

SEMESTER AT SEA COURSE SYLLABUS

Voyage: Spring 2013

Discipline: Communication

SEMS 2500-101: Introduction to Intercultural Communication

Lower Division

Faculty Name: Ferrara

Pre-requisites: None

COURSE DESCRIPTION

This course is a highly interactive class, designed to provide a survey of intercultural communication theory and practice, and to develop your understanding of communication between/among people of different cultural backgrounds both in domestic and international settings as well as across a variety of contexts. The course focuses on the development of cultural awareness (self and others), and attempts to balance attention to concepts and principles with experientially-based study designed to help you improve your intercultural communication skills and competence.

COURSE OBJECTIVES

- To introduce you to the fundamental theories and concepts of intercultural communication.
- To increase your understanding of the relationship between communication and culture.
- To explore how cultural processes affect members' verbal and nonverbal behaviors in cross-cultural contexts.
- To develop practical skills aimed at improving intercultural communication competence.

REQUIRED TEXTBOOKS

AUTHOR: Martin, Judith & Nakayama, Thomas

TITLE: Intercultural Communication in contexts

PUBLISHER: McGraw Hill

ISBN #: 978-0-07-803677-4 Coursesmart e-book ISBN = 9780077447564

DATE/EDITION: 6th, 2012

COST: @ \$95.00 (but cost should reduce by next spring).

AUTHOR: Marvin Harris

TITLE: Cows, Pigs Wars, and Witches: The Riddles of Culture

PUBLISHER: Vintage

ISBN #: ISBN-10: 0679724680 ISBN-13: 978-0679724681

DATE/EDITION: 1989

COST: @ \$10

TOPICAL OUTLINE OF COURSE

Course Schedule*

*There will be changes, so consider this a rough guide...though generally speaking, you should follow the reading schedule here just so you don't get too far behind.

Note: All of the readings referred to here are from the Martin and Nakayama text unless otherwise noted by "CP" = Course pack, but please bring both books to class.

| Class | Topics | Due at the start of class |
|-------|--|---|
| 1 | Course Introduction, Culture Learning, AUM Theory | MN –Chapter 1 |
| 2 | IC in Tourism Contexts, Culture Shock | CP -Tourism Chapter |
| 3 | Communication Accommodation Theory Select groups | MN – Chapter 2 |
| 4 | Identity & ID paper discussion | MN –Chapter 5 |
| 5 | IC Building Block #1 – Culture, Perception, Values & Ethics | Cows, Pigs, Wars... |
| 6 | Hofstede Dimensions Case Studies #1 (In Class Activity) | |
| 7 | Hofstede's Value Dimensions & Long/ Short Term Orientations | MN –Chapter 4 |
| 8 | Verbal and Non-Verbal Communication Differences Class activities on listening and looking for comm. | Identity Paper Due |
| 9 | IC Building Blocks Context & Power Ethnocentrism, Stereotyping, Prejudice | MN – Chapter 3 |
| 10 | Barriers to IC (cont.) & Video | |
| 11 | Conflict in Cultures, Chat about Identity Papers | MN – Ch. 4 |
| 12 | Stereotyping & prejudice | |
| 13 | Verbal Issues in IC | MN – Chapter 6 Hess 1 & 2 Due on Study Day |
| 14 | Verbal Issues in IC (cont.) | Review Chapter 6 |
| 15 | Nonverbal Issues in IC | MN – Chapter 7 |
| 16 | Nonverbal Issues in IC (cont.); Video | MN – Chapter 7 |

| | | |
|-------|--|-------------------|
| 17 | Case Study 2 | MN – Chapter 9 |
| 18 | IC and Business | |
| 19 | Any overflow | Field Journal Due |
| 20-23 | Training Session Presentations and Final Wrap-up | |
| 24 | Final Examination | |

* The professor reserves the right to change this syllabus and course schedule at any time.

