

## SEMESTER AT SEA COURSE SYLLABUS

### Colorado State University, Academic Partner

<b>Voyage:</b>	Spring 2019
<b>Discipline:</b>	Communication Studies
<b>Course Number/Title:</b>	SPCM 434 Intercultural Communication
<b>Division:</b>	Upper
<b>Faculty Name:</b>	Kenneth Cushner
<b>Semester Credit Hours:</b>	3

**Prerequisites:** The instructor is willing to waive the standard CSU prerequisite – one (1) college composition course – provided students have completed ample writing within their undergraduate studies. Most undergraduate English courses will satisfy the requirement.

### COURSE DESCRIPTION

Regardless of your field of study or ultimate career trajectory you are more than likely to engage in deep interpersonal and professional relationships with people whose cultural background is significantly different from your own. 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. The course will provide a survey of intercultural communication theory and practice, and encourage the cultivation of communicative competence with people from different cultural backgrounds both in domestic and international settings, as well as across a variety of contexts. The course balances attention to concepts and principles with experientially-based study designed to apply theoretical understandings in concrete, international locations.

### LEARNING OBJECTIVES

- To explore cultural self-awareness as well as other culture awareness, and the dynamics that may arise in interactions between people from different cultural backgrounds and styles.
- To compare and contrast different epistemologies and theoretical paradigms adopted by social scientists as they relate to the field of intercultural communication and interaction, and to practice preliminary intercultural research methods.
- To identify challenges that may arise from these differences in intercultural interactions and learn ways to creatively address them.
- To discover the importance of the roles of context and power in studying intercultural communication, focusing on the interrelationships among culture, identity, language, nonverbal codes, and cultural spaces as they are evident in global identities,

socioeconomic status, gender and sexuality, as well as in colonial and other social histories.

- To examine specific cross-cultural experiences and contexts to learn how to promote effective cross-cultural communication and to make your own travel experiences more meaningful.

## **REQUIRED TEXTBOOKS**

AUTHOR: Judith N. Martin and Thomas K. Nakayama  
(referred to as MN in Course Outline)

TITLE: Intercultural Communication in Contexts

PUBLISHER: McGraw-Hill

ISBN #: 978-0-07-352393-4

DATE/EDITION: 2018/7<sup>th</sup> Edition

Additional Readings will be provided by the instructor

## **COURSE OVERVIEW**

The first part of this course focuses on building a basic understanding of the field of intercultural communication as perception, communication, and behavior of individuals interacting on the interpersonal level. The second part of the course will utilize the knowledge base, building frameworks from established theories in the field for critical analysis and understanding of our own, and others', intercultural engagement. The third phase of the course will focus on building the skills needed to apply your knowledge to address issues of dehumanization, cross-cultural conflict, and social integration including issues involving ethnic, racial, gender, and class differences.

Given the nature of the subject, this course emphasizes theory in practice with priorities on personal critical reflection (awareness), academic engagement (knowledge), and experiential learning (skills). To foster personal and critical reflection, much of our class time will be spent in discussion. It is important that you bring your ideas and questions with you and share them freely with others in the class. Certain assignments and class activities will also be given with a focus on building a deeper self-awareness of your own cultural values, behaviors, and worldview. A high value is placed on your ability to critically evaluate your own identity in relation to what we are learning and the challenges the material presents.

In order to deepen academic knowledge and engagement, readings from a variety of sources will be assigned to provide you with a comprehensive survey of the intercultural field. This knowledge will be evaluated through traditional examinations focused on identifying your understanding of theoretical models as well as projects and activities designed to connect theory to current events and activities. Students are expected to read assigned material ahead of class meetings and come with thoughts and questions prepared for discussion (your textbook is designated as MN in the Topical Outline below). Understand that class time is meant for engaging material, not reviewing it, so it is imperative that you

come to class having read the assignment for the day.

