



DRAFT CC 610 DRAFT

Interpersonal and Intercultural Communication (3)

Winter 2007

Instructor: Dr. Peter Doell

Contacting the Instructor

Class Times: Monday 1:00-3:45

Class Location: 701

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Office Hours: W/F 09:30-10:30

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Course Description

In this course we examine the impact of cultural values on people's self-perception and their perception of others. We look at communication in the context of culture, and consider various communication variables in terms of how they affect and are affected by cultural patterns. We examine how individuals in a cultural context perceive and respond to cultural rules. We also consider the potential for conflict cross-culturally, and examine appropriate ways of handling such conflict in light of our commission to take the gospel of Christ to every people group. Fundamentals of the theories, concepts, and skills in interpersonal communication are reviewed. However, as the focus of the course is on *intercultural* communication, a basic understanding of *interpersonal* communication theories and concepts is assumed.

Course Objectives

This course is intended to

- Enhance your intercultural communication skills and knowledge
- Expand your range of verbal and non-verbal communication skills
- Enable you to communicate effectively in unfamiliar settings
- Help you recognize and understand the influence of culture on how people perceive themselves and others
- Expand your understanding of the norms and values of various cultures
- Provide opportunities to practice communication skills appropriate to intercultural contexts

- Help us understand communication principles for managing conflict in the context of cultural diversity
- Enhance our ministries by creating/extending awareness of obstacles to effective communication

Required Texts

Elmer, Duane. 1993. *Cross-Cultural Conflict: Building Relationships for Effective Ministry*. Downers Grove, IL: Intervarsity Press.

Jandt, Fred E. 2007. *An Introduction to Intercultural Communication: Identities in a Global Community*, 5/E. Thousand Oaks, CA: Sage Publications. Omit chapters 8, 10, 11, & 15.

Supplemental Reading

Beebe, Steven A., Susan J. Beebe, Mark V. Redmond, Terri M. Geerink. 2007.

Interpersonal Communication: Relating to Others, 4CDN/E. Scarborough, ON: Pearson Allyn and Bacon Canada. Chapters 1 & 8 only, (available as handouts).

Gudykunst, William B. 1991. *Bridging Differences: Effective Group Communication*. London: Sage Publications.

Course Requirements

CC 610 is an interactive, participatory class involving such aspects as readings, discussion, role-play, and personal engagement with subjects on either a Participant Observer or Unobtrusive Observer basis. Thus, some off-campus fieldwork will be required. All assigned readings must be done prior to their scheduled place in the course outline so that informed discussion is possible. Students will be required also to lead in-class discussions periodically. Because of the interactive nature of the class, regular and punctual attendance is required. Written assignments are to be typed in either APA or ASA format

Course Schedule

Defining Culture. Jandt Ch. 1

Dimensions of Culture Jandt Ch. 7

Communication as an Element of Culture. Jandt Ch. 2

Culture and Perception. Jandt Ch. 3

Understanding Conflict and Culture. Elmer Part I

Language as Barrier. Jandt Ch. 6

Non-verbal Communication. Jandt Ch. 5

Barriers to Intercultural Communication. Jandt Ch. 4

Cultural Diversity and Conflict Resolution. Elmer Part II

Cultures Within Cultures. Jandt Ch. 12

Cultures in Marginalization in Segregation and Separation Jandt Ch. 13

Implications for the Gospel Message. Elmer Part III

Assimilation and Integration. Jandt Ch. 14

Class Participation

(10%)

Each student will report on her/his Case Study as well as leading class discussion on a rotational basis. In addition, students are expected to contribute to each other's understandings by participating regularly in class discussions.

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Individual Assignment #1 Due date TBA

(20%)

1. Ethnicity and Communication Paper (25%)

Write a 12-15 page paper outlining your experience with intercultural communication [ethnic identity, ethnic origin(s), language(s), "race", and religion]. This is an analytical paper. It will be necessary to gather data from primary sources (e.g., family members). Begin this data-collection early in your research. In your analysis, address the following questions:

- a. Family History. What is the ethnic background of your consanguine and marriage relatives (parents and grandparents)?
- b. If family members married outside their ethnic group, how did their family respond?
- c. What is your family history regarding immigration to Canada (use the 5W's as the basis for this)?
- d. Expression of ethnicity in your family. How important was ethnicity in your nuclear family? How was it expressed?
- e. Ethnic milieu of your neighborhood (town/city/school/church). What was the ethnic composition of your neighbourhood when you were growing up? Was it multiethnic? Were there certain ethnic groups not represented?
- f. Reflect on the communication patterns that you observed/learned as a result of interaction with extended family and your local community. Outline at least three facets of either interpersonal or intercultural communication that you have internalized as a result of your location/milieu.
- f. Socialization. What ethnic stereotypes were you taught? By whom (eg., ethnic jokes)? Was this teaching formal or informal (via modelling)? Were there any groups or individuals you were encouraged to avoid? How did your parents react to contact with members of ethnic groups other than your own? How have family members reacted to issues (depending on geographic location) such as of Quebec separation and language laws? multiculturalism? tribal or ethnic conflicts in your locale? Canada's immigration policy? aboriginal issues?
- g. Racism and Discrimination. Describe your first or most formative encounter with racism or ethnic discrimination and its effect on you. To what extent did communication patterns or issues affect the racist situation? How did you process this encounter cognitively and emotionally? Would you deal with this issue differently now than you did then? If so, how do you account for the change?

h. The Future. How has your ethnicity affected your communication style? Did growing up in a mono-cultural/multicultural environment limit/enhance your communication effectiveness and understanding of cultural diversity?

i. Ministry. What are two areas of communication in which you feel you are currently proficient? What key understandings regarding interpersonal and intercultural communication do you think you need to develop more fully in order to minister God's grace more effectively?

2. Case Study

Due by March 31/07

(30%)

NOTE: This project may be done individually or in concert with a partner. In the case of partner work, both partners will receive the same grade, on the assumption that both contributed equally.

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Write a case study of a real or hypothetical experience involving a member of a marginalized group in society (not necessarily in Canada). The case should demonstrate a connection between ethnicity and apparent racism suffered by the individual, particularly with regard to how faulty or inappropriate communication affects/has affected the presence of racism in that context.

Devise a set of 10-12 discussion questions to be presented to the class for discussion concerning your case study. These questions should address both particulars of your case and communication issues that pertain to it. The case study presentation will be part of the major assignment. The case study itself will be provided to the professor in the class prior to the presentation so that copies can be made for class members.

Reading Assignment

Due by mid-semester

(20%)

Reading Assignment. You will read

Gudykunst. 1991. Bridging Differences (all) OR

Chapters 1, 2, 3, 5, & 6) of Beebe, et al. 2007. Interpersonal Communication: Relating to Others OR

Part I (chapters 1-5 inclusive) of Adler & Rodman. 1997. Understanding Human Communication. As a way of interacting with the chosen text, you will respond with a concise written summary of the authors' theses, organized by chapter heading.

Final Exam

(20%)

The final examination will be conducted in the usual end-of-semester examination period. It will assume a format to be determined jointly by professor and class participants.

Late assignments

Assignments are due at the times listed in the syllabus.

Course Grade

Class Participation	10%
Individual Assignment # 1	20%
Case Study Assignment	30%
Individual Assignment # 2	20%
Final Exam	20%