

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2022
Discipline:	Communication Studies
Course Number and Title:	SPCM 434 Intercultural Communication
Division:	Upper
Faculty Name:	Ken Cushner
Semester Credit Hours:	3

Prerequisites: The standard CSU prerequisite—one (1) college composition course—has been waived by the instructor.

COURSE DESCRIPTION

We live in a global world. Regardless of where you reside, your course of study or your intended career, you will be working and living with people who have different values, norms and communication styles. In this course, you will be introduced to the wide range of global diversity in communication channels, settings and actors through the lens of intercultural communication theories. Foundations of communication style (e.g. ecology, demographics, cultural values, religious beliefs) will be explored so that you will better understand culture-based conversational, linguistic and nonverbal communication patterns. These concepts will be applied to different communication settings such as the classroom, workplace, health care and diplomacy as well as to the development of more intimate intercultural relations. Ethical considerations regarding intercultural communication will be discussed. We will analyze case studies, films, intercultural training materials and negotiation and diplomatic mistakes.

LEARNING OBJECTIVES:

By the end of this class, students will be able to:

1. Understand intercultural communication theories and concepts and the relevant vocabulary of the discipline
2. Explore cultural self-awareness in communication and communicate more sensitively with people from different cultural backgrounds and styles
3. Apply intercultural research to real-world problems
4. Learn and practice intercultural research methods
5. Critically reflect and process port experiences throughout the voyage.
6. Make global travel more meaningful

REQUIRED TEXTBOOKS

1. AUTHOR: Martin, J.N. & Nakayama, T.K.
TITLE: *Intercultural Communication in Contexts*
PUBLISHER: McGraw Hill Education
ISBN#: ISBN13: 9781260152654 **
- DATE/EDITION: 7th edition, 2018

(Referred to as MN in course schedule)

3. AUTHOR: Fadiman, A.
TITLE: *The Spirit Moves You and You Fall Down*
PUBLISHER: Macmillan/ Farrar, Straus & Giroux
ISBN: 9780374533403
- DATE: 1998

** This is a loose-leaf version. Please bring a three-ring binder for the text and other course-related articles and assignments.

Additional Readings will be provided by the Instructor

TOPICAL OUTLINE OF COURSE

Class	Topic	Assignment/Activity
Embarkation Day	January 5	
1.	Introduction to course objectives. SAS Values. Introductory intercultural exercises	Who am I as an intercultural being? Film: Chairy Tales
2.	Cultural foundations: West, East , North, South – where does culture come from	Case study – Greece – Nisbett excerpts Cultural Self-Analysis due
3.	Why Study ICC? What is culture? What is American culture? What is your culture?	MN chapter 1 Miner, H. (1956) Body Ritual Among the Nacimera. <i>American Anthropologist</i> , 58, 503-7. Film: American Social Behavior: Sources of Cross-cultural Misunderstanding
4.	Approaches to studying ICC; Hofstede’s Cultural Dimensions	MN Chapter 2 Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. <i>Online Readings in Psychology and Culture</i> , 2(1). https://doi.org/10.9707/2307-0919.1014
5.	Cross-cultural training Strategies: Culture General framework; developing Critical Incidents	Cushner and Brislin Chap 1, 2, 5 Brislin, R. (2002). Encouraging Depth Rather than Surface Processing about Cultural Differences Through Critical Incidents and Role Plays. <i>Online Readings in Psychology and Culture</i> , 7(1).

		https://doi.org/10.9707/2307-0919.1063
6.	Culture, Communication, Context & Power	MN Chapter 3
7.	Nonverbal Behavior	MN Chapter 7 Sussman, N.M. and Rosenfeld, H.M.(1982) Influence of Culture, language and sex on conversational distance. <i>Journal of Personality and Social Psychology</i> , 42, 66-74.
8.	Language and ICC	MN Chapter 6 Film (loop): Arrival
9.	Development of two critical incidents	Drafts of incidents due; review and revise
10.	History, Colonialism and ICC	MN Chapter 4
11.	Understanding Intercultural Transitions: immigrants, refugees, adaptation	MN Chapter 8 Sussman, N.M. Sojourners to Another Country: The Psychological Roller-Coaster of Cultural Transitions. <i>Online Readings in Psychology and Culture</i> , 8(1). https://doi.org/10.9707/2307-0919.1067 CI # 1 and 2 due
12.	Cultural Transitions cont	Film (loop): Gran Torino
13.	Intracultural communication	Chap 5 p 176 -215
14.	Identity and ICC	MN Chapter 5 p166-176

15.	Identity cont.	
16.	Communication and Intercultural Relationships	MN Chapter 10
17.	ICC in Context: Health	Fadiman book
18.	ICC in Context: Conflict	MN chapter 11
19.	ICC in Context: Sports and Popular Culture	MN Chapter 9 Film: American Game, Japanese Rules
20.	Comparative ICC	Student Presentations
21.	Comparative ICC	Student Presentations
22.	Comparative ICC	Student Presentations
23.	Intercultural Competence	MN Chapter 12 Bennett and Bennett (2004) Developing Intercultural Sensitivity (in <i>Handbook of Intercultural Training</i> , pp 147-165)
24.	Final Exam	
25.	Final class - reflection; wrap-up	
Disembarkation	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 a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 22 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 20% of the contact hours for each course.