Understanding theory requires far more than reading and writing, but also doing thorough observation, speaking, and action. This is especially true when seeking to study and understand the influential reach of culture on communication and conflict. One cannot simply know cross-cultural dynamics, one must experience them as only through experience can true competency and skill in intercultural affairs be formed. In order to begin building the necessary skills for competent cross-cultural engagement, you will engage in a number of experiential learning activities including cross-cultural simulations; films; roundtable discussions on controversial issues; in-port observations, interactions, projects and interviews; as well as reflective writing and analysis. You are expected to be as engaged with the experiential dimension of the work as with the theory itself, and as such will be required to demonstrate your understanding of major concepts addressed in the course by using your authentic experiences in the various ports to produce a number of critical incidents and other products that can be used to teach others.

## TOPICAL OUTLINE OF COURSE

Class	Topic	Assignments/Activities
A1 – January 7	Introduction to course objectives, expectations & classmates. Introductory intercultural exercises, “Seeing with New Eyes – Hearing with New Ears!”	Who am I as an Intercultural Being? Frameworks to consider when analyzing influences on one’s own cultural identity.
A2 – January 9	Why Study Intercultural Communication?	MN Chapter 1
A3 – January 11	Cross-Cultural Training Strategies, with particular focus on the 18-theme Culture General Framework (Cushner & Brislin, 1996). Development and use of critical incidents.	Read Brislin (2002) <i>Encouraging Depth Rather than Surface Processing about Cultural Differences through Critical Incidents and Role Play</i> . Online Readings in Psychology and Culture, 7(1). <a href="https://doi.org/10.9707/2307-0919.1063">https://doi.org/10.9707/2307-0919.1063</a>  Read: <i>The Culture General Framework for Understanding Intercultural Interactions</i> (Cushner)
January 12	In Honolulu, Hawaii	
A4 – January 14	History of the Study of Intercultural Communication. Paradigms for studying culture and communication.	MN Chapter 2 (Body Ritual of the Nacirema (H. Miner, 1956)

A5 – January 17	Culture, Communication, Context and Power.	MN Chapter 3 White Privilege: Unpacking the Invisible Knapsack (P. McIntosh, 1989) reading and activity.
A6 – January 20	Historical Intercultural Encounters: Contact between Colonial Powers and Indigenous Groups	Film “First Contact.” Cultural Identity Self Analysis Essay due.  <i>Read: Intercultural Relations and Acculturation in the Pacific Region (J. Berry, 2010).</i>
A7 – January 22	Identity and Intercultural Communication; Sources of Cultural Identity	MN Chapter 5
January 24 - 28	In Kobe, Japan	
A8 – January 29	History and Intercultural Communication	MN Chapter 4 Assignment #1, Cultural Identity Self Analysis paper due
January 31 – February 5	In Shanghai, China/Transit/In Hong Kong	
A9 – February 6	In class review of rough draft of two critical incidents based on experiences in Japan and/or China	Rough draft of two critical incidents due
February 8 - 13	In Ho Chi Minh City, Vietnam	
A10 – February 14	Development of Intercultural Competence and the Developmental Model of Intercultural Sensitivity	DMIS/IDI activity Read Bennett, Bennett, M.J. (2004): <i>Becoming Interculturally Competent</i>
A11 – February 17	Hofstede’s Cultural Dimensions.	Read: Hofstede, G. (2011). <i>Dimensionalizing Cultures: The Hofstede Model in Context</i> . Country comparisons using the various ports of call on the voyage.  Assignment #3 (part 1): First two critical incidents due.
February 19 - 23	In Yangon, Myanmar	

