



**Trinity Western University**

Undergraduate Course Syllabus

**Course Number:** MCOM372 (ANTH302/LING302) IS/OL

**Course Name:** Cross-Cultural Communication

**Semester and Year:** Summer 2017

**Instructor:** E. Ruth Anaya, DLitt et Phil

**Contact Information:** rutha@twu.ca | Office #109 in Strombeck | Phone: 604.513.2121 ext 3143

**Office Hours:** before or after class, or by appointment

**Semester Hours:** 3

---

**Course Description:**

This course is about the nature of cross-cultural interaction, drawing attention both to the unexpected variations in other cultures as well as to the presuppositions from one's own culture that inhibit cross-cultural communication. The need to take into account the dynamic of constant cultural change is also emphasized, and so the course addresses being a change agent in linguistic, business, educational, and religious endeavours.

**Course Learning Outcomes:**

A conscientious student will

- Come to understand the foundational concepts of culture, and the dynamics that influence human interaction and communication across cultures.
- Come to appreciate the wide range of diverse human behaviours, thereby increasing their cognitive complexity and cultural literacy.
- Learn to use the ethnographic approach to observe, describe and interpret cultural behaviours.
- Develop analytic breadth through using visual media and relationships as the basis of analysis.
- Become skilled in using key cultural taxonomies for profiling ethnicities and national culture.
- Gain insight into some of the general barriers in cross-cultural interaction and into approaches for overcoming limitations and barriers posed by their own culture.
- Be challenged to address stereotypes and understand cultural identity, and to become more empathetic and inclusive of the culturally 'other'.
- Gain insight into the feelings and perceptions of those of other cultures, and improve their interpersonal intercultural competencies.

## Required\* and Supplementary Texts and Materials:

\* Martin, Judith N. & Thomas K. Nakayama. (2012). *Intercultural communication in contexts* (6<sup>th</sup> ed.). Mountain View, CA: McGraw-Hill Education.

**Building the Trust.** [video recording] Call No: BV2815.B8 B85. (Optional, excellent end-of-course review) Produced E. Paul Guenette for NAIM Ministries by Eagle Island Film Works Inc. Delta, BC, c1993.

\* **The Amish: A People of Preservation** [video recording] Call No: E184.M45 A45 1991  
Written and produced by John L. Ruth; a Heritage production.  
By *Ruth, John L.* Worcester, PA: Gateway Films, c1991.

**The Amish** <http://www.watchdocumentary.tv/amish-a-secret-life/>

*National Geographic* TABOO Series (on Beauty, Identity, others) <http://www.watchdocumentary.tv/>

## Course Activities/Requirements:

### 1. Culture Profile Paper (25%)

Based on an ethnographic video documentary, you are to **apply the most relevant ideas** of Hall's High/Low Context Cultural Patterns, Kluckhohn's Value Orientations, and Hofstede's Cultural Patterns to your choice of an approved video. Use selective concepts from each of the theorists.

While this is not fundamentally a research paper, you should find further support of your observations in 3-4 additional sources, and be sure to **use text and class materials**. This is an academic paper, and as such it should have the necessary components. Length: 1500-2000 words. Due: end of **May**

### 2. Culture Trait PPT Presentation (20%)

Explore a specific **cultural characteristic** or **practice** of an ethnic group that is globally unique and/or in contrast to Western culture. Examples are: a specific rite of passage, levirate marriage, child brides, honour killing, abandonment to die, gender preferred education, unique language feature, Maori tattoos, Japanese Maneki Neko (cats), hospitality, silence, use of the left hand, concepts of modesty, machismo, status symbols, ritual cleansing, Maori tattoos, etc. Clear your topic with your instructor before proceeding. It may be helpful for you to draft an outline and get instructor feedback.

Use a PowerPoint presentation format. Incorporate course concepts. Support your visual presentation notes in the PPT slide note section. Reference information and images. Consider using maps, graphs, diagrams, pictures, and so forth. Length: about 10 slides. These will be posted on the course site. Due dates open.

### Guidelines for Assignments

- Use course *terminology*. Reflect the interest and perspective of your course discipline; that is, a communications, anthropological, or linguistic focus.
- *Documentation*: Make explicit reference to the course materials: texts, lectures, or handouts. Use APA format and a list of "Works Cited".
- Assignments should have a title, proper introduction and conclusion, etc. Good essays *integrate course concepts*. Reflect creativity, depth of thought, reflection of relevant

personal experiences, and integration of a Christian perspective, as relevant to the assignment. Submit assignments in Word document format only.

4. **Exams:** Midterm (20%). Final Exam, part of which is an open-book take-home exam (30%). Study guidelines will be given.

