Voyage: Spring 2017  
Discipline: Communication Studies  
Course Number and Title: SPCM 434: Intercultural Communication  
Division: Upper 300-400  
Faculty Name: Eric Aoki  
Semester Credit Hours: 3

**Pre-requisites:** a three-credit Composition course

**COURSE DESCRIPTION**
You have likely heard phrases such as “global diversity” and “international/intercultural communication” discussed at work, school, or even on the evening news. In an ever-increasing global and technological world, diversity as fact makes for an interesting study of attitudes, beliefs, values, and communicative behaviors regarding intercultural relationships. The primary objective of this course is to provide students with an appreciation of global diversity and the role of communication in opening up channels of dialogue to discuss and analyze a variety of intercultural communication practices, situations, and traditions.

**LEARNING OBJECTIVES**
1. To increase understanding of intercultural communication processes, models, and theories;
2. To learn an array of knowledge and skills necessary to communicate more effectively in intercultural interactions;
3. To become reflective about one’s own intercultural social-standing;
4. To increase understanding and sensitivity to international and U.S. culture and co-cultures;
5. To increase understanding of communication as connected to issues of global identities, social class, gender and sexuality, colonial and other personal and social histories, language, intercultural communication imperatives, and intercultural conflict;
6. To become critical consumers of inter/cultural (re)presentations in popular culture;
7. To enhance one’s motivation to travel and/or learn about the world and its diverse people

**REQUIRED TEXTBOOKS**
AUTHOR: Judith N. Martin and Thomas K. Nakayama  
TITLE: Intercultural Communication in Contexts  
PUBLISHER: McGraw-Hill  
ISBN #: 978-0-07-803677-4  
DATE/EDITION: 2013/Sixth Edition

**TOPICAL OUTLINE OF COURSE**
Aoki, SPCM434, 2

Depart Ensenada—January 5

A1—January 7: Class Orientation of Course Objectives/Syllabus; Slide Show: Power of Travel & Culture; Class Introductions

A2—January 9: Reading DUE: MN Textbook-Ch. 1 Why Study Intercultural Communication (IC)? Six Intercultural Imperatives; Being Ethical Students of IC (Lecture/Discussion/PowerPoint of key points from the chapter)

A3—January 11: Reading Due: MN Textbook Ch. 2 History of the Study of Intercultural Communication: Three Approaches to Studying IC, Six IC Dialectics (Lecture/Discussion/PowerPoint)

Honolulu—January 12

A4—January 14: In-class Practice Debrief of Honolulu (Tie Discussion into U.S. Co-Cultural Imperatives & IC Dialectics from prior sessions); Reading Due: See PDF Journal Article: Meng Li_“Brighter the moon over my home village’: Some patterned ways of speaking about home among rural-urban migrant workers in China”_Journal of International and Intercultural Communication

A5—January 17: Reading Due: MN Textbook Ch. 3 Culture, Communication, Context, and Power (Lecture/Discussion & PowerPoint)

No class January 19

A6—January 20: Reading Due: MN Textbook Ch. 4 History and IC (Lecture/Discussion/PowerPoint)

A7—January 22: MN: Ch. 5 Identity and IC (Lecture/Discussion/PowerPoint); Also, take a look at: http://www.geert-hofstede.com/ (Note: Dr. Aoki will have a prepared PowerPoint of Geert-Hofstede website analysis in case of slow connection aboard the ship: Country Comparisons of various Cultural Values such as Power Distance / Individualism / Masculinity / Uncertainty Avoidance / Long-Term Orientation / Indulgence among available port cities for comparison with this tool: Japan, China, Vietnam, India, South Africa, Ghana, Morocco, and the U.S.)

Yokohama – January 24-25
Transit – January 26
Kobe – January 27-28

A8—January 29: Small/Large Group Observations & In-class Written Post-Port Reflection of Yokohama and Kobe (potential 2 points/20 total for Post-Port Writing Activities); Continue: MN Textbook Ch. 5 Identity & IC (Lecture/Discussion/PowerPoint)

Shanghai – January 31 – February 1
Transit – February 2 – 3
Hong Kong – February 4-5

A9—February 6: Small/Large Group Observations & In-class Written Post-Port Reflection of Shanghai and Hong Kong (3 potential points); Return to G. Hofstede Country Comparison Tool

Ho Chi Minh City – February 8-12

A10—February 13: Small/Large Group Observations & In-class Post-Port Written Reflection of Ho Chi Minh City (3 potential points); Share Prepared News Synopsis PowerPoint on Myanmar

A11—February 15: Reading Due MN Textbook Ch. 6 Language and IC (In-class Group Work to prepare to present/teach content to larger class)

A12—February 17: Continue: MN Ch. 6 Language and IC (Finis up In-class Group Work to prepare to present/teach content to larger class); (Handout Midterm Study Guide for MN Chapters 1-6)