A12 – February 24	Language and Intercultural Communication.	MN Chapter 6 Analyzed through the film: A Different Place: The Intercultural Classroom.
A13 – February 26	Mid-Term Exam (Chapters 1-6)	
February 28 – March 5	In Cochin, India	
A14 – March 6	Nonverbal Codes and Cultural Space. Prejudice Formation, Prejudice Reduction and the Contact Hypothesis.	MN Chapter 7 Analyzed through the John Gray Experience.
A15 – March 9	Understanding Intercultural Transitions. Acculturation and immigrants, refugees, sojourners and Third Culture Kids (TCKs).	MN Chapter 8
A16 – March 12	Culture, Communication, and Intercultural Relationships.	MN Chapter 10 Assignment #3 (part 2): Two critical incidents due
A17 – March 14	Culture, Communication, and Conflict	MN Chapter 11
A18 – March 16	Culture, Communication, and Conflict (cont.). Building trust and understanding between cultures in conflict – Arab-Israeli relationships.	Film: <i>Promises</i> .
March 18 - 23	In Capetown, South Africa	Field Class – March 18, Capetown
A19 – March 24	Popular Culture and Intercultural Communication.	MN Chapter 9
A20 – March 26	Cross-Cultural Communication Training in Context: Military Advisors, Educators and others.	
A21 – March 28	Communication Displays across Culture presentations.	Assignment #4: Student presentations Field Work Reflection Due.
March 30 – April 3	In Ghana	
A22 – April 4	Communication Displays across Culture presentations.	Assignment #4: Student presentations
A23 – April 6	Communication Displays across Culture presentations continued.	Assignment #4: Student presentations

		Assignment #3 (part 3): Final critical incident due
A24 – April 9	Striving for Engaged and Effective Intercultural Communication – Personal Reflection and Growth	MN Chapter 12
April 11 - 15	In Casablanca, Morocco	
A 25 – April 17	Final Exam	

## ASSIGNMENTS, COURSE EXPECTATIONS & EVALUATIONS

1. Cultural Identity Self Analysis Essay. This is a way for you to think about how the many different cultural groups to which you belong influence your worldview and ways you communicate with others. You will prepare a brief essay (3-4 double-spaced pages) where you describe the various cultural groups to which you identify and how they have influenced your values and worldview. You should also discuss how each of these groups influences your communication behavior and your relationship with others (e.g., who you communicate with, how you communicate, etc.). (Due A8, 5%).
2. International Encyclopedia of Intercultural Communication presentation. Each student will be responsible for presenting a five-minute summary of the content of one major concept as presented in the *International Encyclopedia of Intercultural Communication* (Kim, 2018). Specific topics will be assigned at the start of the semester, provided by the instructor, and presented at key class sessions throughout the semester. (5%).
3. Critical Incidents as Culture Teaching Tools/Independent Field Assignments. A significant portion of the class will build on experiences you have in port. As such, you will be paying attention not only to the cultures of each location but especially to how you and others respond to communication differences and adjustment challenges. You will demonstrate your understanding of how concepts from the class can be applied and then used to teach others by preparing five critical incidents based on your personal experiences that reflect Cushner and Brislin's 18-theme cultural general framework and/or Hofstede's dimensions. Criteria for the expectations of the critical incidents will be provided in class A3. These incidents must emphasize communication differences you have experienced or observed in port and presented in such a way that they could conceivably be used to help others better understand the role culture plays in communication. The last critical incidents should reflect your experience in the required Field Class. We will review your first two critical incidents as part of class A9. The final versions of the first two critical incidents will be due A11; two incidents are due A 16; with the last one due A 23. (25%).
4. Communication Displays across Cultures. For this assignment you will work with a partner to identify how one aspect of communication behavior is exhibited in at least

three of the countries visited on the voyage (one of your observations should reflect your experience in the required Field Class in South Africa and will account for one third of this assignment). You may choose personal/interpersonal behavior (e.g., public displays of affection, meeting and greeting behavior, gestures); expressions or exhibits of popular culture (e.g., compare how a particular product or idea is marketed and/or presented), or a series of interviews (at least 3 per country) with people you meet where you compare their responses to a similar inquiry (e.g., attitudes toward something, interactions among minority groups). You will present your findings via a PowerPoint or video presentation in class A 21, 22 and 23. (15%)

