

SEMESTER AT SEA COURSE SYLLABUS
University of Virginia, Academic Sponsor

Voyage: Spring 2015

Discipline: Communication Studies

SEMS 2500-504: Intercultural Communication (Section 2)

Division: Lower

Faculty Name: Stephanie Aragao

Credit Hours: 3; Contact Hours: 38

Pre-requisites: None

COURSE DESCRIPTION

While relatively recent innovations in digital technologies and transportation have increased opportunities for cultural, political, and economic contact between dispersed populations, intercultural communication is hardly a new phenomenon. For centuries, movements of people, goods, and ideas have traversed national and regional borders to explore new spaces, find and trade goods, share ideas and, indeed, to occupy, exploit, and conquer people and places.

This course will provide an introduction to theoretical and methodical approaches to the study of intercultural communication. You will be asked to read challenging texts, engage in class discussions, reflect meaningfully on a number of hands-on field exercises, and think critically about the concepts we explore during your travels with SAS.

COURSE OBJECTIVES

By the end of the semester, you should be able to:

- Understand and describe the inextricable link between communication and culture.
- Identify and critically explore manifestations of cultural difference, including both examples of convergence and conflict.
- Reflect upon the impact that your own cultural learning has had in shaping your worldview.
- Develop ethical and practical competencies for engaging in communication across difference.

REQUIRED TEXTBOOKS

There is no required textbook that you must acquire for this course, but there are a number of required readings, including book chapters and journal articles, details of which can be found in the course schedule. All course readings will be available to you in our course folder on the ship's intranet.

COURSE SCHEDULE

Depart Ensenada- January 7:

A1- January 9:

Course Introduction

A2-January 11:

Reading | Gudykunsdt, W.B. et al (2005). Chapter 1: Theorizing about intercultural communication: An Introduction. In *Theorizing About Intercultural Communication*. Gudykunsdt, W.B. (Ed.). Thousand Oaks, Calif: Sage.

A3- January 13:

Readings | Martin, J. N., & Nakayama, T. K. (2004). Chapter 3: Culture, Communication, Context and Power. In *Intercultural communication in contexts*. Boston: McGraw-Hill.

Teves, S. N. (2011). "Bloodline Is All I Need": Defiant Indigeneity and Hawaiian Hip-Hop. *American Indian Culture & Research Journal*, 35, 4.)

Hilo: January 14

A4-January 16:

Response paper 1 due: *Reflections on Hilo: Cultural Signs and Symbols*

Reading | Liu, S., Gallois, C., & Volčič, Z. (2011). Chapter 7: Nonverbal communication and culture. In *Introducing intercultural communication: Global cultures and contexts*. London: SAGE.

A5-January 19:

Readings | Midooka, K. (1990). Characteristics of Japanese-style communication. *Media Culture & Society*, 12(4): 477-489.

Yamada, M. (2009). Westernization and cultural resistance in tattooing practices in contemporary Japan. *International Journal of Cultural Studies*, 12, 4, 319-338.

Study Day: January 21

A6- January 22:

Reading | Hosokawa, S. (1999) “‘Salsa No Tiene Frontera’: Orquesta de la Luz and Globalization of Popular Music’, *Cultural Studies* 13(3): 509–34.

A7-January 24:

Readings | Gudykunst, W. & Kim, Y.Y. (1995). Communicating with strangers: An approach to intercultural communication. In *Bridges Not Walls*, ed. John Stewart, 6th edition, New York: McGraw-Hill,, pp. 429-442.

Yokohama: January 26-27

In-Transit: January 28

Kobe: January 29-31

A8- February 1:

Response paper 2 due: *Reflections on Yokohama & Kobe: Cross-Cultural Nonverbal Communication*

Reading | Pamela K. Morris, Comparing portrayals of beauty in outdoor advertisements across six cultures: Bulgaria, Hong Kong, Japan, Poland, South Korea, and Turkey, *Asian Journal of Communication*, 2014, 24 (3) 242-61.

