

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

Semester:	Fall 2016
Discipline:	Communication Studies
Course Number and Title:	SPCM 334: Co-Cultural Communication
Course Level:	Upper (300-499)
Faculty Name:	Mary M. Meares, Ph.D.
Semester Credit Hours:	3
Prerequisites:	None

COURSE DESCRIPTION

Co-cultural Communication examines identity and communication, in the context of the diversity of the United States, including the impact of history, power, privilege, and agency on how we use communication to challenge and reinforce existing social norms. Aspects of cultural identity that will be examined include race, class, gender, sexuality, social class, religion, ability/disability, and age. However, identity is complex and we all belong to multiple cultural groups, so the concepts of intersectionality and dialogue will be foundational. Included in the course will be issues of social categorization, media representations, voice, technology, and organizational communication.

LEARNING OBJECTIVES

The major objectives/goals/intended learning outcomes of the course are:

1. To develop a more fundamental understanding of difference and how individual identities and social perceptions shape attitudes and behavior toward individuals with a variety of differences.
2. To examine critical aspects of identity including gender, race, social class, sexuality, ability, and age, but also to extend the discourse of diversity beyond these individual elements.
3. To increase individual self-awareness as well as awareness of those who are different from you.
4. To become more critical consumers of popular culture, and conscious of the ways in which media perpetuate or challenge existing power relationships.
5. To examine the communicative constructions of difference, and examine strategies for change, communication, and relationship building across difference.
6. To better understand the global role of the United States as a multicultural society, and the ways in which US dynamics are similar to or different from other countries.

REQUIRED TEXTBOOKS

AUTHOR: Brenda J. Allen
 TITLE: *Difference Matters: Communicating Social Identity*
 PUBLISHER: Waveland Press
 ISBN #: 978-1577666738
 DATE/EDITION: 2010, 2nd Ed.

AUTHOR: Tim Wise
 TITLE: *White Like Me: Reflections on Race from a Privileged Son*
 PUBLISHER: Soft Skull Press;
 ISBN #: 978-1593764258
 DATE/EDITION: Revised Edition, 2011

TOPICAL OUTLINE OF COURSE

Day	Topic	Readings/Assignments
B1: 9/13	Intro to the Course and Each Other	
B2: 9/15	Basic Concepts, Diversity and Difference, Communicating Identity	Allen, Ch. 1, Wise Ch. 1
No Class 9/16		
B3: 9/18	Identity and Identification, Power Matters	Allen, Ch. 2, Wise Ch. 2 Short Identity Paper
GREECE 9/19-23		
B4: 9/25	Comparing Identity Construction in Greece, Italy, and the US	<i>What Drives Success</i> Wise, Ch. 3-4
ITALY 9/26-30		
B5: 10/2	Gender Matters, constructions of beauty, professionalism	Allen, Ch. 3
SPAIN 10/3-7		
B6: 10/9	Gender, continued Gender in Morocco, Gender in the US	
MOROCCO 10/10-14		
B7: 10/1 6	Sharing Observations about Gender in Morocco	<i>Do Non-Muslims Help or Hurt Women by Wearing Hijabs?</i> (six essays) ID Check Paper #1 Gender
B8: 10/1 8	Race Matters, constructions of race	Allen, Chapter 4 Wise, Chapter 5
B9: 10/2 0	Racial stereotypes, racial profiling	<i>Racialisation in Trinidad and Tobago</i> Wise, Chapter 6-7
SENEGAL 10/21-24		
B10: 10/2 6	Whiteness	<i>Dear White America</i> Wise, Chapter 8
No Class 10/28		
B11: 10/2 9	Social Class Matters	Chapter 5

