Semester at Sea, Course Syllabus
Colorado State University, Academic Partner

Voyage: Spring 2017
Discipline: Communication Studies
Course Number and Title: SPCM 434 Intercultural Communication
Division: Upper
Faculty Name: Eric Aoki
Semester Credit Hours: 3
Meeting Days: B Days, 13:40-15:00 (Lido Restaurant)

Pre-requisites: One college 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 as well as the four communication anchors of agency, identity, representation and voice;
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  
(MN=Authors of Textbook Used)

Depart Ensenada — January 5, Thursday, 1700

B1 — January 8 (Sun): Class Orientation of Course Objectives/Syllabus; Slide Show: Power of Travel & Culture; Class Introductions; Handout Writing Tips Template for class use

B2 — January 10 (Tues): Reading DUE: MN Textbook-Ch. 1 Why Study Intercultural Communication (IC)? Six Intercultural Imperatives; Being Ethical Students of IC (Lecture/Discussion/PowderPoint of key points from the chapter)

Honolulu — January 12 (Thurs)

B3 — January 13 (Fri): Reading Due: MN Textbook Ch. 2 History of the Study of Intercultural Communication: Three Approaches to Studying IC, Six IC Dialectics (Lecture/Discussion/PowderPoint); In-class Practice Cultural Debrief of Honolulu (Tie Discussion into U.S. Co-Cultural Imperatives & IC Dialectics)

B4 — January 15 (Sun): 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

B5 — January 18 (Wed): Reading Due: MN Textbook Ch. 3 Culture, Communication, Context, and Power (Lecture/Discussion & PowderPoint)

No class January 19 (Thurs)

B6 — January 21 (Sat): Reading Due: MN Textbook Ch. 4 History and IC (Lecture/Discussion/PowderPoint)

B7 — January 23 (Mon): MN: Ch. 5 Identity and IC (Lecture/Discussion/PowderPoint); Also, take a look at: http://www.geert-hofstede.com/  
(Note: Dr. Aoki will have a prepared PowderPoint 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.)

Kobe — January 24-28 (Tues-Sat)

B8 — January 30 (Mon): Small/Large Group Observations & In-class Written Post-Port Reflection of Kobe (potential 2 points of 20 total points for In-Class Post-Port Writing Activities); Continue: MN Textbook Ch. 5 Identity & IC (Lecture/Discussion/PowderPoint)

Shanghai — January 31 – February 5 (Tues-Sun)
B9 — February 7 (Tues): Small/Large Group Observations & In-class Written Post-Port Reflection of Shanghai (3 potential points); Return to G. Hofstede Country Comparison Tool

B10 — February 9 (Thurs): Reading Due MN Textbook Ch. 6 Language and IC (In-class Group Work to prepare to present/teach content to larger class)

Ho Chi Minh City — February 10-14 (Fri-Tues)

B11 — February 16 (Thurs): Small/Large Group Observations & In-class Post-Port Written Reflection of Ho Chi Minh City (3 potential points); Continue: MN Ch. 6 Language and IC (Finish up In-class Group Work to present/teach content to larger class); Handout Midterm Study Guide for MN Chapters 1-6

No Class February 17 (Fri)

B12 — February 19 (Sun): Class News Share Due: Bring a 1-minute Current News Event Synopsis re: Myanmar to share with class; Reading Due: See PDF Journal Article: Purba Das “Casteless, Raceless India: Constitutive Discourses of National Integration” Journal of International and Intercultural Communication

Yangon — February 20-24 (Mon-Fri)

B13 — February 26 (Sun): MIDTERM EXAMINATION, CH 1-6 (20% of total course grade)

B14 — February 28 (Tues): Small/Large Group Observations & In-class Written Post-Port Reflection of Yangon (3 potential points); Dr. Aoki: Brief Slideshow from a visit to 20+ cities/villages in India with a Fulbright-Hays Education CSU team of faculty/high school teachers; Discuss Field Class Assignment & Objectives

Kochi — March 1-6 (Wed-Mon)

B15 — March 8 (Wed): Small/Large Group Observations & In-class Written Post-Port Reflection of Cochin (3 potential points); Reading Due MN Textbook Ch. 7 Nonverbal Codes & Cultural Spaces (Lecture/Discussion/PowerPoint); Discuss Country Research Paper

No Class March 09

B16 — March 11 (Sat): 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)

Mauritius — March 12 (Sun)

B17 — March 14 (Tues): Continue Reading Due MN Textbook Ch. 8 Understanding Intercultural Transitions, Continued (Lecture/Discussion/PowerPoint)

No Class March 15 (Wed)
B18 — March 17 (Fri): Reading Due MN Textbook Ch. 9 Popular Culture & Intercultural Communication (Lecture/Discussion/PowerPoint); COUNTRY RESEARCH PAPER (IC & Communication Construct/Issue/Theory; 20% of total course grade)

Cape Town—March 19-24 (Sun-Fri)

B19 — March 25 (Sat): Small/Large Group Observations & In-class Written Post-Port Reflection of Cape Town (3 potential points); 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)

B20 — March 27 (Mon): Reading Due MN Textbook Ch. 10 Culture, Communication, and Intercultural Relationships (Lecture/Discussion/PowerPoint)

No Class March 29 (Wed)

B21 — March 30 (Thurs): 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 31-April 3 (Fri-Mon)

B22 — April 5 (Wed): Small/Large Group Observations & In-class Written Post-Port Reflection of Tema (3 potential points); Reading Due MN Textbook Ch. 11 Culture, Communication, and Conflict

B23 — April 7 (Fri): Continue: MN Textbook Ch. 11 Culture, Communication, and Conflict; Film Clip Day: The Namesake

B24 — April 9 (Sun): 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)

Study Day April 10 (Mon)

Casablanca — April 11-14 (Tues-Fri)

B25 Final — April 16 (Sun): FINAL EXAMINATION (20% of total course grade)

Arrive Hamburg — April 19 (Wed)
FIELD WORK

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.

Field Class and Assignment

The Field Class for this course will take place on Wednesday, 1 March in Kochi, India. (Note: The 1st of March, Wednesday, is Day 1 of port in Kochi, India).

Field Class Title: The Performative Arts and Diasporic Co-cultures of Kochi, India

Field Class experiences in port provide opportunity for students to engage a performance, historical site/sacred sites, everyday events, and/or cultural spaces where everyday engagement occurs. Whether attending a performative theatre show or visiting a co-cultural Jewish synagogue, 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 new ways of seeing, knowing, and performing within the cultural context and cultural life of the port city visited.

FIELD CLASS INQUIRY BASED OBJECTIVES 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 for the objective of working on inquiry, observation, experience, and construct/theoretical application:

1. What did you notice about verbal and nonverbal communication in the port city experience?
2. What every day 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.

Key objectives include:
1. Connect constructs/theories/models from Intercultural Communication to cultural experiences and knowledge gained while at port.
2. Gain a better understanding of the performative arts as connected to local/regional/national identity.
3. Gain a better understanding of a local diasporic community by visiting historical/cultural/religions spaces, such as a Jewish synagogue and the local area.
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>
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<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>
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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 November 19, 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