

University of Calgary
Department of Anthropology

DEST 485
Intercultural Communication
Fall 2016
T/Th 9:30 -10:45
SH 157



Instructor: Dr. Marcia Epstein

Office Location: SS 316 Office Phone: 403-220-4848

E-Mail: epstein@ucalgary.ca

Web Page: See D2L

Office Hours: By appointment, usually Tuesdays & Thursdays

Assistant: Mariama Zaami – zquanz11@gmail.com

Course Description

This seminar course examines intercultural communication at the personal, organizational, societal and international levels, including issues of language, power, identity and influence. An attempt will be made throughout to develop the intercultural communication competence of students to prepare them for potential career trajectories.

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;
- understand reasons why communication breakdown occurs in international and intercultural settings;
- increase awareness of the role of communication in issues of social justice;
- grasp the impact globalization is having on human communications today.

Internet and electronic communication device information

Cellphones and pagers must be turned off during class unless you are a health care or law enforcement professional, or responsible for the care of a family member. Computers and tablets are welcome as long as they are used appropriately. Research and note-taking* are appropriate during class. Social sites, Twitter, YouTube, games, e-mail and texting are not.

**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/ela-learning-secret-don-t-take-notes-with-a-laptop/?WT.mc_id=SA_MB_20140604

and

<http://pss.sagepub.com/content/early/2014/04/22/10956797614524581.abstract>

Textbooks and Readings:

K. Sorrells, *Intercultural Communication* (at Bookstore)

Assignments and Evaluation

| | | | |
|--|-------|-----|-------------------------------|
| Topic abstracts & annotated bibliographies (2) | ----- | 20% | Due Oct.4 and 27 |
| Seminar Presentations (2) | ----- | 40% | Oct. 11,13,18; Nov. 15,17,22. |
| Midterm Exam | ----- | 20% | In class Oct. 20 |
| Final Exam | ----- | 10% | In class Dec. 8 |
| Participation: see below | ----- | 10% | Deadline: Dec. 9 |

Instructions for assignments:

Seminar group formation: Each group of 2-3 members should include a mix of majors from the DEST, COMS, and/or Anthropology programs if possible.

This will enable cross-pollination of perspectives.

The first round of groups will be open choice; the second round will be assigned.

(This will test your skills at intercultural communication.)

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 plan to approach the topic and divide the work.

The bibliography should include a minimum of 1 source per member of your group (more is better), 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).

Legitimate sources can be books, scholarly articles, reliable news sources, films & videos, and/or websites -- it depends on your topic. Please consult the Library databases as your first step: Google and Wikipedia are not sufficient.

The average document will be 3-6 pages.

Seminar presentations: Each individual (usually as part of a group) will prepare two audio-visual presentations to the class of approximately 20 minutes in length, and hand in:

- a detailed script with full documentation of sources
- a statement from each member of the group of what you learned from the research.

Seminar topic areas

(find a specific topic within these guidelines)

- Acceptance and integration of refugees in Canada or Calgary: what is being done, how might it be done better?
- Conflict zones (geographical, cultural, or political): finding common goals and effective strategies for resolution.
- Racism in Canada, and how to overcome it.
- Stereotypes (ethnicity, gender, generation, religion, appearance, ability) and how to overcome them.
- The role of media (print, broadcast, online) in promoting and/or obstructing cultural diversities.

Each topic should include a definition of a problem, some historical background, theoretical or experiential perspectives, and a feasible communication-based solution to the problem.

Communication-based solutions may include public-interest advertising designs, education programs, social media campaign designs, posters, songs, or any other creative ideas. Your solution must include some rationale for why you think it will be effective.

Additional guidelines for content, tailored to specific projects, will be given in class.

Participation:

-Discussion questions will be raised in class and/or posted on D2L; involvement in the discussion process and/or posting of questions and responses will be counted as part of your participation score.

-Each student will be required to comment briefly and constructively on the presentations of two other seminar presenters (or groups), and to post the comments on D2L.

Guidelines for how this is to be done will be discussed in class and posted on D2L. All comments must be kept thoughtful and polite.

Examinations: Questions 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. Some questions 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?*)

All assignments must normally be completed or a grade of F may be assigned at the discretion of the instructor.

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

It is the student's responsibility to keep a copy of each submitted assignment.

Note: Please hand in your essays directly to your tutor or instructor if possible. If it is not possible to do so, a daytime drop box is available in SS320; a date stamp is provided for your use. A night drop box is also available for after-hours submission. Assignments will be removed the following morning, stamped with the previous day's date, and placed in the instructor's mailbox.