B12: 10/3 0	Class and Race	ID Check Paper #2 Race
BRAZIL 11/1-6		
B13: 11/8	Reflecting on Brazil Sexuality Matters	<i>Affirming a Divide</i> (The Economist) Chapter 6
B14: 11/1 0	Midterm	
No Class 11/11		
B15: 11/1 2	Ability Matters	Chapter 7
TRINIDAD AND TOBAGO 11/13-14		
OUR FIELD CLASS - 11/14		
B16: 11/1 6	Intersectionality in Trinidad	Field Class Paper Due
No Class - Panama Canal/Olympics 11/18		
B17: 11/1 9	Religion Matters	<i>Naqvi: What it's Like Being Muslim in America</i>
B18: 11/2 1	Religion, cont.	ID Check Paper #3
PERU 11/22-26		
B19: 11/2 8	Health Matters: Chronic Illness in Identity Construction	<i>What's Wrong with Me?</i>
B20: 11/3 0	Age Matters	Chapter 8
ECUADOR 12/1-4		
B21: 12/6	Nationality Matters	
B22: 12/8	Nationality and Region	
COSTA RICA 12/12-15		
B23: 12/1 5	Communicating Social Identity	Chapter 9
B24: 12/1 7	Review and Synthesis	Wise, Chapter 9
12/18 - Study Day		
B25: 12/2 0	Final Exam Due	
Packing, Convocation, Reentry 12/21		
THE UNITED STATES - END OF VOYAGE - 12/22		

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, and will be developed and led by the instructor.

FIELD CLASS AND ASSIGNMENT

The field class for this course is scheduled on November 14, 2016 in Trinidad & Tobago.

Our field class will examine issues of diversity in Trinidad, including race, class, gender, and sexual orientation and how they are socially constructed in the local context. We will do so by talking with guest speakers, both from Port of Spain and expatriates who live there. We will include a focus on race, ethnicity, identity, and communication. As you listen and converse with the speakers, compare their experiences to your own.

Evaluation of the field class will be based on participation during the day and completion of a 5-6 page paper describing your observations and applying the intercultural communication concepts we will learn about in class to this experience. This paper will be due on the first class day after the field experience. In that class session, you will be asked to share your observations as we debrief the experience and connect it to the course concepts and theories. The Field Class and Synthesis paper are worth 20% of your grade.

INDEPENDENT FIELD ASSIGNMENTS

Much of the class discussion will build on experiences you have in port. As such, you will be paying attention to the cultures of each location. In order to document that experience, for five port locations, you will write a blog post, describing your experience, observations about diversity in the host culture, interactions you had with locals, and your conclusions, **including concepts from our class**. Take an interpretive approach and try to get away from typical tourist interactions in order to understand what life is like for those who live there. Include photos to document your experience.

Each blog post should address one aspect of identity we are discussing in the class. For example, you might talk about your observations about gender in Morocco or religion in Italy. Each blog post should be at least 500 words and my address a specific aspect of the culture being studied. Blog posts must be posted within 48 hours after leaving the port. Each blog post is worth 20 points or 2% of your grade, for a total of 10%. You cannot do a blog post for the port where we do our Field Class.

OTHER ASSIGNMENTS:

1. **Participation/Citizenship (10%):** Respectful and active participation is an important part of this class. However, I also recognize that different people contribute in different ways. You all have communication experience and sharing that experience with the rest of the class improves the quality of class discussion and student learning. Accordingly, 100 points (10%) of your grade depends on your active participation in class.
2. **Short Identity Paper (5%):** Write a short (approximately 2-3 pages) paper, describing the who you are in terms of your race, class, gender, sexual orientation, and any other topics you see on the syllabus that are relevant to you. Include how each aspect influences your

communication (how you communicate, who you communicate with, etc.). This is a way for you to think about the many different identities that influence you.

3. **ID Check Papers (3 x 10%, 30% total):** You will complete three papers (~6 pages) based on the ID Check questions (gray box, not the reflection questions at the end of the chapter) in the textbook for the following topics:
 - **Paper #1: Gender** (p. 62)
 - **Paper #2: Race** (p. 90-91)
 - **Paper #3: Social Class** (p. 111) **or Sexuality** (p. 134) **or Ability Status** (p. 159)In each of these papers, you will examine aspects of your own identity. Everything you write in these papers (or share with me outside of class) will be kept confidential unless you choose to reveal it to others. While your paper should include answers to all of the questions, it should be written as a paper, not questions and answers.
4. **Midterm (10%):** The midterm will have objective and/or subjective essay types of questions constructed mostly to ensure that you have understood the concepts used in class and readings and can apply them to examples. Review key terms for each chapter, in-class exercises, AND lecture notes from class as a study guide.
5. **Final Take Home Exam** on your learning in the course **(15%)**.