Rangoon – February 18-22

A13—February 24: Small/Large Group Observations & In-class Written Post-Port Reflection of Rangoon (3 potential points); Dr. Aoki’s Slideshow from his visit to 20+cities/villages in India with a Fulbright-Hays Education CSU team of faculty/high school teachers; Share general structure/format to prepare for Midterm Exam

A14—February 26: MIDTERM EXAMINATION (20% of total course grade)

Cochin – February 27 – March 4

A15—March 6: Small/Large Group Observations & In-class Written Post-Port Reflection of Cochin (3 potential points); Reading Due: See PDF Journal Article: Purba Das “Casteless, Raceless India: Constitutive Discourses of National Integration” Journal of International and Intercultural Communication; Reading Due MN Textbook Ch. 7 Nonverbal Codes & Cultural Spaces (Lecture/Discussion/PowerPoint)

A16—March 8: Reading Due MN Textbook Ch. 8 Understanding Intercultural Transitions (Lecture/Discussion/PowerPoint); Field Class Assignment DUE (Experience Application Paper w/ Links to TWO MN textbook Constructs; 20% of total course grade)

No Class – March 10

A17—March 11: Continue Reading Due MN Textbook Ch. 8 Understanding Intercultural Transitions, Continued (Lecture/Discussion/PowerPoint)

A18—March 13: Reading Due MN Textbook Ch. 9 Popular Culture & Intercultural Communication (Lecture/Discussion/PowerPoint)
A19—March 15: Continue MN Textbook Ch. 9 & in-class group activity to critically assess print advertisement representations of global identities (Dr. Aoki will provide these ads/texts for group/class analysis which represent identities from our port countries)

Cape Town—March 16-21

A20—March 23: Small/Large Group Observations & In-class Written Post-Port Reflection of Cape Town (3 potential points); Reading Due MN Textbook Ch. 10 Culture, Communication, and Intercultural Relationships (Lecture/Discussion/Presentation)

No Class – March 25

A21—March 26: Reading Due: See PDF Article: Elisabeth Hampel_“‘Mama Zimbi, pls help me!’ – Gender differences in (im)politeness in Ghanian English advice-giving on Facebook” _Journal of Politeness Research; Continue: MN Ch. 10 Culture, Communication, and Intercultural Relationships

Tema – March 28-30
Takoradi – March 31-April 1

A22—April 2: Small/Large Group Observations & In-class Written Post-Port Reflection of Tema and Takoradi (3 potential points); Reading Due MN Textbook Ch. 11 Culture, Communication, and Conflict

A23—April 4 Continue: MN Textbook Ch. 11 Culture, Communication, and Conflict; Country Research Paper (IC & Communication Construct/Issue/Theory; 20% of total course grade)

No Class: April 05

A24—April 7: Reading Due MN Textbook Ch 12: Wrap-Up: Striving for Engaged and Effective IC; Reading Due: Also see PDF Article_“Satire and counter-discourse: Dissent, cultural citizenship, and youth culture in Morocco” _The International Communication Gazette; (Handout Final Exam Study Guide for MN Chapters 7-12)

Casablanca – April 9-April 13

Study Day – April 14

A25 Final – April 15: FINAL EXAMINATION (20% of total course grade)

Arrive Hamburg—April 19

FIELD WORK
Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 2017 Courses and Field Class](#) page when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and will be developed and led by the instructor.

Field Class experiences in port provide opportunity for students to engage a performance, historical site, sacred site, everyday event, and/or cultural space where everyday engagement occurs with individuals of/within the city port or nearby cultural contexts. These cultural experiences, engagements, interactions and observations of cultural life provide the student with new knowledge and experiences to reflect on his/her own self-awareness, culturally, and potentially gain other ways of seeing, knowing, and performing within the cultural context and cultural life of the port city visited.

**FIELD CLASS AND ASSIGNMENT**
Prior to porting for our Field Class Assignment, I will remind students to keep the following five questions in mind as they engage their visit and for use in their Field Class Paper Assignment:

1. What did you notice about verbal and nonverbal communication in the port city experience?
2. What everyday human/cultural experiences appear similar - - - - - - different to/from your own ways of knowing and/or being back home?
3. Did you experience any moments of cultural discomfort and/or cultural shock? Explain.
4. Did you experience any moments of feeling culturally competent in knowing or performing in ways that appeared effective in the context/situation? Explain.
5. What is one piece of new intercultural communication knowledge you walked away with from engaging the cultural life, people, and/or city/cultural space?

As noted in the syllabus, the Field Class Paper Assignment (Experience Application Paper w/ Links to TWO MN textbook constructs) constitutes 20% of the overall course grade.

