

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

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| Voyage: | Fall 2018 |
| Discipline: | Communication Studies |
| Course Number and Title: | SPCM 332 Interpersonal Communication Skills |
| Division: | Upper |
| Faculty Name: | Dr. Kristen Cvancara |
| Semester Credit Hours: | 3 |

Prerequisites: None

COURSE DESCRIPTION

Interpersonal communication is studied throughout this course to highlight psychological, social, cultural, and linguistic factors that influence communication patterns in close relationships. Discussions will blend research and theory with everyday experiences to develop an advanced understanding of communication principles that affect relationship initiation, maintenance, and deterioration. The course will enable students to identify the strategies and tactics they use when interacting with different relationship partners to obtain personal needs and desires. Examples of interactions are used to illustrate constructive and destructive patterns, and students will practice skills to implement supportive and healthy practices. Special attention is given to personal characteristics and their intersectionalities. Types of power, displays of social status, and conflict strategies will also be reviewed to identify effective approaches to communicating with others. Assignments will require students to observe verbal, non-verbal, and listening behaviors to heighten awareness of the diverse forms in which interpersonal communication is performed, as well as apply primary research to analyze their experiences throughout the SAS voyage.

LEARNING OBJECTIVES

1. To understand better the **dynamics** of interpersonal communication and become **reflective** of one's interpersonal communication practices;
2. To increase understanding of communication **processes and stages** when interacting, building, sustaining, and deteriorating relationships with others;
3. To learn an array of communication **skills that enable more productive conversations** with others in a variety of contexts;
4. To increase understanding of interpersonal communication as connected to **issues of personal identity, social class, gender, race**;
5. To understand **power and negotiation** in interpersonal relationships;
6. To understand better the array of interpersonal **conflict styles as well as listening** and other relational skills.

REQUIRED TEXTBOOKS

AUTHOR: Guerrero, L. K., Anderson, P.A., & Afifi, W. A.
TITLE: Close Encounters: Communication in Relationships
PUBLISHER: Sage
ISBN #: 978-1-5063-7672-1
DATE/EDITION: 2018/5th edition

EDITORS: B. Ehrenreich & A. R. Hochschild
TITLE: Global Women: Nannies, Maids, and Sex Workers in the New Economy
PUBLISHER: Holt Paperbacks
ISBN #: 978-0-8050-7509-0
DATE/EDITION: 2002

TOPICAL OUTLINE OF COURSE

Depart Hamburg, Germany — September 9

A1—September 11:

| Topics: | Readings: | Assignments due: |
|--|-----------|------------------|
| <ul style="list-style-type: none">• Course Introduction• Comm in Relationships• Getting to know each other | Chapter 1 | |

A2— September 13:

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| <ul style="list-style-type: none">• Identity• Preview Reflection | Chapter 2 | |
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Barcelona, Spain — September 15-16

Valencia, Spain — September 17-18

A3—September 19:

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| <ul style="list-style-type: none">• Debrief – Spain• Attraction (Romantic, Platonic) | Chapter 3 | |
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A4— September 21:

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| <ul style="list-style-type: none">• Uncertainty & Expectations | Chapter 4 | |
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Study Day — September 23: No Class

A5—September 24:

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| <ul style="list-style-type: none">• Relationship Stages | Chapter 5 | |
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A6—September 26:

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| <ul style="list-style-type: none">• Application - Movie• Preview Reflection – Field Class | “Queen of Katwe” | |
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Tema, Ghana – September 27-28

SPCM 332 Field Class – Globalization's Impact on Women: Enabling or Disabling Relationships – Thursday, 27 of September in Tema, Ghana

Takoradi, Ghana – September 29-30

Community Programming – October 2: No Class

A7–October 3:

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|--|-----------|-------------------------|
| <ul style="list-style-type: none">• Debrief – Ghana – Field class• Self disclosure & Privacy mgmt | Chapter 6 | Reflection Paper #1 due |
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A8– October 5:

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| <ul style="list-style-type: none">• Affection, Immediacy, Support• Preview Reflection | Chapter 7 | |
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Cape Town, South Africa – October 7-12

A9–October 13:

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| <ul style="list-style-type: none">• Debrief – South Africa• Application – video | https://www.ted.com/talks/bandi_mb_ubi_demand_a_fair_trade_cell_phone (2012) | |
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A10–October 15:

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| <ul style="list-style-type: none">• Application – Season 6, Holiday Episode (2016) | "Call the Midwife" British Drama | |
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Study Day – October 16: No Class

A11–October 18:

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| <ul style="list-style-type: none">• Midterm• Preview Reflection | Midterm | Midterm Exam (30 pts) Chapters 1-7 |
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Port Louis, Mauritius – October 19

Study Day –October 21: No Class

A12–October 22:

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| <ul style="list-style-type: none">• Debrief – Mauritius• Love & Romance | Chapter 8 | |
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A13– October 24:

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| <ul style="list-style-type: none">• Communication & Sexuality• Preview Reflection | Chapter 9 | Reflection Paper #2 due |
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Cochin, India – October 25-30

Reflection and Study—October 31: Global Studies Reflection

A14—November 2:

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| <ul style="list-style-type: none">• Debrief – India• Relationship Maintenance• Preview Reflection | Chapter 10 | |
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Yangon, Myanmar — November 4-8

A15—November 9:

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| <ul style="list-style-type: none">• Debrief – Myanmar• Documentary Discussion | <i>“When Mother Comes Home for Christmas”</i> | |
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Community Programming — November 11: No Class

A16—November 12:

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| <ul style="list-style-type: none">• Conflict• Preview Reflection | Chapter 11 | |
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Ho Chi Minh City, Vietnam — November 14-18

A17—November 19:

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| <ul style="list-style-type: none">• Debrief – Vietnam• Power & Influence | Chapter 12 | |
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Study Day — November 21: No Class

A18— November 22:

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| <ul style="list-style-type: none">• Globalization & Women• Preview Reflection | <i>“Global Women”</i> | Reflection Paper #3 due |
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Shanghai, China — November 24-29

A19—November 30:

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| <ul style="list-style-type: none">• Debrief – China• Application - Discussion• Preview Japan | “Discussion Day” | |
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Kobe, Japan — December 2-6

A20— December 7:

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| <ul style="list-style-type: none">• Debrief – Japan• Application - Readings | http://acad.depauw.edu/~mkfinney/teaching/Com227/culturalportfolios/japan/familycontexts.htm | |
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A21—December 9:

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| • Relationship Pain: Degrees of Violence | Chapter 13 | |
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A22—December 11:

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| • Healing, Forgiveness, and Reconciliation | Chapter 14 | Reflection Paper #4 due |
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Study Day — December 12: No Class (International Date Line Crossing (2 days)

A23—December 13:

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| • Ending Relationships | Chapter 15 | |
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A24— December 15:

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| • Discuss Field Class Experiences | | Field Class Paper due |
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Honolulu, Hawaii — December 16

Study Day — December 18: No Class

A25—December 19: Final Exam

| Topics: | Readings: | Assignments due: |
|--------------|---|------------------|
| • Final Exam | Textbook Chapters 8-15, "Global Women" book | Final Exam |

Arrive San Diego, California — December 23

METHODS OF EVALUATION/ASSIGNMENTS

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| Field Class Paper | 40 points | (specifically linked to Class Field Trip) |
| Reflection Papers (4 @ 20 pts) | 80 points | (linked to Independent Field Assignments) |
| Class Participation | 50 points | 25 class days, at 2 point each |
| Exams 2 @ 30 points each | <u>60 points</u> | mid-term & final |
| Total: | 230 points | |

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 Thursday, 27 September in Tema, Ghana.

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 are developed and led by the instructor.

SPCM 332 Field Class – Globalization’s Impact on Women: Enabling or Disabling Relationships – Thursday, 27 of September in Tema, Ghana

Field Class Description

This field class is designed to expose students to the effects of globalization on women who are not from First World countries. The maternal role females play in the family is an embedded dimension of relationship development that impacts the health and well-being of all family members, in all societies around the world. The field class will visit a local woman’s group, have a meal in a public space, meet with a local NGO, and interact with community leaders who are interested in raising awareness of the plight of women and families who are impacted in negative ways by the globalization of world economies. The field class will be linked to the book “*Global Women: Nannies, Maids, and Sex Workers in the New Economy*” (2002; B. Ehrenreich and A. R. Hochschild, Editors).