Registrar-scheduled Final Examination: No

Policy for Late Assignments

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 need an extension, ask ahead of time: they're possible with a good reason.

Freedom of Information and Protection of Privacy Act

This course is conducted in accordance with the Freedom of Information and Protection of Privacy Act (FOIP). As one consequence, students should identify themselves on all written work by placing their name on the front page and their ID number. Also you will be required to provide a piece of picture identification in order to pick up an assignment or look at a final exam from SS320 after classes have ended.

For more information see also <http://www.ucalgary.ca/secretariaVprivacy>.

Writing Skills Statement

Department policy directs that all written assignments (including, although to a lesser extent, written exam responses) will be assessed at least partly on writing skills. For details see <http://comcul.ucalgary.ca/needtoknow>. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc) but also general clarity and organization. Research papers must be properly documented.

If you need help with your writing, you may use the Writing Centre. Visit the website for more details: <http://www.ucalgary.ca/ssc/writing-support>

Grading System

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

| | | |
|----|-------------|--|
| A+ | 96 -100% | Professional level work |
| A | 90 -95.99% | Excellent-superior performance & understanding of subject matter |
| A- | 85 – 89.99% | |
| B+ | 80 – 84.99% | |
| B | 75 – 79.99% | Good- above average performance, good knowledge of subject matter |
| B- | 70 – 74.99% | |
| C+ | 65 -69.99% | |
| C | 60 -64.99% | Satisfactory-basic understanding of the subject matter. |
| C- | 55 -59.99% | |
| D+ | 53 – 54.99% | |
| D | 50 -52.99% | Minimal pass-marginal performance; generally insufficient preparation for subsequent courses in the same subject |
| F | 0 – 49.99% | Fail-unsatisfactory performance or failure to meet course requirements. |

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.

You must document *not only direct quotations but also paraphrases and ideas where they appear in your text or source*. 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 sources.

Please consult your instructor or the Writing Centre (3r11 Floor Taylor Family Digital Library, <http://www.ucalgary.ca/ssc/writing-support>) if you have any questions regarding how to document sources.

Academic Misconduct

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

Academic Accommodations:

The academic accommodations policy can be found at <http://www.ucalgary.ca/access/accommodations/policy>.

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodations and have not registered with Student Accessibility Services, please contact them at 403-220-6019. Students that have not registered with the SAS are not eligible for formal academic accommodations. More information about the academic accommodations can be found at <http://www.ucalgary.ca/access>.

Students' Union

For details about the current Students' Union contacts for the Faculty of Arts see <http://www.su.ucalgary.ca/governance/elections/home.html>

Student Ombudsman

For details on the Student Ombudsman's Office see <http://www.ucalgary.ca/provost/students/ombuds>

Emergency Evacuation and Assembly points

For information on the emergency evacuation procedures and the assembly points see <http://www.ucalgary.ca/emergencyplan/assemblypoints>

"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 booths.

Ethics

Whenever you perform research with human participants (i.e. surveys, interviews, observation) as part of your university studies, you are responsible for following university research ethics guidelines. Your instructor must review and approve of your research plans and supervise your research. For more information about your research ethics responsibilities, see:

the University of Calgary Research Ethics site:
<http://www.ucalgary.ca/research/ethjcs/cfreb>

Schedule of Lectures and Readings

9/13 Introduction of concepts: *What is culture, anyway? How do we form cultural identities? How do we learn and speak about them?*

Course infrastructure.

9/15 Context & contact: Why study intercultural communication?

Read (before class): Sorrells ch. 1

Formation of project groups, round 1: mixing cultures

9/20 Global perspectives: culture, politics, trade, media

Read: Sorrells ch. 2

Development of topics for seminars, round 1.

9/22 Identity in the context of globalization: complicating the "us/them" paradigm

Read: Sorrells ch. 3

Formation of project groups, round 2: topic focus

The rest of the schedule will be posted on D2L in the week that classes start. It will include guest lectures and discussions with professionals in intercultural communications.

