

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2020
Discipline:	Communication Studies
Course Number and Title:	SPCM 434 Intercultural Communication (Section 2)
Division:	Upper
Faculty Name:	Dr. Susan M. Wildermuth
Semester Credit Hours:	3

Prerequisites: One (1) college composition course OR any undergraduate English course AND completion of no fewer than 30 credits



COURSE DESCRIPTION

We live in a rich, diverse world, full of people with unique values, norms, beliefs, and behaviors. By signing up for the Semester at Sea learning experience, you have each taken a significant step toward becoming intellectually skilled and culturally sensitive world citizens who embrace global diversity. This course compliments your journey by providing students with the theoretical knowledge and foundational skill set necessary to both ethically and effectively navigate human communication in an increasingly global world. The course provides a survey of intercultural communication theory and practice and provides concrete strategies for successful interaction with diverse others. The course is designed as a reflective laboratory— a space where students can connect theoretical knowledge, skill acquisition, and personal experience as they “live the class” through the profoundly transformative learning experience that is Semester at Sea.

LEARNING OBJECTIVES

1. Employ active methods of comparison and contrast to achieve a deeper awareness of one’s own culture and its historical and contemporary relationship with other cultures.

2. Understand the diversity of cultures and traditions in the world and develop understanding and appreciation of differences.
3. Engage in critical analysis of globalization challenges related to negotiating cultural, national and transnational identities.
4. Demonstrate knowledge of strategies and skills integral to crossing cultures and working in multifaceted, global professional communication contexts.
5. Demonstrate ability to communicate effectively and appropriately in cross-cultural communication interactions, by constructing effective verbal and nonverbal interactions and practicing cross-cultural empathy.

REQUIRED TEXTBOOKS

AUTHOR: Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel, and Carolyn S. Roy
 TITLE: Communication Between Cultures
 PUBLISHER: Cengage Learning
 ISBN: 978-1111349103
 DATE/EDITION: 2013 / 8th Edition

AUTHOR: Fred E. Jandt
 TITLE: An Introduction to Intercultural Communication: Identities in a Global Community
 PUBLISHER: Sage
 ISBN: 978-81506361659
 DATE/EDITION: 2018 / 9th Edition

TOPICAL OUTLINE OF COURSE: Course meets A days from 11:10am to 12:30pm

Depart Ensenada, Mexico – January 5

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|-----------------------|--|
| A1–January 7: | Module 1- "What is Culture"
Expectations Discussion
Samovar, Chapter 2, pp. 36-56, Chapter 3 pp. 60-62 |
| A2–January 9: | Module 2- "Why Study Cross Cultural Communication"
Quiz 1 & 2
Jandt, Chapter 14
Samovar, Chapter 1 pp. 14-23 |
| A3–January 11: | Module 2 cont.
Module 2 Application- "Hawaiian Culture"
Introduce the SIW Assignment
Jandt, Chapter 13 (1 st half) |

Honolulu, Hawaii, USA – January 12

A4–January 14: Module 3 “Knowledge of the Self: Identity”
Quiz 3
Jandt, Chapter 1 & 9
Samovar, Chapter 7 pp. 213-229

International Date Line Crossing – January 16 (Lost Day)

A5–January 17: SIW Presentations/SIW Assignments DUE

Study Day – January 19 (No Class)

A6–January 20: SIW Presentations Cont.
Module 4- “Knowledge of the Other- Taxonomies”
Quiz 4
Jandt, Chapter 6 & 7
Samovar, Chapter 4 pp. 99-104

A7–January 22: Module 4 “Knowledge of the Other- Taxonomies” cont.
Taxonomies of Asia/Japan
Introduce Artifacts of Asia Assignment

Kobe, Japan – January 24-28

A8–January 29: Module 5 “Knowledge of the Other- Artifacts and Narratives”
Quiz 5

Shanghai, China – January 31 – February 5

A9–February 6: Artifacts of Asia Presentations/Artifacts Assignment DUE

A10–February 8: Artifacts of Asia Presentations Cont.

