



CIEE Global Institute – London

Course name:	Intercultural Communication and Leadership
Course number:	(GI) COMM 3301 LLEN
Programs offering course	London Open Campus (Communications, Journalism and New Media)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2019

Course Description

In this class, you will develop skills, knowledge, and understanding that will help you communicate and engage more appropriately and effectively in London as well as in other intercultural contexts. Using Ricœur's hermeneutic detour as an applied process with Said's theories of orientalism and Foucault's theories on power and knowledge, we will explore various topics in intercultural communication in the context of your experience abroad, and will practice intercultural learning processes that you can apply when working across difference in a wide variety of contexts. You will increase your own cultural self-awareness and develop personal leadership skills that will help you become more effective in an interdependent world.

Learning Objectives

By participating in this course, you will:

- Increase your own self-awareness, particularly your cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts / theories and their relevance to your own experience in the host culture.
- Increase your ability to recognize and bridge cultural gaps.
- Develop an intercultural leadership practice that helps you translate your culture-specific and culture-general knowledge into moment-to-moment competence.

Course Prerequisites

None, apart from an open mind and a sincere interest in exploring things intercultural, which will involve a deep level of self-reflection.

Methods of Instruction

Learning will involve in-class exercises, active reflection, discussion, readings, short lectures, and out-of-class activities that help you engage in the local culture on a deeper level.



Assessment and Final Grade

Reflection Paper	20%
Group Reflection Presentation	20%
Homework (in-class debate, observation assignment, storyboard, CMD, pre and post-IDI)	20%
Final Digital Storytelling Project and Presentation	20%
Participation:	20%

Course Requirements

Reflection Paper

You will complete 1 reflection paper. You will be given a topic / prompt, as well as more detailed instructions for the paper, approximately one week prior to the due date.

The paper should be typed, double-spaced, and 1500 words. These papers should be reflective, yet include critical analysis of your personal experience and include references.

Group Reflection Presentation. Students will present a description of how stereotypes and perception impact the way in which a collective is represented. Groups will be assigned and each group given a nation to focus on. There is to be full group consensus on the argument presented.

Homework

Homework includes assigned readings and activities to be completed outside of class. Due dates are listed in the syllabus but subject to change at the instructor's discretion. You are responsible for completing the homework outlined in the syllabus and asking for clarification when needed.

In-class debate: topics to be assigned in class with time for preparation. Students will be graded on critical analysis of topic, participation, and ability to respond to rebuttals.

Observation assignment: students will observe a scene and write a description of what they saw including a critical analysis, explaining why they noticed what they did and what they thought was happening in the scene they observed.

Storyboard: students will create a picture storyboard in class representing their experience so far on study abroad. Students will then write up an analysis of their storyboard explaining each stage or event represented.

Critical Moment Dialogue (CMD): students will complete this activity in class.

Pre and post-IDI: to be completed in class.

“The IDI is an online assessment tool that measures our intercultural learning and development. It contains 50 questions and takes about 20 minutes to complete. All ICL students take the IDI at the beginning and the end of the course. Your final grade will not be based on the results of the IDI, but you must complete it twice in order to pass the



course. Your instructor will provide you with the login-in information. The results allow CIEE to analyze the effectiveness of the ICL curriculum and measure the overall intercultural learning of our students.”

Final Digital Storytelling Project and Presentation

As a final project for this course, you will be creating a Digital Story. Digital Storytelling involves short (3 to 5-minute) first-person stories combined with still images (and often music). Through this means, you will share your own personal story of the study abroad experience. More information will be provided. You will need access to iMovie (for Macs) or Windows Movie Maker (for PCs), both available to download for free.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning. Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:



<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure, and possible expulsion

Weekly Schedule

NOTE: the following schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week One: Introduction		
Class 1	What is this class about? Perception and Suspending Judgment	<ul style="list-style-type: none"> • Bennett, 'Intercultural communication: A current perspective' (pp. 1-34) IDI LSI
Week Two: Who am I?		
Class 2	How do I learn? (and Discussion of Digital Stories)	<ul style="list-style-type: none"> • • Porter Reading • DIE exercise

Class 3	Identity in Context What do I value?	<ul style="list-style-type: none"> • Yep Reading • Hammad Reading • Paige Reading • Hofstede et al., 'The rules of the social game' (pp. 3-26) • Identity and Nationalism readings • Observation assignment
Class 4	Cultural Value Patterns	<ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What is intercultural communication flexibility?' and 'What are the essential cultural value patterns?' (pp. 22-37 & 38-63) • Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). More equal than others. In G. Hofstede, G.J. Hofstede, & M. Minkov, Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival, 3rd ed. (pp. 53-88). New York: McGraw-Hill. (Power Distance) • Said, E. (1978). <i>Orientalism</i>. New York: Pantheon • In-class debate assignment
Week Three: How can I better understand my host culture(s)?		
Class 5	Culture & Communication	<ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129) • Deutscher Reading • British Museum excursion • Reflection Paper Due
Class 6	How do we interact non-verbally?	<ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153) • Hall, S. 1997. <i>Representation: Cultural Representations and Signifying Practices (Culture, Media and Identities series)</i>
Class 7	Storytelling workshop	Storyboard exercise
Week Four: Going Deeper		
Class 8	Intro to Personal Leadership	<ul style="list-style-type: none"> • Schaetti et al., Parts I & II (pp. xxi-118) • 'Solo Challenge Activity • Itao, Alexis Deodato S 2010. 'Paul Ricœur's Hermeneutics of Symbols: A Critical Dialectic of Suspicion and Faith' in <i>Kritike</i> (4) 2 1-17 http://www.kritike.org/journal/issue_8/itao_december2010.pdf
Class 9	Practicing with the Critical Moment Dialogue	<ul style="list-style-type: none"> • Schaetti, et al., Part III (pp. 119-151) • Come to class having identified a 'Something's Up' you wish to examine •