Anthropology 213.01
Contemporary Aboriginal Issues
Fall 2016

Location: ENA 101

Instructor: Dr. Chris Holdsworth

Email: choldwor@ucalgary.ca

Office: ES 7106

Hours: Tu 9:45-10:45 am or by appointment

Time: TuTh 11am – 12:15 pm

TA: Cecilia Porter

Email: mary.porter@ucalgary.ca

Office: ES

Hours:

COURSE CONTENT:

Beginning with a history of Aboriginal-Euro-Canadian relations and legislation, the course then takes an overview of the current situation of Canada's Aboriginal peoples and the issues concerning them. Topics explored include health, justice, the reserve system, education, land claims, modern treaties, Aboriginal rights, the pursuit of self government, and the development of Aboriginal policy. Throughout the course, we will also address issues of power, agency, voice, identity and authority.

COURSE OBJECTIVES:

1. To provide a basic understanding of the history, experiences, perspectives, and contemporary issues facing the Aboriginal peoples of Canada
- 2 To enhance the ability to think anthropologically and reflexively about the relationship between mainstream Canadian culture and First Nations peoples.
- 3 To develop critical thinking and skills through discussing issues in class.

REQUIRED TEXTS

1. Frideres, James 2016. First Nations in the Twenty-First Century (2nd edn). Toronto: Oxford. ISBN: 978-0-19-902043-0
- 2 Burnett, Kristin and Geoff Read, 2012. Aboriginal History: A Reader. Don Mills ON: Oxford University Press. ISBN: 978-0-19-9015337-0

Additional Readings

Links to additional readings will be made available on D2L.

COURSE FORMAT:

This course will follow an interactive lecture-discussion style format accompanied by the occasional film or video. Class discussions and lectures will not repeat or cover all the material in the text but will elaborate on selected topics to provide a deeper understanding of the material. Assigned textbook readings may be augmented with suggested additional readings and handouts.

COURSE POLICIES

Desire to Learn (D2L): All course materials and information, as well as unofficial grades, will be posted on D2L.

Email Policy

In any email correspondence please begin with the course code (anth213) in the subject line along with the subject of your message. Most of the time, you can expect a reply to an email within 24 hours. Please do NOT expect an immediate reply. You should also know that I will only rarely reply to emails on the weekends. Also I will not reply to emails that are not signed at least with your first name.

Cell phone and Laptop/Tablet Policy

Cell phones must be turned off during the class except when in use for Top Hat (see below). Laptops and tablets should be used only for taking notes. Since the screens can be distracting to students sitting behind, if you wish to use your laptop or tablet please sit toward the back of the class.

TopHat

- Students are required to set up a Top Hat (TH) account. TH will be used to assess participation and comprehension which are grade components (see below) for the course. The university has a site licence for the application and accounts can be set up at <https://app.tophat.com/register/student/>
- The TH URL for the course is: <https://app-ca.tophat.com/e/232482>
- The password for the course is Aboriginal (case sensitive)

ASSESSMENT

1. Midterm exam 1:

- 25 % of final grade
- Date: October 4

2. Midterm exam 2:

- 25 % of final grade
- Date: Nov 1

3. Final Exam:

- 40% of final grade
- Dec 12 - 22 (Registrar's Scheduled) exact date, time, and place TBA

Exams will be 50% multiple choice and 50% short answer. Exams Are Not Cumulative.

4. Participation

- 10% of final grade
- During most classes (but not all) questions will be posted some time during the class using TH and based on that day's reading or the previous class.

- Questions are answered using your cell phone, laptop, or tablet. Note: there will only be a 2-3 minute window in which to answer the questions.
- a point is allotted for answering the question, and a point for correctly
- At the end of the course the points achieved out of the total possible will be used to calculate a mark out of 10.
- Students can track their progress in TH.
- TH will also be used for other participation and comprehension purposes during the class with no marks attached.

GRADING SYSTEM:

Each item of course work will be weighted as above and a final mark out of 100 calculated. This will then be converted to a letter grade as follows:

| | | | | | |
|----|---------------|---|-------------|----|----------------|
| A+ | 94.9-100 | A | 89.9-94.8% | A- | 84.9-89.8 % |
| B+ | 79.9-84.8 % | B | 74.9-79.8 % | B- | 70.9-74.8 % |
| C+ | 66.9-70.8 % | C | 62.9-66.8 % | C- | 58.9-62.8 % |
| D+ | 54.9 %- 58.8% | D | 49.9-54.8 % | F | 49.8 and below |

PLAGIARISM AND CHEATING

Plagiarism: "to steal and pass off the ideas or words of another as one's own" (Webster's). Plagiarism will not be tolerated and will automatically result in a failing grade for the submission. Any student caught plagiarizing will also be subject to additional University sanctions. Students are expected to be familiar with the Department of Anthropology and Archaeology's policy on intellectual honesty

DEFERRED EXAMS:

Deferral of a mid-term exam must be cleared with the instructor. Deferral will be granted only in cases of personal injury, illness, or immediate family emergency. An official note or other documentation explaining the reason for the absence is required. Deferral of the final exam requires Registrar approval.