Shanghai: February 3-4

In-Transit: February 5-6

Hong Kong: 7-8

A9- February 9:

Response paper 3 due: *Reflections on Shanghai & HK: Advertising as Cultural Communication*

Reading | Schwenkel, C. (February 01, 2006). Recombinant History: Transnational Practices of Memory and Knowledge Production in Contemporary Vietnam. *Cultural Anthropology*, 21, (1) 3-30.

Ho Chi Minh: February 11-16

Field Lab: Ho Chi Minh City

Ho Chi Minh Museum & War Remnants Museum

A10- February 17:

Field lab response paper due: *Reflections on Ho Chi Minh: Museums as Cultural Discourse*

Reading | Urry, J., & Larsen, J. (2011). Chapter 1: The tourist gaze. In *The tourist gaze 3.0*. Los Angeles: Sage.

Singapore: February 19-20

Study Day: February 21

A11-February 22:

Response paper 4 due: Reflections on Singapore: *Heritage commodification and working outside of the tourist gaze*

Reading | Chie, I. (November 01, 2008). The Modern Burmese Woman and the Politics of Fashion in Colonial Burma. *Journal of Asian Studies*, 67, 4.)

Rangoon: February 24-March 1

A12-March 2:

Response paper 5 due: Reflections on Rangoon: *Fashion as Cultural Expression*

Reading | Martin, J. N., & Nakayama, T. K. (2004). Chapter 5: Identity and Intercultural Communication. In *Intercultural communication in contexts*. Boston: McGraw-Hill.

A13- March 4:

Reading | Bandyopadhyay, R., Morais, D. B., & Chick, G. (2008). Religion and identity in India's heritage tourism. *Annals of Tourism Research*, 35, (3) 790-808.

Cochin: March 6-11

Study Day: March 12

A14-March 13: Reading |

Response paper 6 due: Reflections on Kochi: *Culture and Religious Practice*

Shome, R., & Hegde, R. S. (2002). Postcolonial Approaches to Communication: Charting the Terrain, Engaging the Intersections. *Communication Theory*, 12 (3) 249-270.

A15-March 15:

Reading | Das, P. (2013). Casteless, Raceless India: Constitutive Discourses of National Integration. *Journal Of International & Intercultural Communication*, 6 (3), 221-240.

Study Day: March 17

Port Louis: March 18

A16- March 19:

Response paper 7 due: Reflections on Port Louis: *Colonialism and Cultural Memory*

Reading | Piller, I. (2011). Chapter 4: Nation and culture. In *Intercultural communication a critical introduction*. Edinburgh: Edinburgh University Press.

A17- March 21:

Reading | Brown, D. (2001) 'National Belonging and Cultural Difference: South Africa and the Global Imaginary', *Journal of Southern African Studies* 27(4): 757–69.

A18-March 23:

Readings | LiPuma, E., & Koelble, T. A. (2011). Rituals of solidarity in the new South Africa. *Studies in Ethnicity and Nationalism*, 11 (1) 1-24.

Khanna, P. (2013, October 14). The End of the Nation-State? *The New York Times*.

Cape Town: March 25-30

Study Day: March 31

A19-April 1:

Response paper 8 due: Reflections on Cape Town: *Culture, Identity and the Nation-state*

Reading | Comaroff, J. L., & Comaroff, J. (2009). Chapter 1: Three or Four Things about Ethno-futures. In *Ethnicity, Inc.* Chicago: University of Chicago Press.

A20-April 3:

Reading | Piller, I. (2011). Chapter 5: Language and culture. In *Intercultural communication a critical introduction*. Edinburgh: Edinburgh University Press.

A21- April 5:

Reading | Dakubu, M. (2000). Multiple bilingualism and urban transitions: coming to Accra. *International Journal Of The Sociology Of Language*, (141), 9-26.

Tema (Accra): April 7-9

Takoradi: April 10-11

A22-April 12:

Response paper 9 due: Reflections on Accra: *Language and Interpersonal Connection*

Reading | Martin, J. N., & Nakayama, T. K. (2004). Chapter 11: Culture, Communication and Conflict. In *Intercultural communication in contexts*. Boston: McGraw-Hill.

Study Day: April 14

A23-April 14:

Reading | Arasaratnam, L. A. (2007). Research in intercultural communication competence. *Journal of International Communication*, 13 (2), 66-73.