### Course Evaluation:

Midterm Examination	20%
Culture Profile (ethnographic film)	25%
Culture Trait PPT Presentation	20%
Final Examination	35%
Total	100%

TWU Student Learning Outcomes	Course Learning Outcomes	Assessment Strategies in MCOM 372
<p><b>1. Knowledge and its Application</b></p> <ul style="list-style-type: none"> <li>• A broad foundational knowledge of human culture and the physical and natural world</li> <li>• A depth of understanding in any chosen field(s) of study</li> <li>• Applied knowledge acquired through discipline-appropriate experiential learning</li> </ul>	<ul style="list-style-type: none"> <li>• Come to understand the foundational concepts of culture, and the dynamics that influence human interaction and communication across cultures.</li> <li>• Learn to use the ethnographic approach to observe, describe and interpret cultural behaviours.</li> <li>• Become skilled in using key cultural taxonomies for profiling ethnicities and national culture.</li> <li>• Gain insight into some of the general barriers in cross-cultural interaction and into approaches for overcoming limitations and barriers posed by their own culture.</li> <li>• Gain insight into the feelings and perceptions of those of other cultures, and improve their interpersonal intercultural competencies.</li> </ul>	<ol style="list-style-type: none"> <li>1. Exams</li> <li>2. Video and film</li> <li>3. Cultural taxonomies and profiling</li> <li>4. Culture trait research and PPT</li> <li>5. Case studies</li> </ol>
<p><b>2. Cognitive Complexity</b></p> <p><b>Skills</b> including:</p> <ul style="list-style-type: none"> <li>• Critical and creative thinking, quantitative reasoning, communication, research, and information literacy</li> <li>• An ability to articulate various interdisciplinary and multi-disciplinary perspectives, integrating informed Christian perspectives</li> <li>• An ability to respond with wisdom, humility and charity to questions, issues, and problems of</li> </ul>	<ul style="list-style-type: none"> <li>• Come to understand the foundational concepts of culture, and the dynamics that influence human interaction and communication across cultures.</li> <li>• Come to appreciate the wide range of diverse human behaviours, thereby increasing their cognitive complexity and cultural literacy.</li> <li>• Learn to use the ethnographic approach to observe, describe and interpret cultural behaviours.</li> <li>• Become skilled in using key cultural taxonomies for profiling ethnicities and</li> </ul>	<ol style="list-style-type: none"> <li>1. Case studies</li> <li>2. Video and film</li> <li>3. Cultural taxonomies and profiling</li> <li>4. Exams</li> </ol>

the human condition	national culture. <ul style="list-style-type: none"> <li>Gain insight into some of the general barriers in cross-cultural interaction and into approaches for overcoming limitations and barriers posed by their own culture.</li> </ul>	
<b>3. Aesthetic Expression and Interpretation</b> <ul style="list-style-type: none"> <li>Creative, performative, material and narrative forms of critical inquiry</li> <li>Intuitive, imaginative and interpretive methodologies</li> <li>Ways of knowing through which maker and receiver come to insight and understanding</li> <li>Collaborative and community-based interdisciplinary practices</li> </ul>	<ul style="list-style-type: none"> <li>Develop analytic breadth through using visual media and relationships as the basis of analysis.</li> </ul>	Culture trait research and PPT
<b>4. Inter- and Intra-personal Wellness</b> <ul style="list-style-type: none"> <li>A holistic awareness of their personhood, purpose, and calling within the context of the communities in which they live and study</li> <li>Personal and social health</li> <li>An appreciation of the role of community in wellness</li> </ul>	<ul style="list-style-type: none"> <li>Come to understand the foundational concepts of culture, and the dynamics that influence human interaction and communication across cultures.</li> <li>Come to appreciate the wide range of diverse human behaviours, thereby increasing their cognitive complexity and cultural literacy.</li> <li>Develop analytic breadth through using visual media and relationships as the basis of analysis.</li> <li>Gain insight into some of the general barriers in cross-cultural interaction and into approaches for overcoming limitations and barriers posed by their own culture.</li> <li>Gain insight into the feelings and perceptions of those of other cultures, and improve their interpersonal intercultural competencies.</li> </ul>	Final exam, take-home self-assessment component
<b>5. Spiritual Formation</b> A spiritual dimension by means of an exposure to a reflective and caring Christ-centered community which encourages: <ul style="list-style-type: none"> <li>A further understanding of God</li> <li>A discovery of a deep and personal spiritual foundation</li> <li>An embodiment of a Christ-like way of life characterized by love for and service to others</li> </ul>	<ul style="list-style-type: none"> <li>Be challenged to address stereotypes and understand cultural identity, and to become more empathetic and inclusive of the culturally 'other'.</li> </ul>	Video and film
<b>6. Social Responsibility &amp; Global Engagement</b> <ul style="list-style-type: none"> <li>The resources, skills, and motivation to become engaged global citizens who serve locally,</li> </ul>	<ul style="list-style-type: none"> <li>Come to appreciate the wide range of diverse human behaviours, thereby increasing their cognitive complexity and cultural literacy.</li> <li>Be challenged to address stereotypes</li> </ul>	<ol style="list-style-type: none"> <li>Case studies</li> <li>Culture trait research and PPT</li> <li>Final exam</li> </ol>

nationally, and globally in socially and economically just ways <ul style="list-style-type: none"> <li>• A commitment to informed and ethical reasoning</li> <li>• Respect for the dignity and rights of all persons</li> <li>• Respect for creation and its sustainable use and care</li> </ul>	and understand cultural identity, and to become more empathetic and inclusive of the culturally 'other'.	(application component)
<b>7. Leadership</b> <ul style="list-style-type: none"> <li>• Skills to become creative, collaborative, informed, competent, and compassionate people who influence the various contexts into which they are called</li> <li>• Abilities and attitudes characterized by service, humility and integrity</li> </ul>	<ul style="list-style-type: none"> <li>• Be challenged to address stereotypes and understand cultural identity, and to become more empathetic and inclusive of the culturally 'other'.</li> </ul>	