FIELD WORK

We will be meeting with people who will teach us their culture's etiquette, verbal and nonverbal differences, Hofstede dimensions, and the historical reasoning for these differences. We will experience various aspects of their daily routine (i.e., meals, shopping, school, travel) as well as review rituals.

FIELD ASSIGNMENTS

You will need to bring a notebook in which to take notes at every port and especially for our field lab. Your notes will be used throughout the semester for class discussion, the Hess mini assignments, and the Relocation Training Seminar. You should also collect images (i.e., photos, advertisements), articles from newspapers, blogs, and research, and interviews (i.e., notes from interviews you conducted or actual video footage). By the end of the semester you should amass an impressive Field Journal that provides breadth and depth of your intercultural communication knowledge and hands-on experiences during the voyage. The Field Journal should offer a connection to at least 4 class concepts. The Hess mini assignments should focus on two different cultural communication concepts from two different countries. There will be a rubric provided and more ample description during the semester.

FIELD LAB – This field lab will take place in Hilo on Day 2, Wednesday 16 January. Attendance is mandatory.

Aloha Hilo

What better way to start off a voyage around the world than saying "aloha" (hello) to a state that is culturally different from mainland America and then saying "aloha" (goodbye) to the United States as we travel to places even more culturally diverse? This field laboratory provides us an opportunity to explore, first hand, the rich, distinct, and fascinating culture of Hawaii. We will use this exploration as a foundation from which we will study the importance of culture communication. The lessons learned from the evolution, adaptation, and near extinction of the Hawaiian culture will serve future global leaders very well. Our exploration will include an engaging dialog with elders, active participation in various rituals, and an in-depth examination of artifacts. Be prepared to for an action-packed day of Hawaiian games, food, celebrations, and history.

ADDITIONAL RECOMMENDED INDEPENDENT SITE VISITS

- Certain site excursions will focus on interpersonal interactions, popular culture, cultural history, and values (i.e., home visits, interacting with college students, service projects, shrine visits, urban and rural cultures)
- Shopping in the local market and/or dining out create ample opportunity to observe and interact;
- Even a day snorkeling involves a guide that is happy to answer questions. I encourage you to ask questions that provide insight into our course material.

METHODS OF EVALUATION / GRADING RUBRIC

Paper #1: Personal Reflection on Identity (20%)

Field Journal and Hess mini-assignments (20%)

In-class assignments/activities/quizzes (20%)

Relocation Training Seminar (20%)

Final exam (20%)

Grading Scale: 100-98 = A+, 97-95 = A, 94-92 = A-, 91-89 = B+, 88-86 = B, 85-83 = B-, 82-80 = C+, 79-77 = C, 76-74 = C-, 73-71 = D+, 70-68 = D, 67-65 = D-, 64-below = F (note: There is not a policy requiring faculty to have a certain scale. I do not round up.)

A grade of “C” will be assigned to average college work. Note: Earning a “C” in this course is not an arbitrary “hoop” to jump through, but an indicator of readiness for the rest of the coursework in the major. Grades in the “B” range signify work that stands above the average, and grades in the “A” range are reserved only for those students who do exceptional work. So, for example, if you only do the minimum that is required in an assignment and you do those things well, you will probably receive a “C” on that assignment. Only if you go beyond average expectations for assignments will you be awarded a grade in the “B” or “A” range. This is not to say, however, that adding additional work to your assignments will guarantee you a grade of “B” or “A.”

Personal Reflection on Identity Paper:

A 6 (handwritten) page paper in which you will reflect upon how your social and cultural identities affect your communication. Basically, you will identify what in your cultural “profile” influences you as you interact with others---particularly others who are different from you. Your cultural “profile” might include your race, ethnicity, nationality, gender, sexual orientation, economic class/status, physical ability, regional identity, etc. (see Chapter 4 in M & N). Though your family is probably a major institution in your life---I prefer that you NOT focus on the influence of your family in this paper. Family is an influence on identity, it is not an identity category itself. Furthermore, you will investigate, in this paper, how your cultural beliefs have affected the ways in which communication occurred during particular interactions or across situations. This section of the paper is essentially an exploration of what you “bring to the table” in intercultural interactions, since you are at least 50% of any interaction. Be sure to focus on your cultural background and how it shapes how you communicate, what you communicate about, what expectations you have of others, etc.

