

## Colorado State University, Academic Sponsor

**Voyage: Fall 2017**

**Discipline: Communication Studies**

**Course Number and Title: SPCM 434: Intercultural Communication (Section 2)**

**Division: Upper 300-400**

**Faculty Name: Kenneth Cushner**

**Semester Credit Hours: 3**

**Prerequisites:** a 3 credit composition course

### **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 the two in both domestic as well as international settings.
- To compare and contrast different epistemologies and theoretical paradigms adopted by social scientists as they relate to the field of intercultural communication and interaction.
- 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.

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

**DATE/EDITION:** 2012/Sixth 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 well as cultural formation, perception, communication, and behavior of individuals on the interpersonal level. The second part of the course will utilize knowledge, building frameworks from established theories in the field for critical analysis and understanding of cross-cultural 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 designed 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 through 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 – September 11	Introduction to course objectives, expectations & classmates. Introductory intercultural exercises, “Seeing with New Eyes -- Hearing with New Ears!”	
A2 – September 13	Why Study Intercultural Communication?	MN Chapter 1
<b>September 15 - 18</b>	<b>In Barcelona/Valencia</b>	
A3 – September 19	Cross-Cultural Training Strategies, with particular focus on the 18-theme Culture General Framework (Cushner & Brislin, 1996). Development and use of critical incidents.	Read Cushner and Landis <i>The Intercultural Sensitizer</i> . Handbook of Intercultural Training
A4 – September 21	History of the Study of Intercultural Communication. Paradigms for studying culture and communication.	MN Chapter 2 ( <i>Nacirema; The Sacred Rac</i> )
A5 – September 24	Culture, Communication, Context and Power.	MN Chapter 3 <i>White Privilege: Unpacking the Invisible Knapsack</i>
A6 – September 26	Historical Intercultural Encounters: Contact between Colonial Powers and Indigenous Groups	Film “ <i>First Contact.</i> ” <i>Cultural Identity Self Analysis Essay due</i>
<b>September 27 - 30</b>	<b>In Tema, Ghana</b>	
A7 – October 3	In class review of rough draft of two critical incidents based on experiences in Ghana and/or Spain	<i>Rough draft of two critical incidents due</i>
A8 – October 5	History and Intercultural Communication	MN Chapter 4 <i>First two critical incidents due.</i>
<b>October 7 - 12</b>	<b>In Capetown, South Africa</b>	
A9 – October 13	Identity and Intercultural Communication; Sources of Cultural Identity.	MN Chapter 5

A10 – October 15	Development of Intercultural Competence and the Developmental Model of Intercultural Sensitivity	DMIS/IDI activity Read Bennett, J.M. & Bennett, M.J. (2003): Developing intercultural sensitivity (pp. 147-165)
A11 – October 18	Hofstede’s Cultural Dimensions.	Read: Hofstede, G. (2011). Dimensionalizing Cultures: The Hofstede Model in Context. Country comparisons using the various ports of call on the voyage.
<b>October 19</b>	<b>In Port Louis, Mauritius</b>	
A12 – October 21	Language and Intercultural Communication.	MN Chapter 6 Analyzed through the film: <i>A Different Place: The Intercultural Classroom</i> .
A13 – October 24	Nonverbal Codes and Cultural Space. Prejudice Formation, Prejudice Reduction and the Contact Hypothesis.	MN Chapter 7 Analyzed through the <i>John Gray Experience</i> .
October 25 - 30	<b>In Cochin, India</b>	
A14 – November 2	Mid-Term Examination	<i>Mid-Term Exam</i>
<b>November 4 - 8</b>	<b>In Yangon, Myanmar</b>	
A15 – November 9	Understanding Intercultural Transitions. Acculturation and immigrants, refugees, sojourners and Third Culture Kids (TCKs).	MN Chapter 8
A16 – November 12	Culture, Communication, and Intercultural Relationships.	MN Chapter 10 <i>Two critical incidents due</i>
<b>November 14 - 18</b>	<b>In Ho Chi Minh City, Vietnam</b>	
A17 – November 19	Culture, Communication, and Conflict	MN Chapter 11
A18 – November 22	Culture, Communication, and Conflict (cont.). Building trust and understanding between cultures in conflict – Arab-Israeli relationships.	Film: <i>Promises</i> .
<b>November 24 - 29</b>	<b>In Shanghai, China</b>	
A19 November 30	Popular Culture and Intercultural Communication.	MN Chapter 9