Field Class Objectives:

- Investigate how interpersonal communication and relationships in the age of globalization have evolved over time for individuals who do not live in a First World country.
- Examine the existence of relationships experienced by females who work – investigate how communication is used to negotiate what is being initiated, maintained, and dissolved over time in their personal relationships.
- Engage in conversation with local NGO staff and community members to discuss the implications regarding the mental, physical, and social well-being of females balancing family and economic hardships.
- Discuss how individuals, non-profits/NGOs, and communities around the world can provide alternatives to positively impact the health and well-being of families living outside of First World countries.

Field Class Assignment and Due Date:

Students will write a 5-6 page paper on this field class experience, reflecting on what was observed and connecting it to the course readings. Students must compose field notes throughout the day in response to the prompts listed on the handout (these must be handed in along with the paper). Papers should include three parts:

- (1) a thorough description and analysis of an aspect of interpersonal communication you identified as negatively impacted during the field class (include course material and sources to support this section),
- (2) a proposal to positively impact the issue you have raised in section 1 (be as thorough as you can, anticipate local leaders may read your suggestion),

(3) a reflection of what you observed and experienced during the field class, provide thoughtful connections between your lived experience, the experiences of the local women discussed in the field class, and the course material.

Independent Field Assignments

The paper written for the field class will become the first in a 5-part series that students will complete over the semester. The remaining four papers (each 4-5 pages) should describe experiences in different countries. Major communication concepts of interest may include the following question topics (with the addition of any material covered in the course):

1. **Representations of families:** How do you see families represented in the communities you are visiting? Who is involved in the familial groupings you observe? What generations are included? Who is unrepresented? How did you come to the conclusion a group of people were part of a family? What verbal, nonverbal, or other communication behaviors prompted your conclusion?
2. **Types of Interactions:** What kinds of interactions do you see families performing? What roles do different members play in the situation? Who is allowed to talk and who is silenced/muted? What were the ages of the individuals? How did the context in which you were located impact the observations you were making? What might have been the goals associated with the manner in which a family was communicating when you observed them? How might norms of appropriateness and societal conventions impact how families perform their relationships in public?
3. **Mediated Images:** How are families portrayed in cultural images within a country? (think about films/movies, magazines, newspapers, online, in shopping advertisements, in government or propaganda campaigns, at museums, places of worship, community/public spaces in the community you are visiting) Do the portrayals match the lived experiences of most of the people in that community? How can you figure this out? Do portrayals match your lived experiences? How so, or why not?
4. **Community Spaces:** How does a country nonverbally indicate the importance of family and family relationships through the physical spaces and places in communities? Is there importance given to making spaces that will accommodate family groups and interactions? For example, is there a presence of parks, children playing, social environments (seating areas, fountains) that indicate families are welcomed or frequent a space? What might it indicate if these kinds of spaces are not fostered in public places?
5. **Performing Relationships:** What types of behaviors, symbols, artifacts, images and/or interactions have you observed that indicate to you that two or more people are partners in a close relationship? Are these images similar or different to the ways in which relationships are performed in your home? What performances were you unsure of? What behaviors caused uncertainty in your mind as to the relationship two or more people may hold with each other? What instances were you certain you accurately understood as romantic, friendship, or family relationship partners?

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

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Active engagement and participation in class is essential for this course. We do not practice communicating by isolating ourselves and not interacting. Students will earn up to 2 points for participation each day in class (25 days, 50 points total, this is roughly 25% of the final grade). Participation will be earned through a variety of activities, including: 1-minute papers, pair-sharing exercises, small group break-out sessions, role playing activities, answering questions, asking questions, offering feedback to each other, listening attentively, offering feedback to the instructor through “muddiest point” and “take away” comments, etc.

Make sure you have completed the readings and reviewed the necessary material for each day before coming to class. Come prepared to engage and interact.

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 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

None

FILM REQUEST

Title of Film: *"Queen of Katwe"*
Distributor: Walt Disney Studios Motion Pictures

Title of Film: Season 6: Holiday Episode (2016) of *"Call the Midwife"*
Distributor: A Neal Street production for BBC

Title of Film: *"When Mother Comes Home For Christmas"*
Distributor: Nilita Vachani

ELECTRONIC COURSE MATERIALS

None

ADDITIONAL RESOURCES

https://www.ted.com/talks/bandi_mbubi_demand_a_fair_trade_cell_phone (2012)
<http://acad.depauw.edu/~mkfinney/teaching/Com227/culturalportfolios/japan/familycontexts.htm>