Ho Chi Minh City – February 10-16

A11–February 17: Module 6 “Motivation- Perception”
Quiz 6
Jandt, Chapter 3
Perceptions of Malaysia

Community Programming – February 18 (No Class)

Penang, Malaysia – February 19-24

A12–February 25: Module 7 “Motivation: Stereotypes and Prejudices”
Quiz 7

Jandt, Chapter 2
Samovar, Chapter 7 pp 231-241

A13—February 27: Module 7 Cont.
Stereotypes and Prejudices about India
Introduce Stereotypes and Prejudices Assignment for India

Cochin, India — February 29 – March 5

A14—March 6: Stereotypes and Prejudices Presentations/S&P Assignment DUE

Community Programming — March 8 (No Class)

A15—March 9: Stereotypes and Prejudices Presentations cont.
Module 8: Skills- Verbal
Quiz 8
Jandt, Chapter 5
Samovar, Chapter 8

Port Louis, Mauritius — March 11

A16—March 12: Module 8: Skills- Verbal Communication

A17—March 14: Module 8: Skills Cont.
Perceptions of Africa

Study Day — March 15 (No Class)

A18—March 17: Cape Town, South Africa — March 18-23

A19—March 25: Module 9: Skills- NonVerbal Communication
Quiz 9
Jandt, Chapter 4
Samovar, Chapter 9

A20—March 27: Module 9: Skills Nonverbal Cont.
Introduce the Sojourning and Culture Shock Assignment

A21—March 29: Module 10 Experience- Sojourning & Culture Shock
Quiz 10
Jandt, Chapter 10
Samovar, Chapter 1, pp 10-13

Takoradi, Ghana — March 30- April 1

Tema, Ghana — April 2-3

- A22—April 5:** Module 10 Experience Cont.- Interethnic Relations
Field Study assignment DUE
- A23—April 7:** Sojourner Presentations/Sojourner Assignment DUE
- A24—April 9:** Sojourner Presentations cont.
Journey's End: Self- Awareness and Reflection in Casablanca

Casablanca, Morocco — April 11-14

Study Day — April 15 (No Class)

- A25—April 16:** Final Projects DUE- Group discussion on Cultural re-entry

Arrive Amsterdam, The Netherlands — April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment:

The field class for this course is on **Monday, 30 March 2020 in Tema, Ghana.**

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 are developed and led by the instructor.

Title: Cultural Artifacts in Ghana

Description:

This field study is focused on making connections and promoting deeper understanding and appreciation of the daily lives of the people who work, play, live, and love in Ghanaian communities rarely seen by tourists. The day begins with a walking tour of Nima, one of the most impoverished areas in Accra, Ghana. Large number of migrant workers from rural Ghana & neighboring countries find their way into Nima and make it their home. Nima may look run-down, but the beauty of Nima becomes visible on this tour through the cultural & religious diversity of the community. In addition to neighborhoods and religious institutions, the walking tour will include a visit with the children at the Anani International Memorial School and a stop for a snack lunch at the Nima central market (where students will learn about traditional cuisine and can purchase samples from a variety of recommended street stalls and local vendors). After lunch, students will participate in a Batik workshop before

leaving Nima and traveling to old town Accra for the second leg of their walking tour. This walk starts at Makola market where a wide array of products are sold. Strolling the market streets, you can find items as diverse as car parts, cell phones, African fabrics, beaded jewelry, fresh fruit, and land snails. From the market students will take in the sights of Accra old town on their way to the Jamestown Lighthouse. The views from the top of the lighthouse are phenomenal! Ready to rest their feet, students will settle down at JayNii Streetwise organization on the beach just below the lighthouse to watch a performance by the JayNii Cultural Troupe. After the performance, students will participate in an African drumming and dancing workshop facilitated by the troupe. Jaynii Streetwise is a community not-for-profit charity with the aim of improving the lives of children and youth in Jamestown. The day will end with a delicious beachfront dinner of Ghanaian cuisine at JayNii Café.

Objectives:

1. Cultural immersion—a primary goal is that students will not be simply “tourists” but will be having immersive experiences where they interact with the people of Ghana and learn in a “hands-on” context about some of the most significant cultural artifacts of Ghana.
2. After this immersion experience, students will have gained a deeper understanding of the role that cultural artifacts in general have in shaping and perpetuating cultural norms and values. In particular, students will understand the role of cultural artifacts in shaping the values, world views, and belief systems of the people of Ghana.