5. Mid-Term Exam. The mid-term exam will be a traditional examination consisting primarily of application of key concepts through short answer case study analysis questions covering materials from both readings and lectures. The exam is designed to focus on assessing foundational material vital for expanding our discussion and study in the second half of the semester and covers material found in Chapters 1 – 6. Class A13. (15%)
6. Field Class Evaluation: A 2-3 page reflection that describes at least two major ideas, observations or epiphanies you took away from our visit(s) and how you can apply them to your personal or professional life (10%) will be required for the Field Class (due A21, March 28). In addition, in Assignment #3 (Critical Incidents as Culture teaching Tools), the last of the five critical incidents should be based on their personal experiences in the Field Class (due A23). Similarly, on Assignment #4 (Communication Displays across Cultures), one of the three parts serving as the basis for the comparative study should be the Field Experience site. Mid-term and final exam questions may also reflect your experiences during the field class.
7. Final Examination. Held in Class A25 covering all course content. (20%)
8. Participation: Respectful and active participation is an important part of this class. Each student will have a wide range of valuable communication experiences throughout the voyage, and sharing those experiences with the rest of the class improves the quality of class discussion and student learning. Accordingly, 5% of your grade depends on your active participation in class.

## **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 independent field assignments that span multiple countries.

### **Field Class:**

The field class for this course is on Monday, March 18 in Capetown, South Africa.

**Field Class attendance is mandatory for all students enrolled in this course. Do not book any 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 are developed and led by the instructor.

Field Class Title: Applied Intercultural Communication in the South African Context

Field Class Description: This field class will enable us to experience firsthand intercultural communication and interaction in a South African context. With our onsite facilitator, Rene Ngwenya (an independent consultant formerly with the Centre for Conflict Resolution in Capetown), we will share at least a part of the day with South African young people in one or both of the following activities: a discussion/dialogue with young people currently in a Youth@Work Programme at the Desmond and Lea Tutu Foundation; meeting with the staff of the Institute for Justice and Reconciliation to explain their reconciliation journey in South Africa; and/or a visit to Robben Island, where Nelson Mandela spent 18 of his 27 years in prison.

Field Class Objectives:

1. Communicate and interact with South African young people that center on issues of youth empowerment and/or reconciliation.
2. Learn about critical programs that apply intercultural learning as a major component of their work.
3. After the experience, analyze the challenges they personally encountered during their intercultural interaction with South African young people.

Field Class Assignment and Due Dates:

Evaluation: A 2-3 page reflection will be required for the Field Class (due A21, March 28). In addition, in Assignment #2, the last of the five critical incidents students are required to develop should be based on their personal experiences in the Field Class (due A23). Similarly, on Assignment #4, one of the three ports serving as the basis for the comparative study should be the Field Experience site.

### **Independent Field Assignments**

Much of the class discussion and assignments build on experiences you have in port. As such, your independent experiences will form the basis for Assignments #2, 3 and 5.

### **GRADING SCALE/METHODS OF EVALUATION**

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%:
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

A - Indicates superior work (exhibits originality, clarity of exposition, precision, and depth as well as mastery of course content)

B - Indicates good work (content of course firmly in control and handled with some mark of distinction)

C - Indicates competent work (control of course content is evident)

D - Indicates less than competent work (deficiencies in either control of course content or in written English)

F - Indicates failure to meet requirements satisfactorily

**See ASSIGNMENTS, EXPECTATIONS & EVALUATION Section above for the specific evaluation criteria.**

## **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.

## **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 the student's home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to [academic@isevoyages.org](mailto:academic@isevoyages.org) as soon as possible, but no later than two months prior to the voyage.

## **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 #: 0-8039-5990-7  
DATE/EDITION: 1996 / 2<sup>nd</sup> Edition
2. AUTHOR: Geert Hofstede  
TITLE: Culture and Organizations: Software of the Mind  
PUBLISHER: McGraw Hill  
ISBN: 007143959  
DATE/EDITION: 2005 2nd Edition
3. AUTHOR: Samover, L., Porter, R., McDaniel, E. and Roy, C.  
TITLE: Communication Between Cultures  
PUBLISHER: Wadsworth Publishing  
ISBN-10: 1285444620  
ISBN - 13: 978-1-285-44462-8  
DATE/EDITION: 2016 / 9<sup>th</sup> Edition
4. AUTHOR: Cushner, K.  
TITLE: Teacher as Traveler: Enhancing the Intercultural Development of Teachers and Students, 2<sup>nd</sup> ed.  
PUBLISHER: Rowman Littlefield/Scarecrow Press  
ISBN #: 978-1-4758-38220  
DATE/EDITION: 2018