Training Session Group Presentation:

As a demonstration of what you have learned in the course, each group will select a voyage country and create a training session geared for Americans preparing to relocate or conduct

business in that country. Your group will have 30 minutes to present to the class on the day you are assigned. The group presentation assignment is designed to: 1) encourage diverse students to work collaboratively toward accomplishing a common goal, 2) provide exposure to the wealth of research being conducted in the area of intercultural communication, and 3) to augment the material in the textbook and to enhance your understanding of intercultural communication theory.

Content criteria:

Your goal is to prepare your audience for relocation into your selected city/country, highlighting connections to the material/theories. Incorporate research, real examples from your trip and/or case studies, and activities. Time is limited so careful topic selection and preparation are key!

Delivery Criteria:

Presentations should be entertaining as well as educational. Thus, creativity is strongly encouraged. As this is a communication class, it is therefore assumed that students know how to present in a polished, professional manner. Like good speeches, good presentations should be organized, with a discernable introduction (attention-getter!!!), body, and conclusion. Segues, signposts, and transitions are to be used in moving from topic-to-topic, from one segment to another (e.g., from the clip to a class debriefing), and from speaker-to-speaker.

Quizzes and Case study in class assignments:

There will be several quizzes (either “pop” or announced) prior to the final exam. These will cover assigned readings and will be comprised of multiple choice, true/false, and matching. You will work with small group of students to analyze several case studies based on hypothetical or real cross-cultural interactions. Your group will have time in class to read and discuss the cases and you will generally be given several options for explaining the outcome of the interaction. You will be graded on your group’s ability to analyze the case and to accurately determine the cultural influences that affected the outcome.

Field Participation Journal and Hess Activities:

This project asks you to reflect upon the cultural differences you have observed over the time you have spent abroad and to make specific comparisons of communicative behaviors of members of various cultures and our own, US American culture. You must address some verbal and nonverbal communication differences and you should also discuss other areas of difference that we have studied this semester, including at least 4 other categories drawn from our course material. The following are some examples of topics you might choose in addition to verbal and nonverbal differences (but you are not necessarily limited to these): values, worldviews, popular culture, cultural norms, rituals, intercultural business practices, and the influence of history and tourism (you can also use our texts as a guide). I recommend that you keep notes of observations you make throughout the trip so that you will have plenty to write about. You should also make specific reference to our textbooks or readings in your journal.

Choose two of the following guides from Chapter 6 in the Hess book. Read the Guide and do whatever is called for (it is activity-based, obviously). Hand in a written version of what you have done to me on the assigned dates. Be sure to complete the whole activity as is described in the book. This will be much more obvious once you have looked at the Guides.

- #1 – Noting Differences – pp. 61-66 #5 – Learning the “isms” – pp. 80-83
 #2 – Interpreting Nonverbal Cues – pp. 67-71 #6 – Dancing Their Rhythms – pp. 84-89
 #3 – Interactions – pp. 72-75 #7 – Dealing With Culture Shock – pp. 90-96
 #4 – Naming Your Cucarachas – pp. 76-79 #9 – Studying Influences on Values – pp. 103-108

Class participation:

There will be a number of experiential activities conducted in class, as well as opportunities for outside engagements for your edification. One would presume that by opting to study abroad and by taking this class you are indicating your commitment to the study of, and exposure to, the complex world of culture and communication. I will, over the course of the semester, ask you to participate in in-class exercises and discussion (though I doubt that will be a problem, since I imagine you’ll have plenty to say on this subject!!). I allow two “free” absences from class. After that, your final grade will be lowered by 5 points for each additional absence. I will also warn you that I hold you responsible for what takes place in class. We will be participating in experiential activities during some class periods, and these require your presence in order to be beneficial. You are expected to be present and participate during your classmates’ Training Seminar.