Cultural Transitions: Acculturation of refugees and migrants

Description: There are more than 20 million people have been displaced due to conflict, violence, and persecution and 272 million international migrants. This Field Class will give us a close look at how one country responds to both crises. In particular, how do government policies place this within the immigrant acculturation models? What are the acculturation methods and who carries them out – central government? Local municipalities? NGOs? Schools? What is the content of the programs – language? Culture? Citizenship?. This assignment will meet Learning Objectives 1, 3, and 5

Objectives and Assignment: You will be evaluated in this Field Class by (1) your active participation in the day's interactions/observations and (2) a written 2 – 3 page analysis on your experiences during the Field Class related to the topics covered in class and readings completed in preparation for the Field Class

Assessments: 20% total of final grade –

10% Preparation and participation in the field experience (reading assigned material, preparing questions to pose to teachers and students)

10% Analysis Paper using concepts introduced in course readings and lectures.

Due date: two classes following the Field Class

Comparative Experiential Project (CEP)

The CEP is the required comparative assignment that span multiple countries.

Project expectations

Your Port visits will serve as an opportunity to conduct comparative observations on a communication topic covered in class and meet Learning Objectives 1, 2, 3 and 5. Select at least three countries (representing different cultural traditions –for example southern Europe; middle east; northern Europe) to compare communication styles that can be observed in public. For example, you might focus on gender differences in nonverbal behavior (e.g. interpersonal touching) in countries where there are large differences in gender norms. Or you might be interested in parent-child nonverbal interactions at youth

soccer games in three countries. Or look at communication style (e.g. gestures, interpersonal spacing, linguistic volume levels) in public markets. Or you might investigate how a Hofstede cultural dimension (e.g. collectivism vs individualism, selecting countries that differ on this dimension) is demonstrated in billboards through content of advertisement.

Thought questions

Prior to the port of comparison, you will develop questions you want to ask about your communication topic. For example, is there something about this port where there are communication differences based on gender? On age? On socioeconomic differences? On rural/urban differences? On ethnic differences?

Assessments: The CEP is worth 25% of your final grade.

15% Prepare a 3 - 4 page paper indicating the central theme of your comparative project; your rationale for selecting the port countries; the pertinent cultural concepts from the texts or lectures that are the foundation of the project; the observational methods you used; analysis of your comparative results; concluding thoughts on project.

10% Powerpoint Presentation summarizing your paper including photographs of relevant communication styles (be sensitive about taking photographs, especially of individuals – we'll speak more about this in class)

METHODS OF EVALUATION / GRADING SCALE GRADING SCALE

Course Requirements (each of these will be discussed in greater detail in class)

1. Cultural Self-Analysis (5%)
2. Field Class and Field Class Assignment/Reflection essay (20%)
3. Critical Incidents (2) (20%)
4. Comparative Experiential Project: Paper and Presentation (25%)
5. Final (25%)
6. Participation (5%)

Cultural Self-Analysis will provide you with an opportunity to reflect on your cultural identity/identities. In a 2 – 3 page essay, you will explore your cultural roots, transitions, hybrid or bi/multi-cultural traits. How are these cultural attributes manifested in how you communicate, form relationships, and think (e.g. make decisions, plan, interpret behavior of others)? Does your behavior change or modify when you are in different settings (e.g. home, school, work) or with different people (e.g. family, friends, professors). When you are in an intercultural situation, how do you respond? Amusement? Enjoyment? Curiosity? Fear? Hostility? DUE Class 2 5%

Field Class Reflection provides you with an opportunity to describe and reflect on at least two major ideas, observations or understandings that you took away from the Shanghai Field Class. How can you apply them to your personal or professional life? The Reflection should be 2 – 3 pages. DUE Two classes after the Field Class 20%

Development of **Critical Incidents** are a significant portion of the course assignments. Your

experience in the various ports will form the basis for the development of two incidents, one of which will focus on the site of our Field Class. The incidents, focusing on communication differences (either observed or experienced) in nonverbal, linguistic, paralinguistic, and identity categories (reflecting the 18-theme cultural general framework) or in Hofstede's cultural themes, will be designed to assist a newcomer to the culture better understand the communication paradigm. We will devote several class sessions to this topic and review existing critical incident tools.