**INDEPENDENT FIELD ASSIGNMENTS**
In addition to the Field Class Assignment noted above, students will complete brief post-port written reflection pieces in class. Students will write up a brief in-class, post-port reflection after the class has had the opportunity to share in our small and large group discussions of our experiences and the five questions noted above to “reflect on” our port experiences. Each student will choose two questions from the five to write up their reflection contribution after our small group/class discussion. The in-class, written reflections post-port visit assignment will be evaluated at 2-3 points/percent each (there are seven in-class post-port reflection pieces total). These in-class, writing-reflection activities are evaluated at a total of 20 points/20% of the overall course grade.

**METHODS OF EVALUATION / GRADING SCALE**
The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory/Poor</th>
<th>Failing</th>
</tr>
</thead>
<tbody>
<tr>
<td>97-100%: A+</td>
<td>87-89%: B+</td>
<td>77-79%: C+</td>
<td>Less than 60%: F</td>
</tr>
<tr>
<td>94-96%: A</td>
<td>84-86%: B</td>
<td>70-76%: C</td>
<td></td>
</tr>
<tr>
<td>90-93%: A-</td>
<td>80-83%: B-</td>
<td>60-69%: D</td>
<td></td>
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**Major Assignments & Grade Weight (100 points total or 100%):**
- In-class Written Reflections Post-Port (2-3 points each): 20 points/20%
- Midterm Examination (MN Chapters 1-6): 20 points/20%
- Final Examination (MN Chapters 7-12): 20 points/20%
- Field Class Assignment (Experience Application Paper w/ Links to TWO MN textbook constructs): 20 points/20%
- Country Research Paper (IC & Communication Construct/Issue/Theory): 20 points/20%

**ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM**
Attendance in all Semester at Sea classes is mandatory, but it is at the instructor’s discretion to assign a grade to the participation and attendance requirement. Remember to include information concerning the evaluation of Field Assignments and the Field Classes, which must constitute at least 20% of the total grade in a course.

Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor’s supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

**LEARNING ACCOMMODATIONS**
Semester at Sea provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation. A memo from the student’s home institution verifying the accommodations received on their home campus is required before any accommodation is provided on the ship. Students must submit this verification of accommodations pre-voyage as soon as possible, but no later than December 15, 2016 to academic@isevoyages.org.

**STUDENT CONDUCT CODE**
The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one’s own work. A
pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: “I have not given, received, or used any unauthorized assistance on this exam/assignment.”

RESERVE BOOKS AND FILMS FOR THE LIBRARY (4 max.)
1. AUTHOR: Judith N. Martin and Thomas K. Nakayama  
   TITLE: Intercultural Communication in Contexts  
   PUBLISHER: McGraw-Hill  
   ISBN #: 978-0-07-803677-4  
   DATE/EDITION: 2013/Sixth Edition

2. AUTHOR: Larry A. Samovar, Richard E. Porter, and Edwin R. McDaniel  
   TITLE: Intercultural Communication: A Reader  
   PUBLISHER: Wadsworth Cengage Learning  
   ISBN #: 978-0-495-89831-3  
   DATE/EDITION: 2012/13th Edition

3. AUTHOR: Myron W. Lustig and Jolene Koester  
   TITLE: Intercultural Competence: Interpersonal Communication across Cultures  
   PUBLISHER: Pearson  
   ISBN #: 978-0205211241  
   DATE/EDITION: 2012/7th Edition

4. Film: The Namesake by Director Mira Nair, Twentieth Century Fox

ELECTRONIC COURSE MATERIALS
AUTHOR: Meng Li  
ARTICLE/CHAPTER TITLE: “‘Brighter the moon over my home village’: Some patterned ways of speaking about home among rural-urban migrant workers in China”  
JOURNAL/BOOK TITLE: Journal of International and Intercultural Communication  
VOLUME: 9, NO. 1  
DATE: 2016  
PAGES: 35-51

AUTHOR: Mohamed El Marzouki  
ARTICLE/CHAPTER TITLE: “Satires as counter-discourse: Dissent, cultural citizenship, and youth culture in Morocco”  
JOURNAL/BOOK TITLE: the International Communication Gazette  
VOLUME: 77, (3)  
DATE: 2015  
PAGES: 282-296  
AUTHOR: Purba Das
ARTICLE/CHAPTER TITLE: “Casteless, Raceless India: Constitutive Discourses of National Integration”
JOURNAL/BOOK TITLE: Journal of International and Intercultural Communication
VOLUME: 6 (3)
DATE: 2013
PAGES: 221-240

AUTHOR: Elisabeth Hampel
ARTICLE/CHAPTER TITLE: “‘Mama Zimbi, pls help me!’ – Gender differences in (im)politeness in Ghanian English advice-giving on Facebook”
JOURNAL/BOOK TITLE: Journal of Politeness Research
VOLUME: 11 (1)
DATE: 2015
PAGES: 99-130

ADDITIONAL RESOURCES: N/A