## **FILMS**

The following films will be shown in class and/or available on the film loop onboard the ship to support the content of this course (brought on board by the professor):

**Two Million Minutes: A Global Examination.** *Two Million Minutes*, a 2008 documentary film by Robert Compton, Adam Raney, and Chad Heeter, profiles six high school students from three high schools: 4,000-student Carmel High School, a high-performing public school in Carmel, Indiana; 1,600-student Shanghai Nanyang Model High School, located in Shanghai, China; and St. Paul's English School, a for-profit K–12 school serving just 300 students in Bangalore, India. The film's message is clear: The rigorous in-school and extracurricular experiences of Indian and Chinese students far surpass an American education system more dedicated to serving the demands of adolescents than the economic needs of a nation.

**First Contact** is a 1983 documentary by Bob Connolly and Robin Anderson which recounts the discovery of a flourishing native population in the interior highlands of New Guinea in 1930 in what had been thought to be an uninhabited area. It is based on the book of the same name by the same authors. Inhabitants of the region and surviving members of the Leahy brothers' gold prospecting party recount their astonishment at this unforeseen meeting. The film includes still photographs taken by Michael Leahy leader of the expedition and contemporary footage of the island's terrain. It was nominated for an Academy Award for Best Documentary Feature. It won Best Feature Documentary at the 1983 Australian Film Institute Awards

**Promises** is a 2001 documentary film that examines the Israeli–Palestinian conflict from the perspectives of seven children living in the Palestinian communities in the West Bank and Israeli neighborhoods of Jerusalem. The film follows Israeli-American filmmaker B.Z. Goldberg as he meets with seven Palestinian and Israeli children between the ages of nine and thirteen, seeing the Middle East conflict through their eyes. It allows "ordinary" kids to develop natural bonds of affection by simply playing games with each other - bonds which go beyond the clutter of prejudices that they have heard from their parents and others around them.

## **ELECTRONIC COURSE MATERIALS**

The following should be on reserve and available for students:

AUTHOR:	Cushner, K.
CHAPTER TITLE:	A Culture-General Framework for Understanding Intercultural Interactions

Document prepared by author/instructor. Please make available to students.

CHAPTER AUTHORS:	Bennett, M.J.
CHAPTER TITLE:	Becoming Interculturally Competent
BOOK TITLE:	Toward Multiculturalism: A Reader in Multicultural Education (J. S. Wurzel, Ed.)
VOLUME:	2 <sup>nd</sup> edition
DATE:	2004 (Newton, MA: Intercultural Research Corporation
PAGES:	62-77

AUTHOR: Brislin, R.  
TITLE: Encouraging Depth Rather than Surface Processing  
about Cultural Differences Through Critical Incidents  
and Role Play  
JOURNAL TITLE: Online Readings in Psychology and Culture, 2(1).  
ACCESSED AT: <https://doi.org/10.9707/2307-0919.1063>  
VOLUME: 7(1)  
DATE: 2002

AUTHOR: Berry. J.  
TITLE: Intercultural Relations and Acculturation in the Pacific  
Rim  
JOURNAL TITLE: Journal of Pacific Rim Psychology  
VOLUME: 4(2) (pp. 95-102)  
DATE: 2010

AUTHOR: Hofstede, G.  
TITLE: Dimensionalizing Cultures: The Hofstede Model in  
Context  
JOURNAL TITLE: Online Readings in Psychology and Culture, 2(1).  
ACCESSED AT: <http://dx.doi.org/10.9707/2307-0919.1014>  
VOLUME: 2(1)  
DATE: 2011

AUTHOR: McIntosh, P.  
TITLE: White Privilege: Unpacking the Invisible Knapsack  
JOURNAL TITLE: Peace and Freedom  
VOLUME: July/August, 1989, pp. 10-12. Women's International  
League for Peace and Freedom  
DATE: 1989

AUTHOR: Miner, H.  
TITLE: Body Ritual among the Nacirema  
JOURNAL TITLE: American Anthropologist  
VOLUME: 58(3)  
DATE: June 1956

#### **ELECTRONIC COURSE MATERIALS**

None

## **ADDITIONAL RESOURCES**

None

*8/26/19 version*