in Perception Defining Perception. Culture and Perception. Beliefs and Values Cultural Patterns. Dominant North American Cultural Patterns. Diverse Cultural Patterns. In-class presentations	Chapter 3 IC Reader: pp. 211 – 216; pp. 217 – 224
February 26	<i>Mid-term exam</i>	
March 5	The Deep Structure of Culture. World View. Religion as a World View. Six Religion Traditions	Chapter 4 IC Reader: pp. 63 – 73; pp. 105 – 114

	A Comparison of World Views.	
March 12	The Importance of Language. Language and Culture. Foreign Languages and Translation. Language Diversity in Canada and the United States. Interview Assignment & Discussion	Chapter 5 IC Reader: pp. 225 - 230
March 19	The Importance of Nonverbal Communication. Defining Nonverbal Communication. Functions of Nonverbal Communication. Nonverbal Communication Guidelines and Limitations. Nonverbal Communication and Culture. Classifications of Nonverbal Behavior Interview Assignment & Discussion	Chapter 6 IC Reader: pp. 258 – 270; pp. 270 – 279
March 26	Context and Communication. Culture and the Business Context. The International Business Context. The Educational Setting: Culture and Education. Multicultural Education in Canada Interview Assignment & Discussion	Chapter 7 Chapter 8 IC Reader: pp. 301 – 312; pp. 355 – 370
April 2	Communication in the Multicultural Classroom. Multicultural Teaching Competencies Health Care and Communication. Religion, Spirituality, and Health Care. Health Care for a Diverse Population. Multicultural Health Care Interaction. Interview Assignment & Discussion	Chapter 8 Chapter 9 IC Reader: pp. 406 – 414; pp. 414 – 423.
April 9	Potential Problems in Intercultural Communication. Becoming Competent. Improving Intercultural Communication. Learn About Cultural Adaptation. Ethical Considerations. Guidelines for an Intercultural Ethic. The Future of Intercultural Communication. Review Take-home assignment due	Chapter 10

Some Important Dates:

Friday, January 5

Last day to cancel Winter Session registration without forfeiting the \$100 registration deposit.

Monday, January 8

First day of classes (except Block Week courses). Last day to withdraw from Winter Session Block Week courses.

Friday, January 19

Last day for changing registration in Winter Session half courses.

Last day that registrations for Winter Session will be accepted.

Last day for changing registration in a course from audit to credit or credit to audit.

Last day for payment of balance of Winter Session fees

February 18-25 Sunday to Sunday

Reading Week. No lectures. University open.

Monday, February 19

Alberta Family Day. University closed (except MacKimmie, Medical and Gallagher Libraries). No lectures.

Thursday, April 12

Last day of classes. Last day to withdraw with permission from full courses or Winter Session half courses (except Weekend University).

Please note:

- The quality of your writing will be a factor in the grading of all your written assignments and exams. If you have trouble with sentence structure, grammar, organization, etc., I encourage you to visit the Effective Writing Centre. Appointments can be booked in SS 301, or by calling 220-3277.
- Unless you have made prior arrangements with me, 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 are a student with a disability, who may require academic accommodation, it is **your** responsibility to:
 - register with the Disability Resource Centre (220-8237), and
 - discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

Plagiarism:

Using any source whatsoever without clearly documenting it is a serious academic offense. (For details see 2000-2001 Calendar, page 49, or:

http://www.ucalgary.ca/pubs/calendar/current/How/HOW_LB.htm.

Consequences include failure on the assignment, failure in the course and possibly suspension or expulsion from the university. 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. Readers must be able to tell exactly where your words and ideas end and other people's words and ideas begin. This includes assignments submitted in non-traditional formats such as Web pages or visual media, and material taken from such formats. Please check with me if you have any questions regarding how to document sources.

Letter Grade Equivalents:

Percent	Grade	GPA
95-100	A	4.0
90-94	A-	3.7
85-89	B+	3.3
80-84	B	3.0
75-79	B-	2.7
70-74	C+	2.3
65-69	C	2.0
60-64	C-	1.7
55-59	D+	1.3
50-54	D	1.0
49- Below	F	0

"SAFEWALK" PROGRAM -- 220-5333

Campus Security will escort individuals day or night -- call **220-5333** for assistance. Use any campus phone, emergency phone or the yellow phone located at most parking lot pay booths.