Overview of Course Grading

Participation/Citizenship	10%
Field Class and Synthesis Paper	20%
Blog Entries on Independent Field Experiences (5 x 20 points)	10%
Short Identity Paper	5%
ID Check Papers	30%
Midterm	10%
Final Exam	15%

Grading Criteria

Papers and Other Written Assignments:

An "A" Paper:

1. Fully completes all parts of the assignment in a thoughtful manner.
2. Includes a concise and clear thesis or topic sentence.
3. Has an effective introduction and conclusion.
4. Provides support (examples, evidence) for arguments with adequate yet focused details.
5. Acknowledges and documents sources.
6. Is well organized.
7. Is free of grammatical and spelling errors.
8. Uses appropriate vocabulary and format.
9. Shows originality and creativity in completing the assignment.
10. Maintains a level of excellence throughout.

A "B" paper does all of the above (1-10) in a superior way, but without the level of originality or creativity of an A paper and/or has some minor errors or flaws.

A "C" paper does all of the above (1-10) in a satisfactory manner but includes more (or more serious) errors or flaws.

A "D" paper is missing some of the above (1-10) and/or includes many serious and minor errors or flaws. (Rough drafts without additional work often resemble a C or D paper.)

An "F" paper is missing many of the above (1-10) and/or includes many serious and minor errors or flaws.

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:

<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
94-96%: A	84-86%: B	70-76%: C	
90-93%: A-	80-83%: B-	60-69%: D	

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ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea classes 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.

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 July 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."

ELECTRONIC COURSE MATERIALS

AUTHOR: Amy Chua and Jed Rubenfeld
ARTICLE/CHAPTER TITLE: What Drives Success? (Opinion)

JOURNAL/BOOK TITLE: The NY Times
DATE: January 25, 2014
Web Address: http://www.nytimes.com/2014/01/26/opinion/sunday/what-drives-success.html?_r=0

AUTHOR: Alejandro de la Fuente
ARTICLE/CHAPTER TITLE: A Lesson From Cuba on Race
JOURNAL/BOOK TITLE: The New York Times
DATE: November 17, 2013
Web Address: <http://opinionator.blogs.nytimes.com/2013/11/17/a-lesson-from-cuba-on-race/>

AUTHOR: Assorted
ARTICLE/CHAPTER TITLE: Do Non-Muslims Help or Hurt Women by Wearing Hijabs? (6 essays)
JOURNAL/BOOK TITLE: The New York Times
DATE: January 6, 2016
PAGES: <http://www.nytimes.com/roomfordebate/2016/01/06/do-non-muslims-help-or-hurt-women-by-wearing-hijabs>

AUTHOR: Zehra Naqvi
ARTICLE/CHAPTER TITLE: What's It Like Being Muslim in America?
JOURNAL/BOOK TITLE: Huffington Post
DATE: November 16, 2015
PAGES: http://www.huffingtonpost.com/zehra-naqvi/what-its-like-being-muslim-in-america_b_8569378.html

AUTHOR: Meghan O'Rourke
ARTICLE/CHAPTER TITLE: What's Wrong with Me?
JOURNAL/BOOK TITLE: The New Yorker
DATE: August 26, 2013
PAGES: <http://www.newyorker.com/magazine/2013/08/26/whats-wrong-with-me>

AUTHOR: George Yancey
ARTICLE/CHAPTER TITLE: Dear White America
JOURNAL/BOOK TITLE: NY Times
DATE: December 24, 2015
PAGES: <http://opinionator.blogs.nytimes.com/2015/12/24/dear-white-america/>

AUTHOR:
ARTICLE/CHAPTER TITLE: Affirming a Divide
JOURNAL/BOOK TITLE: The Economist
DATE: January 28, 2013
PAGES: <http://www.economist.com/node/21543494>

AUTHOR: Josephine Lutchman
ARTICLE/CHAPTER TITLE: Racialisation in Trinidad and Tobago
JOURNAL/BOOK TITLE: Centre for Ethnicity and Racism Studies, University of Leeds
VOLUME: CERS Working Paper
DATE: 2012

PAGES: http://2m1wji4fi7mw252rpnmo25u6.wpengine.netdna-cdn.com/files/2013/05/Racialisation_and_Trinidad_and_Tobago_Josephine_Lutchman.pdf

ADDITIONAL RESOURCES

DVD Tim Wise: On White Privilege – Racism, White, Denial, and the Cost of Inequality

The Media Education Foundation

ISBN 1-932869-22-0