<b>December 2 - 6</b>	<b>In Kobe, Japan</b>	
A20 December 7	Communication Displays across Culture presentations.	<i>Student presentations</i>
A21- December 9	Communication Displays across Culture presentations continued. i	<i>Student presentations</i>
A22 – December 11	Communication Displays across Culture presentations continued.	<i>Student presentations</i> <i>Last critical incident due</i>
A23 – December 13	Striving for Engaged and Effective Intercultural Communication.	MN Chapter 12
A24 – December 15	Striving for Engaged and Effective Intercultural Communication – Personal Reflection and Growth	
<b>December 16</b>	<b>In Honolulu, Hawaii</b>	
A25 – December 19	Final Examination	<i>Final Examination</i>

### Assignments and Course Expectations

1. **Cultural Identity Self Analysis Essay.** You will prepare a brief essay (3 - 4 double-spaced pages) where you describe the various cultural groups to which you belong 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.). This is a way for you to think about how the many different cultural groups to which you belong influence you. (Due A6, 10%).
2. **Critical Incidents as Culture Teaching Tools/Independent Field Assignments.** A significant portion of the class discussion 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 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 the 18-theme cultural general framework (developed by Cushner and Brislin) and/or Hofstede's dimensions. Criteria for the expectations of the critical incidents will be provided in class A3, but keep in mind that these incidents must emphasize communication differences you have experienced or observed and be used to help others better understand the role culture plays in communication. *At least one*

*of the critical incidents should reflect your experience in the required Field Class.* We will review your first two critical incidents as part of class A7. The final versions of the first two critical incidents will be due A8; two incidents are due A 16; with the last one due A 22. (25%).

3. **Communication Displays across Cultures across the Voyage.** For this assignment you will work with a partner to identify how one aspect of communication behavior is exhibited in at least five of the countries visited on the voyage (*at least one of your observations should reflect your experience in the required Field Class*). 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 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 20, 21 and 22. (15%)
4. **Mid-Term Exam.** The mid-term exam will be a traditional examination consisting of True/False, Multiple Choice, Matching, and 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 – 7. Class A14. (15%)
5. **Field Work Reflection.** You will submit a 2 – 3 page reflection on your experiences during our field work. In your reflection you should briefly describe at least two major ideas, observations or epiphanies you took away from the visit and how you can apply them to your personal or professional life. The field work reflection, which represents 10% of grade, is *due the second class day after the experience*. Additional evaluation of both your independent and required field work is in assignment #2 and 3 above.
6. **Final Examination.** Held in Class A25 covering all course content. (20%)
7. **Participation:** Respectful and active participation is an important part of this class. However, I also recognize that different people contribute in different ways. You all have communication experience and sharing that experience 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 proposals listed below are not finalized.** Confirmed ports, dates, and times will be posted to the [Spring 2017 Courses and Field Class](#) page when available.

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 will be developed and led by the instructor.

Field Class experiences in port provide opportunity for students to engage a performance, historical site, sacred site, everyday event, and/or cultural space where everyday engagement occurs with individuals of/within the city port or nearby cultural contexts. These cultural experiences, engagements, interactions and observations of cultural life provide the student with new knowledge and experiences to reflect on his/her own self-awareness, culturally, and potentially gain other ways of seeing, knowing, and performing within the cultural context and cultural life of the port city visited.

### **Proposed Field Experiences for Course #1 AND #2 (both are the same)**

- Proposal Title #1: Communicating across Cultures in Times of Conflict

Country: South Africa

Idea: To learn of past efforts at reconciliation between groups in post-Apartheid South Africa and current efforts to maintain trust and understanding. Can be combined with a visit to Robben Island for a personal meeting with former prisoners and/or visits with Archbishop Desmond Tutu and/or representatives from an NGO/University program that addresses relevant and related issues. Would also value connecting with university faculty and students studying and/or working in related areas.

Objectives: students will:

1. learn about the complexity of racial and ethnic relations and interaction pre- and post-Apartheid;
2. hear from former prisoners at Robben Island and/or representatives of two or more communities on efforts to bridge differences and improve understanding and cooperation;
3. learn about the intersections of race and ethnicity with gender, age, and other cultural identities; and if possible
4. have opportunities to interact with local students and others around topics of intercultural communication and intergroup relations.

- Proposal Title #2: Enhancing Intercultural Communication Competence between China and the United States

Country: China

Idea: Spend a day with communication studies students and faculty at the Shanghai International Studies University (SISU) Intercultural Institute learning about their studies in intercultural communication, key differences in Chinese/U.S. values and communication, and in joint dialogue and discussion about topics of mutual interest.

