Voyage: Fall 2014  
Discipline: Communication Studies  
SEMS 2500-503: Intercultural Communication (Section 1)  
Lower Division  
Faculty Name: Margaret U. D’Silva  
Credit Hours: 3; Contact Hours: 38  

Pre-requisites: None required.  

COURSE DESCRIPTION:  
We live in a global village where all of us, who share this planet, depend on each other. Successful interactions in the global village are possible when we realize that different cultures may not hold the views we do. These cultural differences including language, nonverbal communication, power relations, among others will be covered in the class with the goal of learning to communicate effectively across cultural boundaries. We will explore the complexities of intercultural communication using four conceptual perspectives: social psychological, interpretive, critical, and dialectical. The countries visited on this voyage will become the context to deepen your understanding of a wide range of cultures, and to help you improve your intercultural communication skills.  

COURSE OBJECTIVES  
1. Understand how cultures, as we know them today, evolved as an adaptation to environmental and historical circumstances.  
2. Become aware of the major differences in the worldviews of several cultures  
3. Know the major theories and concepts that inform the study of intercultural communication  
4. Develop your own intercultural communication skills  
5. Participate in intercultural communication encounters in different nations  

REQUIRED TEXTBOOKS  
AUTHOR: Martin, Judith & Nakayama, Thomas  
TITLE: Intercultural Communication in contexts  
PUBLISHER: McGraw Hill
Course Pack Readings

Beat, Timothy, “Pussy Riots Theology.” * Chronicle of Higher Education.*
Dostoevsky, F., chapters from *The Brothers Karamazov*
Lutz, Felix, “Evolution and Normalization: Historical Consciousness in Germany.” *German Politics and Society*
Noel McLaughlin: "Bono! Do you Ever Take Those Wretched Sunglasses Off?: U2 and the Performance of Irishness.” *Popular Music History*

Reserve Readings

*Culture Smart* books available from the ship library. The books will be useful for your research presentation.

**TOPICAL OUTLINE OF COURSE** (The itinerary and course schedule are subject to change).

Each class meeting will include a discussion of the readings, and depending on the itinerary, a group research presentation on the approaching port, and a short quiz on completion of a chapter. You will also maintain a journal entry, about 1-2 pages, for each port day reflecting on your intercultural experiences, comparing and contrasting these with other port experiences, and connecting them to class concepts. These entries will become the material for country debriefs on our return to sea.
You will also selectively use this material for your final 5-6 page paper. Computers, digital devices and cell phones are disallowed in class, unless required for specific class assignments.
Depart Southampton- August 23:

A1- August 25:
Introduction to the Course; Creating a culture
Read before class: CCAI Chapter 3

A2-August 27:
Russia
Read chapters from Dostoevsky; *Pussy Riot’s Theology*;

St. Petersburg: August 29- September 2

A3- September 3:
The history of the study of intercultural communication
Debrief Russia,
Martin & Nakayama; Chapters 1 & 2

Gdansk: September 5-7
Rostock: September 8-9

A4 September 10:
Lutz, Evolution and Normalization: Historical Consciousness in Germany
Group presentation: Research on Belgian & French cultures;

A5- September 12:
Culture, Communication, Context, and Power
Martin & Nakayama: Chapter 3

Antwerp: September 14-16
Le Havre: September 17-19

A6-September 20:
History and Intercultural Communication; Debrief Countries
Martin & Nakayama: Chapter 4;

A7- September 22:
Group presentation: Research on Irish culture;
Dublin: September 24-27

A8- September 28: Debrief Ireland
Identity and Intercultural Communication
Noel McLaughlin: "Bono! Do you Ever Take Those Wretched Sunglasses Off?: U2 and the Performance of Irishness from Popular Music History
Martin & Nakayama Chapter 5

A9- September 30: Group presentation: Research on the Portuguese & Spanish culture
Lisbon: October 1-2
In transit: October 3
Cadiz: October 4-5

A10- October 7: Regarding Africa
Group presentation: Moroccan culture
Casablanca: October 8-11

A11-October 13:
Language and Intercultural Communication
Martin & Nakayama Chapter 6

A12- October 15:
Regarding Languages
Group presentation: Senegalese culture
Dakar: October 16-19