RESERVE LIBRARY LIST

AUTHOR: Hofstede, Geert
TITLE: Cultures and Organizations: Software of the Mind
PUBLISHER: McGraw-Hill
ISBN #: 0071439595
DATE/EDITION: 2005
COST: \$19

AUTHOR: Hess, J.
 TITLE: Studying Abroad/Learning Abroad
 PUBLISHER: Intercultural Press
 ISBN #: 978-1877864506
 DATE/EDITION: 1999
 COST: \$20 (used) – I will have a copy of this with me on the ship.

ELECTRONIC COURSE MATERIALS

AUTHOR: Martin & Nakayama
 ARTICLE/CHAPTER TITLE: Chapter 10: Intercultural Communication in Tourism Context
 JOURNAL/BOOK TITLE: Experiencing Intercultural Communication
 VOLUME:
 DATE: 2011
 PAGES: 284-305 (I have this text)

ADDITIONAL RESOURCES

Codes of Gender by Media Education Foundation

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]."

Research in intercultural communication competence has identified several components are critical to the sojourners adjustment process: culture-sensitive knowledge, motivation to adapt, activation of appropriate and effective communication skills, mastery of culture based contextual rules, and achievement of code desirable outcomes between the intercultural communicators. In low-context communication , there is a greater reliance on direct, explicit verbal communication. This is a system of "say what you mean" and "be specific about it." In high-context communication , on the other hand, communication relies to a much larger extent on indirect and nonverbal cues. Start studying Intercultural Communication in Contexts. Learn vocabulary, terms and more with flashcards, games and other study tools. A study of intercultural communication, also called the social science approach, based on the assumptions that (1) there is a describable, external reality, (2) human behaviors are predictable, and (3) culture is a variable that can be measured. This approach aims to identify and explain cultural variations in communication and to predict future communication. (Compare with critical approach and interpretive approach.) social science approach. Intercultural Communication in Contexts book. Read 9 reviews from the world's largest community for readers. This text addresses the core issues and conc... Goodreads helps you keep track of books you want to read. Start by marking "Intercultural Communication in Contexts" as Want to Read: Want to Read saving| Want to Read.

Intercultural Communication in Contexts examines communication in multicultural relationships and provides practitioners with the tools for effective communication amid cultural.Â Select the department you want to search in. All Departments Black Friday Deals Week Alexa Skills Amazon Devices Amazon Warehouse Appliances Apps & Games Arts, Crafts & Sewing Automotive Parts & Accessories Baby Beauty & Personal Care Books CDs & Vinyl Cell Phones & Accessories Clothing, Shoes & Jewelry Women Men Girls Boys Baby Collectibles & Fine Art Computers Courses Credit and Payment Cards Digital Music Electronics Garden & Outdoor Gift Cards Grocery & Gourmet Food Handmade Health, Household & Baby Care. 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.

CHAPTER 11 Intercultural Communication in Organizations. 375. door of every Wal-Mart off-putting.Â cultural context within organizations will be explored prior to a discussion of the environ-mental context. Next, the chapter will identify the variables in the perceptual context and how they affect business in other cultures. The chapter will then compare and contrast sociorelational job contexts across cultures, along with discussing some verbal and nonverbal differences. Finally, the chapter will examine managerial practices among Japanese, German, Mexican, Chinese, and Arab managers. There is no culture-free theory of management. 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). Research in intercultural communication competence has identified several components are critical to the sojourners adjustment process: culture-sensitive knowledge, motivation to adapt, activation of appropriate and effective communication skills, mastery of culture based contextual rules, and achievement of code desirable outcomes between the intercultural communicators.Â Silence holds strong contextual meanings in high context cultures, furthering interpersonal understanding. On the other hand, prolonged silence is often viewed as "empty pause" or "ignorant lapses" in the Western world. Silence can be the determiner of language superiority and inferiority, and can have both positive and negative effects.