Objectives: In this experience, students will:

1. learn about key cultural, communication and value differences between Chinese and U. S. culture through large group lecture/discussion and small group interaction;
2. experience the application of intercultural communication skills in person-to-person interactions with Chinese university students; and
3. make personal connections with young people in China.

**Evaluation:** Reflections will be required for the Field Experiences above. In addition, in Assignment #2, one of the six critical incidents students are required to develop should be based on their personal experiences in the Field Experience. Similarly, on Assignment #3, one of the five parts serving as the basis for the comparative study should be the Field Experience site.

### **Independent Field Assignments**

#### INDEPENDENT FIELD ASSIGNMENTS

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

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

### **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	

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

### **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 memo from the student's home institution verifying the accommodations received on their home campus 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 AND FILMS 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> ed.
  
2. AUTHOR: Larry A. Samovar, Richard E. Porter, and Edwin R. McDaniel  
TITLE: Intercultural Communication: A Reader  
PUBLISHER: Wadsworth Publishing  
ISBN: 1285077393  
ISBN13: 978-1285077390  
DATE/EDITION: 2014/ 14<sup>th</sup> 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: *Beyond Tourism: A Practical Guide to Meaningful Educational Travel*  
PUBLISHER: Rowman Littlefield/Scarecrow Press  
ISBN #: 1-57886-154-3  
DATE/EDITION: 2004

## ELECTRONIC COURSE MATERIALS

The following should be on reserve and available for students:

CHAPTER AUTHORS: Cushner, K. and Landis, D.  
CHAPTER TITLE: The Intercultural Sensitizer  
BOOK TITLE: Handbook of Intercultural Training, 2nd Edition  
(Editors: Landis and Bhagat; Sage Publications)  
VOLUME: 2<sup>nd</sup> ed  
DATE: 1996  
PAGES: 185 - 202

CHAPTER AUTHORS: Bennett, J.M. & Bennett, M.J.  
CHAPTER TITLE: Developing Intercultural Sensitivity: An Integrative Approach to Global and Domestic Diversity  
BOOK TITLE: Handbook of Intercultural Training, 3rd Edition  
(Editors: Landis, Bennett and Bennett; Sage Publications)  
VOLUME: 3<sup>rd</sup> edition  
DATE: 2003  
PAGES: 147 - 165

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

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I may wish to add additional materials may be added at a later date.

**ADDITIONAL RESOURCES:** N/A

contacts, the significance of intercultural communication in the educational process, particularly for the purposes of business tourism, has become an issue of great relevance.Â context. This paradigm necessitated some changes to the strategy and content not only of modern language knowledge but also of knowledge of the humanities in. Intercultural Communication in Contexts book. Read 9 reviews from the world's largest community for readers. This text addresses the core issues and conc...Â This text addresses the core issues and concerns of intercultural communication by integrating three different perspectives: the social psychological, the interpretive, and the critical. The dialectical framework, integrated throughout the book, is used as a lens to examine the relationship of these research traditions. This text is unique in its emphasis on the importance This text addresses the core issues and concerns of intercultural communication by integrating three different perspectives: the social psychological, the interpretive, and the critical.

Approach: Communicating in Intercultural Relationships 398 Critical Approach: Contextual Influences 413 Internet Resources 418  
Summary 418 Discussion Questions 419 Activities 420 Key Words 420 References 420 Chapter 11 Culture, Communication, and  
Conflict 425 Characteristics of Intercultural Conflict 427 Two Orientations to Conflict 431 Conflict as Opportunity 431 Contents xvii  
Conflict as Destructive 433 Cultural Differences in Conflict Views: A Dialectical Perspective 435 The.Â Donâ€™t we have to talk about  
the broader social, political, and historical contexts when we teach xix xx Preface intercultural communication? How can we use our  
intercultural communication skills to help enrich our lives and the lives of those around us? Intercultural communication takes place  
when individuals influenced by different cultural communities negotiate shared meanings in interaction.1 What counts as intercultural  
communication depends in part on what one considers a culture, and the definition of culture itself is quite contestable.Â Intercultural  
communication in contexts, 4th ed. Boston: McGraw Hill. 4 Samovar, L. A., & Porter, R. E. (2004). Intercultural Communication in  
Contexts 5th Edition. by Judith Martin (Author), Thomas Nakayama (Author). 3.9 out of 5 stars 24 customer reviews.Â What other items  
do customers buy after viewing this item? Intercultural Communication in Contexts, 6th Edition Paperback. Judith N. Martin. 3.8 out of 5  
stars 49. \$152.73. Intercultural Communication in Contexts Paperback. Judith N. Martin. 4.5 out of 5 stars 2.