CI #1 &2 DUE Class 11 20%

Comparative Experiential Project (CEP)

Early in the semester you will be assigned a partner. Choosing one aspect of communication that can be observed (e.g. gestures, posture, touching, space), you will compare this behavior or attitude in three different countries. At the end of the semester, you and a partner will make a **Powerpoint or Video Presentation** explaining your findings.

Paper DUE: Class 19

Presentations: Classes 20, 21, 22. 25%

The **Final Exam** will cover the material from the entire course focusing on major themes and concepts. DUE: Class 24. 25%

The success of the course relies on the active engagement and **participation** of all students. I expect you have read the relevant materials and viewed the assigned movies prior to class and be prepared to discuss them in a respectful and meaningful way. The learning of all the students (and mine too) relies on this approach. 5%

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 academic 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.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

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 their Student Services advisor 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

1. AUTHOR: Kenneth Cushner and Richard Brislin
TITLE: *Intercultural Interactions: A Practical Guide*
PUBLISHER: Sage Publications
ISBN #: 0803959907
DATE/EDITION: 1996, 2nd edition

2. AUTHOR: Dan Landis, Janet M. Bennett and Milton Bennett
TITLE: *The Handbook of Intercultural Training*
PUBLISHER: Sage Publications
ISBN #: 0761923322
DATE/EDITION: 3rd edition, 2004

3. AUTHOR: Geert Hofstede
TITLE: *Culture and Organizations: Software of the Mind*
PUBLISHER: McGraw Hill
ISBN: ISBN 007143959
DATE: 2005, 2nd edition

FILM REQUESTS

Title of Film: *Gran Torino* (2008)
Distributor: HBO Max

Title of Film: *Arrival* (2016)
Distributor: FilmNation Entertainment

ELECTRONIC COURSE MATERIALS

The following should be on reserve and available for students electronically:

AUTHOR: Miner, H.
ARTICLE/CHAPTER TITLE: . Body Ritual Among the Nacirema
JOURNAL/BOOK TITLE: *American Anthropologist*, 58
DATE: 1956
PAGES: 503-507 (for class 3)

AUTHOR: Sussman, N. M. & Rosenfeld, H.M.
ARTICLE/CHAPTER TITLE: . Influence of Culture, language and sex on conversational distance
JOURNAL/BOOK TITLE: *Journal of Personality and Social Psychology*, 42,
DATE: 1982
PAGES: 66 – 74 (for class 7)

AUTHOR: Brislin, R.*
ARTICLE/CHAPTER TITLE: Encouraging Depth Rather than Surface Processing about Cultural Differences Through Critical Incidents and Role Plays.
JOURNAL/BOOK TITLE: *Online Readings in Psychology and Culture*, 7(1).
ISBN: <https://doi.org/10.9707/2307-0919.1063>
DATE: 2002 (for class 5)

AUTHOR: Hofstede, G.*
ARTICLE/CHAPTER TITLE: Dimensionalizing Cultures: The Hofstede Model in Context.
JOURNAL/BOOK TITLE: *Online Readings in Psychology and Culture*, 2(1).
ISBN: <https://doi.org/10.9707/2307-0919.1014>
DATE: 2011 (for class 4)

AUTHOR: Cushner, K. and Brislin, RW.
ARTICLE/CHAPTER TITLE:
JOURNAL/BOOK TITLE: *Intercultural Interactions: A Practical Guide*. 2nd edition
PUBLISHER: Sage
ISBN: 0803959907
DATE: 1996
PAGES: chapter 1, 2 and 5 (for class 5)

AUTHOR: Sussman, N.M.*
ARTICLE/CHAPTER TITLE: Sojourners to Another Country: The Psychological Roller-Coaster of Cultural Transitions.
JOURNAL/BOOK TITLE: *Online Readings in Psychology and Culture*, 8(1).
ISBN: <https://doi.org/10.9707/2307-0919.1067>
DATE: 2002 (for class 11)

AUTHOR: Bennett, J. M. and Bennett, M.J.
ARTICLE/CHAPTER TITLE: Developing Intercultural Sensitivity: An integrative approach to

global and domestic diversity

JOURNAL/BOOK TITLE: *Handbook of Intercultural Training*, 3rd edition

PUBLISHER: Sage

ISBN: 0761923322

DATE: ^{SEP}2003

PAGES: 149-163 (CHAPTER 6) (for class 23)

*The *Online Readings in Psychology and Culture* articles are brought to you free and open access (provided uses are education in nature) by IACCP and ScholarWorks@GVSU. Copyright 2011 International Association for Cross-Cultural Psychology. All Rights Reserved. ISBN: 978-0-9845627-0-1