

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2014

Discipline: Communication Studies

SEMS 3500-505: Intercultural Communication (Section 1)

Division: Upper Division

Faculty Name: Melinda L. Cain/Joshua Moon Johnson

Pre-requisites: None required. Familiarity with basic communication skills and knowledge of international relations would be helpful.

COURSE DESCRIPTION:

Because the world has rapidly changed – global interconnectedness and changing demographics - the study of intercultural communication is more important than ever. The ability to work with and understand others from multiple frames of reference is a necessity, not a luxury. This course is designed to provide both an historical and theoretical understanding of the field combined with the practical application to the countries visited during the semester. The course explores the complex relationships between culture and communication processes using social, psychological, interpretive and critical perspectives. The course also considers the importance of social, historical and cultural context in intercultural interactions.

COURSE OBJECTIVES:

The course content is designed to help students become more aware and **competent intercultural communicators**, thereby improving intercultural relationships and making this a better world for all of us. My objectives are to provide an engaging opportunity to learn about the field, share my experiences, instill a “passion” for the topic and enhance your individual intercultural communication skills. With the “world as your laboratory”, the application of the material is a requirement. Your learning outcomes should be the ability to:

- Define and describe the field of intercultural communication, key theories, processes, applications, and historical development;
- Apply this knowledge to current issues and the real world around you, with specific reference to countries visited;
- Explore the relevance of the field to your life and future, building upon your experience this semester;
- Facilitate discussion and present topics in intercultural communication, highlighting your experience in the multi-cultural environments experienced during the semester;
- Demonstrate more effective interaction with others from different cultures due to an increased self-awareness and knowledge of other cultures and countries, and your application during the semester.

REQUIRED TEXTBOOKS:

AUTHOR: Martin, Judith N. and Thomas K. Nakayama

TITLE: Intercultural Communication in Contexts.

PUBLISHER: McGraw-Hill

ISBN #: 978-0-07-803677-4

DATE/EDITION: 2013, 6th Edition

AUTHOR: Lederer, William J. and Eugene Burdick
 TITLE: The Ugly American
 PUBLISHER: WW. Norton & Company
 ISBN #: 978-0-393-31867-8
 DATE/EDITION: Reissued 1999

AUTHOR: Kelley, Colleen and Judith Meyers
 TITLE: Cross-Cultural Adaptability Inventory (CCAI)
 PUBLISHER: Vangent (Chicago, IL)

TOPICAL OUTLINE OF COURSE

Class/ Date	Topic	Reading/Preparation
B1— Jan 13	<ul style="list-style-type: none"> • Introduction and Overview • Why study Intercultural Communication? 	Martin and Nakayama, Chapter 1 Review Syllabus and Assignments Discussion of Country/Global Issue
B2- Jan 15:	<ul style="list-style-type: none"> • CCAI – Self-Assessment of Intercultural Communication Skill Sets 	Turn in Commitment Statement Bring CCAI to complete in class. Research Hawaii – culture and history. (See conquest of Hawaii)
January 17: Hilo		
B3- Jan 18:	<ul style="list-style-type: none"> • History of the Study of Intercultural Communication 	Martin and Nakayama, Chapter 2 Essay 1: Turn in CCAI Action Plan
B4- Jan 21:	<ul style="list-style-type: none"> • Culture, Communication, Context and Power 	Martin and Nakayama, Chapter 3 Reflections/debrief – Hawaii and future ports
B5- Jan 23:	<ul style="list-style-type: none"> • Project Discussion and Update 	Selection of country and global issue Group meetings Exam review
January 24: Study Day		
B6- Jan 26:	<ul style="list-style-type: none"> • Exam Chapters 1-3 	Exam is short answer and short essay. Preparation for next class: Interview someone over 50 on the ship.
B7- Jan 28:	<ul style="list-style-type: none"> • History and Intercultural Communication • View “9066 to 9/11” 	Martin and Nakayama, Chapter 4 Start reading Ugly American - Chapters 1-5 Research history and culture – Japan

Class/ Date	Topic	Reading/Preparation
January 29- February 3: Yokohama and Kobe		
B8- Feb 5:	<ul style="list-style-type: none"> Identity and Intercultural Communication Family and Cultural Group History 	Martin and Nakayama, Chapter 5 Reflections/debrief - Japan Research history and culture - China Bring notes on family history Read Ugly American – Chapters 10 - 15
February 6-11: Shanghai, transit, Hong Kong		
6 February: Field Lab – Intercultural Communication: Real World Examples		
B9- Feb 13:	<ul style="list-style-type: none"> Intercultural Transitions Introduction to the Ugly American/US Image 	Martin and Nakayama, Chapter 8 Finish Ugly American Image Readings Research history and culture of Vietnam
February 14-19: Ho Chi Minh City		
B10- Feb 21:	<ul style="list-style-type: none"> Review/Reflection Intercultural Transitions and Ugly American/Image 	Reflections/debrief - Vietnam Essay 2: Turn in Essay on Ugly American and American Image: Implications for Improved Intercultural Communication Research history and culture of Singapore
February 22-23: Singapore		
February 25: Study Day – Journal Catch up		
B11- Feb 26:	<ul style="list-style-type: none"> Language, Non-verbal Codes and Cultural Space 	Martin and Nakayama, Chapter 6 & 7 Research history and culture of Burma
February 27-March 4: Rangoon		
B12- March 06:	<ul style="list-style-type: none"> Further Discussion on Language and Non-verbal Codes Updates 	Reflections/debrief – Burma Journal Observations
B13- March 08:	<ul style="list-style-type: none"> Development and Culture View “Gods Must be Crazy” 	Assigned Readings on Development and Communication (Folder)
March 9-14: Cochin		
B14- March 16:	<ul style="list-style-type: none"> Project Discussion and Updates 	Project Outline Reflections/debrief – India Prepare for Exam II
March 17: Study Day		
B15- March 19:	<ul style="list-style-type: none"> Exam II – Chapters 4-7 	Complete Exam Review Exam is short answer and short essay
Class/ Date	Topic	Reading/Preparation