Dakar: April 17-21

Response paper 10 due: Reflections on Dakar: *Intercultural Competence*

A24-April 22: Final Exam Review Session

Global Lens Exams and Study Day: April 24

A25: A Day Finals, April 25

April 29: Arrive in Southampton

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 your field lab.

FIELD LAB

Ho Chi Minh City, Vietnam

Ho Chi Minh Museum & War Remnants Museum

In Ho Chi Minh we will visit two museums that depict Vietnamese history. The Ho Chi Minh Museum is housed in the Gia Long Palace, where Ngo Dinh Diem spent his final hours in power before his assassination in 1963. It takes visitors through important periods of Vietnamese history through photographs, cultural artefacts and memorabilia. The War Remnants Museum, which is operated by the Vietnamese government, contains exhibits pertaining to the Vietnam War. We will consider museums as a space of cultural production and consider point of both convergence and contrast in the public practice of cultural memory.

FIELD LAB ASSIGNMENT

Following our visit to the cultural heritage sites in Ho Chi Minh, you will be asked to write a response paper (4-5 pages) that connects your experience to the themes from our course material on cultural practices of memory and knowledge.

CLASSROOM POLICIES

ATTENDANCE AND TARDINESS

I record attendance at the beginning of each class meeting. If you are not seated and ready to begin, you are considered absent and should come see me at the end of class. Being on time, prepared, and engaged during each class meeting is essential to your success in this course.

CLASSROOM USE OF TECHNOLOGY

The use of mobile phones is not permitted during class time. All phones should be turned off completely, not simply switched to silent mode. While you may use your laptop to reference course materials and take notes, any other activity – such as surfing the web, social networking, checking e-mail or otherwise unrelated activity is strictly prohibited and could result in revocation of your laptop privileges.

CLASS ENGAGEMENT

It is very important to both your learning and that of your peers that you make an effort to engage in class discussion. One of the central aims of studying intercultural communication is developing communication competence across difference, and class discussion and debate is an important exercise in doing just that.

METHODS OF EVALUATION & GRADING RUBRIC

EVALUATION

Attendance, Preparation and Participation (10%)

To meaningfully participate you must be prepared by completing the assigned reading before class.

Ten Reflection Papers (50%)

For each port you will be asked to write a reflection paper that clearly connects your experience to the topics and themes we cover. Depending on the length of our stay in a particular port, you will be asked to reflect on specific concepts or more broad themes. Required page length minimum will vary from 2-4 pages depending on our length of stay and the nature of the topic or theme.

Field Lab Response Paper (20%)

After our Field Lab in Ho Chi Minh you will be asked to write a 4-5 page response paper clearly connecting your experience to our reading and discussions. Directly from the experience you describe in the paper, you will also be asked to tell the class about one particular aspect of the field lab that resonated most with you and why.

Final Exam (20%)

The final exam will test your knowledge on the concepts and themes we cover during the voyage. There will be a review session for the final exam during our last regular class meeting and a study guide outline will be provided two weeks in advance to the session.

GRADING DIMENSIONS

For all writing assignments, including reflection papers and your field lab response, your work will be assessed along five dimensions, each scored from Excellent-Poor, making up your assignment grade:

1. **Clarity & Depth of Ideas** | Are your ideas clearly stated and do you provide enough depth for the reader to understand what you intend for them to take away from your writing?
2. **Coherence & Logic** | Is your work consistent and does it have a logical flow?
3. **Acuity & Creativity** | Does your work demonstrate that you have thought about the topic in creative and interesting ways?
4. **Connection to Source Material** | Does your work demonstrate clear connections to the source material or is it simply your own opinion?
5. **Mechanics** | Does your work reflect good grammar, solid sentence construction, appropriate punctuation, and necessary citations to any material you reference (including the textbook, articles, film clips, and/or lectures)?

An in-depth grading rubric is available in course folder on the ship's intranet.

FINAL GRADE SCALE

A	93 – 100	B	83 – 86	C	73 – 76	F	0 – 64
A-	90 – 92	B-	80 – 82	C-	70 – 72		
B+	87 – 89	C+	77 – 79	D	65 – 69		

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]."