## Course Policies:

### University Standard Grading System

(TWU's system of percentage equivalencies as found in the *Academic Calendar*)

A+	90-100	(4.3)	B	73-76	(3.0)	C-	60-62	(1.7)
A	85-89	(4.0)	B-	70-72	(2.7)	D+	57-59	(1.3)
A-	80-84	(3.7)	C+	67-69	(2.3)	D	53-56	(1.0)
B+	77-79	(3.3)	C	63-66	(2.0)	D-	50-52	(0.7)
						F	below 50	(0)

### Academic Integrity and Avoiding Plagiarism at TWU

One of the core values of Trinity Western University is the integration of academic excellence with high standards of personal, moral, and spiritual integrity. The University considers it a serious offence when an individual attempts to gain unearned academic credit. It is the student's responsibility to be informed about what constitutes academic dishonesty. For details on this, and on identifying and avoiding plagiarism go to the [University Homepage > Academics > Academic Calendar > Academic Information > Academic Policies > Academic Dishonesty and Plagiarism](#).

Another excellent resource describing plagiarism and how to avoid it has been prepared by TWU Librarian William Badke and is freely available for download (PPT file) or used as flash (self running) tutorials of varying lengths from:

<http://acts.twu.ca/library/plagiarism.ppt> <<http://acts.twu.ca/library/plagiarism.ppt>>

<http://acts.twu.ca/library/Plagiarism.swf> <<http://acts.twu.ca/library/Plagiarism.swf>>

(14 minute flash tutorial)

[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf) <[http://acts.twu.ca/library/Plagiarism\\_Short.swf](http://acts.twu.ca/library/Plagiarism_Short.swf)> (8 minute flash tutorial)

### Students with a Disability

Students with a disability who need assistance are encouraged to contact the Equity of Access Office upon admission to TWU to discuss their specific needs. All disabilities must be recently documented by an appropriately certified professional and include the educational impact of the disability along with recommended accommodations. Within the first two weeks of the semester, students must meet with their professors to agree on accommodations appropriate to each class. Students should follow the steps detailed by the Equity of Access Office outlined in the Student Life section of the University Calendar.

## Course Outline:

	Topics	Readings and Assignments
1	Introduction <i>Communication and Cultural Competence: The Acquisition of Cultural Knowledge and Behavior</i>	Read the handout on MyCourses: <i>Concept of Culture</i> Read M&N 1-2 (Wang, 2011) <a href="http://dx.doi.org/10.9707/2307-0919.1064">http://dx.doi.org/10.9707/2307-0919.1064</a>
2	Multi-culturalism: Canada, Singapore	Read M&N 3-4 Read N. Am. Culture (Commandments) article
3	Watch an <b>Ethnographic Film</b> (The Amish) as a context for your understanding of the taxonomies. This film will be the basis of your Culture Profile assignment.	
4	<i>Kluckhohn &amp; Strodtbeck's Values Orientation Theory</i> Edward Hall on <i>High and Low-Context</i> <i>Dimensionalizing Cultures: The Hofstede Model in Context</i>	(Hills, 2002) <a href="http://dx.doi.org/10.9707/2307-0919.1040">http://dx.doi.org/10.9707/2307-0919.1040</a> (Beer, 2003) <a href="http://www.culture-at-work.com/highlow.html">http://www.culture-at-work.com/highlow.html</a> (Hofstede, 2011) <a href="http://dx.doi.org/10.9707/2307-0919.1014">http://dx.doi.org/10.9707/2307-0919.1014</a> <a href="http://www.geert-hofstede.com">http://www.geert-hofstede.com</a>
5	Cultural Identity First Nations, Aborigine, Maori	M&N 5
6	Reasoning, and Case Studies	From Donald Smith's <i>Make Haste Slowly</i> (Chapters posted on course site)
7	Language, Interpretation, Translation	M&N 6 (Chiu, 2011) <a href="http://dx.doi.org/10.9707/2307-0919.1098">http://dx.doi.org/10.9707/2307-0919.1098</a>
Half-way	<b>MIDTERM EXAM</b>	
8	Non-verbal Communication	M&N 7 Optional documentary: <i>Secrets of Body Language</i>
9	Intercultural Transition & Adaptation	M&N 8
10	Face Saving	Mostly from class notes, M&N 9
11	Intercultural Relationships	M&N 10
12	Power & Conflict	M&N 11-12
	<b>FINAL EXAM + Take-home and self-assessment</b>	