A13- October 21:
Nonverbal codes and cultural space
Martin & Nakayama Chapter 7

A14- October 23:
Group presentation: Ghana
Takoradi: October 25-26
Tema: October 27-28
A15- October 29:
Understanding Intercultural Transitions
Martin & Nakayama Chapter 8

A16- October 31:
The Atlantic
Davenport, Guy, “The Geography of the Imagination” from *The Geography of the Imagination*

Study Day: November 2

A17- November 3:
Popular Culture and Intercultural Communication
Martin & Nakayama Chapter 9
Group presentation: Brazilian culture

A18- November 5: Regarding peace
Culture, Communication, and Conflict
Martin & Nakayama Chapter 11

Rio de Janeiro: November 7-9
In-transit: November 10-11
Salvador: November 12-14

A19- November 15: Regarding Brazil
Martin & Nakayama Chapter 11

A20- November 17: Effective Intercultural Communication
Martin & Nakayama Chapter 12

Study Day: November 19:

A21- November 20: The Caribbean
Group presentation: Caribbean culture
Bridgetown: November 22-24

A22- November 25: Wrapping up; synthesis reports discussion
A23- November 27:
Cuba
Group presentation: Cuban culture

Havana: November 29- December 2:

Study Day- December 3

A24-December 4 (A Day Finals): Synthesis Report due (5-7 pages)

FIELD WORK
Field lab attendance is mandatory for all students enrolled in this course. Please do not book individual travel plans or a Semester at Sea sponsored trip on the day of our field lab.

Our field lab will be in St. Petersburg, Russia Saturday, 30 August. Prior to departure, you will write a brief 1 page essay on your personal myths about Russia.

You will make careful notes of your observations in your journal. Later, you will connect this experience with your myths about Russia, other port experiences, and incorporate them into journal entries and the final paper.

Field Lab Description

To experience how cultures, as we know them today, evolved as an adaptation to environmental and historical circumstances, our field lab will take us to St. Petersburg, Russia. We will visit Peterhof, the grand palace established by Peter the Great and renovated by Catherine the Great. After Peterhof, we will visit Dostoevsky’s Apartment. The opulence of the Peterhof and the simplicity of Dostoevsky’s living arrangements will present a study in contrasts. They will give us a glimpse into Russia’s historical progression from the Romanovs to the October revolution. Dostoevsky’s apartment is the location where he wrote the Brothers Karamazov. We will read a few chapters from his book prior to our visit.

We will be walking the grounds of the Peterhof so wear comfortable shoes. Bring an observant eye to see aspects of Russian culture which you will then incorporate into the writing of your paper.
Academic Objectives are to:

1. Understand Russian imperial history
2. Contrast the lives of the Romanovs with that of everyday people
3. Absorb the context of Dostoevsky’s writing of the Brothers Karamazov

METHODS OF EVALUATION / GRADING RUBRIC:

1. Attendance (your physical presence in the classroom)
2) Participation (active participation in class discussion)
3) Preparation (quizzes and assignments turned in on time)
4) Country research presentation
5) Journal Entries & Final paper

Final Paper

Your final paper will be a 5-7 page report on Intercultural Communication incorporating your CCAI score, and the key concepts you learned in the class with the most meaningful experiences you had while in port-of-call locations. You will focus on a few significant experiences. You will analyze what you learned the most from, and why, and how it impacted you. You will use your CCAI score and at least three major concepts from the semester in interpreting and describing the experiences from which you learned the most. The paper may be handwritten. Use sources from your textbook, your class readings, or books on hold, to provide appropriate cites and references.

GRADING RUBRIC
Attendance/Participation -- 20% (for each class missed beyond two, 5% off your final grade)
Group Research on Country – 30% (5% - your group members’ evaluation of the quality and quantity of your effort)
Quizzes: 30% (at sea, a multiple choice quiz on each chapter; 8 best scores)
Final Paper - 20% (includes field lab reports and journal entries)

RESERVE LIBRARY LIST

AUTHOR: Samovar, Porter, McDaniel
TITLE: Communication Between Cultures
HONOR CODE
Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University’s honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager’s Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: “On my honor as a student, I pledge that I have neither given nor received aid on this assignment.” The pledge must be signed, or, in the case of an electronic file, signed “[signed].”