Date		
March 21: Port Louis		
B16-March 22:	<ul style="list-style-type: none"> • Popular Culture 	Martin and Nakayama, Chapter 9
B17-March 24:	<ul style="list-style-type: none"> • Culture, Communication and Intercultural Relationships 	Martin and Nakayama, Chapter 10 Exam III Review Research culture and history of Burma
March 25: Study Day		
B18-March 27:	<ul style="list-style-type: none"> • Exam III Chapters 9-10 	Exam is short answer and short essay. Research culture and history of Burma
March 28-April 2: Cape Town		
B19-April 04:	<ul style="list-style-type: none"> • Project Discussion and Update 	Reflection on South Africa
B20-April 06:	<ul style="list-style-type: none"> • Outlook for Intercultural Communication • In class assignment 	Martin and Nakayama, Chapter 12
April 7: Study Day		
B21-April 09:	<ul style="list-style-type: none"> • Turn in papers • Discussion • Review and Group Work 	Individual Research Paper – Global Issue due Research culture and history of Ghana
April 10-14: Takoradi and Tema		
B22-April 16:	<ul style="list-style-type: none"> • Intercultural Conflict 	Martin and Nakayama, Chapter 11 Reflections on South Africa Research Islam and prepare Myths for Islam and the West. Essay 3: Islam vs. West
B23-April 18:	<ul style="list-style-type: none"> • Final Project Presentations 	Final group Presentations Integrative Journal Summary
April 19: Study Day		
B24-April 21:	<ul style="list-style-type: none"> • Final Project Presentations 	Group Presentations Integrative Journal Summary

April 22: Study Day		
April 23-27: Casablanca		
B25- April 29:	<ul style="list-style-type: none"> • Final Project Presentations 	Group Presentations Integrative Journal Summary
May 2: 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 our field lab.

FIELD LAB - Shanghai, 6 February 2014

Description

The Field Lab will be an “Intercultural Interaction Activity” whose purpose is to apply the theoretical concepts and approaches to the ports they visit, as well as have an in-depth understanding of intercultural challenges and benefits. Students will apply the Cross-Cultural Adaptation Skills (CCAI) learned in class and assess the application in several venues. China is one of the most important countries to demonstrate well-developed intercultural communication skills for two important reasons: 1) the language and culture gap is very significant between American and Chinese cultures and 2) China’s ever-increasing presence in the global market presents an important opportunity for students to gain first-hand knowledge about how to work most effectively with Chinese or do business in China. Therefore, (to the extent possible during Chinese New Year), students will listen to key business executives who work in Shanghai about how they have adapted to Chinese culture and approach to business, largely in formal business situations with educated, upper-class Chinese. In contrast, students will understand the perspective on NGOs operating in China by meeting with representatives from selected NGOs who practice intercultural communication with all levels of society and within a variety of venues. Other options for conversations with “intercultural communicators” in Shanghai include talking to a teacher or representative from an English Language School, a foreign journalist or a Fulbright researcher or teacher in China.

Academic Objectives:

1. Apply the CCAI skills in a real world context and learn how to improve in skill areas.
2. Experience the application of intercultural communication skills in several different contexts.
3. Understand the importance of “changing shoes” to effectively interact with other cultures.

COURSE ASSIGNMENTS

Exams

Exam Chapters 1-3

Exam II – Chapters 4-7

Exam III Chapters 9-10

Essays

- 1 - CCAI Action Plan
 - 2 - Ugly American and American Image
 - 3 - Intercultural Conflict: Islam and the West
- Final Integrative Journal

Country/Global Issue Paper

Country/Global Issue Presentation

FIELD ASSIGNMENTS

In all ports, students are to apply the CCAI skills and document one example in each port of an “intercultural challenge” or intercultural interactions, and how they used the CCAI skills or content in the course to effectively deal with the challenge. In addition, students are to use their journal entries to reflect on their port experiences and the relevance of the course content. (E.g. this includes the imperatives, cultural values, history, identity, language, nonverbal codes, popular culture and intercultural relationships.)

The field lab experience in Shanghai will focus on the role of culture in the “real world” and students will write a reflection essay on Intercultural Communication incorporating their research and experience with the communities in China.

Documentation includes a journal, reflective essays and the final project on a country/global issue.

All assignments are graded on a point basis, and rubrics for each assignment are clearly documented in advance.

METHODS OF EVALUATION / GRADING RUBRIC

Exams (3) – 15%

Essays (3) – 30%

Class Participation/Journal Entries – 10% (This is evaluated by class engagement not just attendance. Students are expected to interact respectfully and responsibly when discussing issues in class. This requires active listening, articulate expression, and open-minded reflection. Formal communication is appropriate with the professor.)

Final Project/Presentation – 25%

Field Lab – 20% (Summary Journal/Reflection)

RESERVE LIBRARY LIST - None

ELECTRONIC COURSE MATERIALS – See Academic Folder

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].”