ACADEMIC ACCOMMODATIONS

It is the student's responsibility to request academic accommodations. If you are a student with a documented disability and require academic accommodation you need to register with Student Accessibility Services. Please contact their office at 220-8237. <http://www.ucalgary.ca/access/> Students who have not registered with the Student Accessibility Services are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

EMERGENCY EVACUATION

In the event that the classroom should need to be evacuated due to an emergency please note that the primary assembly point shall be the Professional Faculties Food Court and the secondary assembly point shall be the Social Science Food Court.

USRI:

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses (www.ucalgary.ca/usri). Your responses make a difference - please participate in USRI Surveys.

The Department of Anthropology and Archaeology's FOIP (Freedom of Information and Privacy) policy requires all reports/examinations to be returned to students during class time or the instructor's office hours. Any term work not picked up will be placed in the Anthropology Office (ES 620) for distribution. Any student not wishing to have their work placed in the office must make alternate arrangements with the course instructor early in the term.

TENTATIVE SCHEDULE OF LECTURES AND READINGS

Please note that the list below is tentative. Some topics will require more attention than others, and we will take more time with them. Any changes will be announced in class and the table updated on D2L. In the Readings column B&R refers to Burnett and Read. Additional readings may be assigned.

| Date | Topic | Readings |
|--------------|---|--|
| Tues Sept 13 | Introduction and Perspectives | Frideres Preface |
| Thur Sept 15 | Identities and Stereotypes | Frideres ch.2 pp 40-45 B&R Intro, Indigenous Histories |
| Tues Sept 20 | Pre-Contact and Aboriginal vs. Euro-Canadian Values | Frideres ch. 3 B&R Intro Section 1 B&R (i) Aboriginal History and Native Philosophy B&R (ii) Indigenous Pedagogy |
| Thur Sept 22 | Early Contact, Fur Trade, | Frideres ch. 1 B&R Intro Section 2 B&R 2(i) Imagining a Distant New World B&R Intro Section 4 B&R 4(iii) Louis Vincent Sawatanen B&R 4(iv) The Present State and Situation of the |

| | | |
|--------------|--|---|
| | | <p>Indian Tribes in the Province of Quebec, B&R Intro Section 5 B&R 5(i) Wretched Fishers and Manly Men: B&R 5(ii) Report from Colville District B&R 5(iii) Innu Participation in the Saguenay-Lac-Saint-Jean Fur Trade B&R 5(iv) Annual Report for the Department of Indian Affairs for the Year Ended March 31, 1920</p> |
| Tues Sept 27 | Metis | <p>B&R Intro Section 6 B&R 6(i) Respecting Metis Nationhood and Self-Determination in Matters of Metis Identity B&R 6(ii) Metis Registration Guide B&R 6(iii) Only Pemmican Eaters? B&R 6(iv) The Insurrection in Manitoba</p> |
| Thur Sept 29 | Early Legislation and Treaties | <p>B&R Intro Section 3 B&R 3(i) Canada's Treaty-Making Tradition B&R 3(iii) Articles of Peace and Agreement</p> |
| Tues Oct 4 | Midterm Exam 1 | |
| Thur Oct 6 | Numbered treaties | <p>Frideres ch.5 B&R 3(ii) Excerpt from The Treaties of Canada B&R Intro Section 7 B&R 7(i) Dreaming in Liberal White B&R 7(ii) Civilizing Influences</p> |
| Tues Oct 11 | The Indian Act, Bill C31 | <p>Frideres ch.2 pp 28-40 B&R Intro Section 8 B&R 8(i) Identity, Non-Status Indian B&R 8(ii) Indian Act, 1867 B&R 8(iii) Stuck at the Border of the Reserve B&R 12(v) Excerpt from the Indian Act, 1951</p> |
| Thur Oct 13 | Residential Schools and Reconciliation | <p>Frideres ch. 7 & 8 B&R Intro Section 9 B&R 9(i) Always Remembering B&R 9(11) Program of Studies for Indian Schools, 1897 B&R 9(iii) Reflections on the Indian Residential School Settlement Agreement B&R 9(iv) Excerpt from the Indian Residential Schools Settlement Agreement</p> |