Assignment for Field Study (Due April 5th):

Students will be required to keep journal/vlog/blog throughout the voyage, and the main assignment for the field study will be an **extended** journal entry that addresses a set of key questions relative to the impact of artifacts in cultural understanding and the impact of sojourner experiences in learning intercultural communication competency. This assignment will require that students compare their field experiences (in this class and others) to their other in-port experiences where they may not have the opportunity for deep interaction with locals. I would like students to reflect deeply on the different kind of learning that occurs in the “tourists” vs. “sojourner” contexts.

METHODS OF EVALUATION

Experiential Presentations/Reflections (4)	400 points (100 points each)
434 Field Experience Extended Journal entry	150 points
Unit Quizzes (10)	200 points (20 points each)
Attendance/Participation in Class	50 points
Journey journal/blog/Vlog	200 points
	Total Points: 1000

Brief descriptions of each assignment are provided below. For more information on each assignment, please see the detailed assignment descriptions and rubrics on the course drive.

Field Experiential Presentations/Reflections (4) 400 points (100 points each)

1. SIW

This assignment is designed to help you explore your own cultural identity, and how it has affected your life and your communication with others. This assignment will require you to integrate your personal reflection with course concepts, theories and readings. The assignment includes two components, a reflective paper and a class presentation.

2. Artifacts of Asia

This reflection is designed to help you explore how cultural artifacts both reinforce and create cultural taxonomies and world view. This assignment will require you to integrate your personal reflection with course concepts, theories and readings. The assignment includes two components, a reflective paper and a class presentation.

3. Stereotypes and Prejudices of India

This assignment is a place to reflect on your stereotypes and prejudice related to India based on news, popular culture, etc., and on how those perceptions impacted and were impacted by, your experiences in-country. This assignment will require you to integrate your reflection with course concepts, theories and readings. The assignment includes two components, a reflective paper and a class presentation.

4. Sojourning and Culture Shock

This assignment is based on the belief that we cannot totally prepare ourselves for the uncertainty and apprehension that may accompany an experience of being "the other," but we can try to adapt to the situation by using the knowledge and skills we have learned. This assignment will require you to integrate your personal reflection with course concepts, theories and readings. The assignment includes two components, a reflective paper and a class presentation.

434 Field Experience Paper/Presentation

150 points

The main assignment for the field study will be an extended journal entry that addresses a set of key questions relative to the impact of artifacts in cultural understanding and the impact of sojourner experiences in learning intercultural communication competency. This assignment will require that students compare their field experiences (in this class and others) to their other in-port experiences where they may not have the opportunity for deep interaction with locals. I would like students to reflect deeply on the different kind of learning that occurs in the "tourists" vs. "sojourner" contexts.

Unit Quizzes (10)

200 points (20 points each)

There will be 10 quizzes given throughout the term. The quizzes will be limited to 10 minutes and will focus on the readings assigned for class that day. Quizzes will be a combination of multiple choice and short answer.

Attendance/Participation in Class

50 points

In this course you are expected to participate consistently. Attendance and participation are not the same thing. You have to attend in order to participate, but simply showing up for class does not equate to full participation. You must consistently contribute to the discussions, ask questions, and be engaged in order to receive full participation points. Attendance is taken daily in this class and missing class will negatively affect your

overall grade. Students will lose 5 points for each unexcused absence. Coming in late, being on your phone or laptop (unless permitted by instructor) or reading other unrelated work in class will all negatively impact your attendance/participation grade.

Journal/blog/Vlog

200 points

This assignment entails maintaining a reflective journal throughout the Semester at Sea experience. Self- reflection is ESSENTIAL in these journals. A simple recording of what you did or where you went WILL NOT suffice. The purpose of this project is to demonstrate your understanding of intercultural communication concepts, and your ability to apply these concepts to your experiences prior to and during your trip to abroad.

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:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. 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 letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to

academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, as posted to the Courses and Field Classes page no later than one month prior to registration.

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 FOR THE LIBRARY

None

FILMS

TBD

ELECTRONIC COURSE MATERIALS

None

ADDITIONAL RESOURCES

None