Class 10	Stereotypes Perceptions of Us	<ul style="list-style-type: none"> • Plous Reading • Zemach-Bersin, T. (2008). American students abroad can't be 'global citizens.' <i>Chronicle of Higher Education</i>, 54(26), A34. Available online at www.yale.edu/yalecollege/international/predeparture/pdf/GlobalCitizens.pdf • Group Reflection Presentations
Week Five: Putting It All Together		
Class 11	Digital Storytelling: Story Circles	<ul style="list-style-type: none"> • Draft of script for final project • 'A Radical Experiment in Empathy' Sam Richards •
Class 12	Culture Shock and Intercultural Adjustment	<ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What is culture shock?' (pp. 91-109)
Class 13	Personal Leadership	<ul style="list-style-type: none"> • Long-Form Personal CMD • CMD assignment
Week Six: Wrap-Up		
Class 15	How can we articulate and use what we've learned? Practicing Intercultural Competence	<ul style="list-style-type: none"> • British Council et al. Reading • Matherly Reading
Class 14	Developing Intercultural Competence	<ul style="list-style-type: none"> • Trompenaars & Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 & 200-217) • Hammer Reading
Class 16	Digital Storytelling Viewing	<ul style="list-style-type: none"> • Digital Stories presentations • Completed (online) Intercultural Development Inventory (IDI)

Readings

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Required text

Hall, S. 1997. *Representation: Cultural Representations and Signifying Practices (Culture, Media and Identities series)* London: Sage Publications Ltd.

Week 1:

Bennett, M.J. (1998). "Intercultural communication: A current perspective." In M.J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 1-34). Boston, MA: Intercultural Press.

Week 2:

Porter, B. (n.d.) "The art of Digital Storytelling: Becoming 21st-century storykeepers." *The Creative Educator*. Available online at <http://digitales.us/sites/default/files/Tech4Learning%20DigiTales%20StoryKeepers.pdf>.

Yep, G.A. (1998). "My three cultures: Navigating the multicultural identity landscape." In J.N. Martin, T.K. Nakayama & L.A. Flores (Eds.), *Readings in cultural contexts* (pp. 79-85). Mountain View, CA: Mayfield Publishing.

Hammad, H.B. (2007). Identity's Shifting Sands (NAFSA 2007 student diplomat essay competition winner). Available online at https://www.nafsa.org/Explore_International_Education/Advocacy_And_Public_Policy/Study_Abroad/Student_Diplomat/2007_Student_Diplomat_Competition_Winner/.

Paige, R.M. (1993). "On the nature of intercultural experiences and intercultural education." In Paige, R.M. (Ed.), *Education for the intercultural experience* (pp. 1-13 only). Yarmouth, ME: Intercultural Press.

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). "The rules of the social game." In G. Hofstede, G.J. Hofstede, & M. Minkov, *Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival*, 3rd ed. (pp. 3-26). New York: McGraw-Hill.

Said, E. (1978). *Orientalism*. New York: Pantheon.

Ting-Toomey, S. & Chung, L.C. (2012). "What is intercultural communication flexibility?" and "What are the essential cultural value patterns?" In S. Ting-Toomey & L.C. Chung,



Understanding intercultural communication (pp. 22-63). New York: Oxford University Press.

Week 3:

Ting-Toomey, S. & Chung, L.C. (2012). "What is the connection between verbal communication and culture?" In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 110-129). New York: Oxford University Press.

Deutscher, G. (2010). "Does language shape how you think?" *The New York Times* (August 26). Available online at <http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&r=1&#>.

Ting-Toomey, S. & Chung, L.C. (2012). "What are the different ways to communicate non-verbally across cultures?" In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 130-153). New York: Oxford University Press.

Trompenaars, F. & Hampden-Turner, C. (1998). "'Relationships and rules' and 'Reconciling cultural dilemmas.'" In F. Trompenaars & C. Hampden-Turner, *Riding the waves of culture: Understanding diversity in global business*, 2nd ed. (pp.29-50 & 200-217). New York: McGraw-Hill.

Hammer, M.R. (2008). "The Intercultural Development Inventory: An approach for assessing and building intercultural competence." In Moodian, M.A., *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* (pp. 203-217). Thousand Oaks, CA: Sage Publications.

Week 4:

Itao, Alexis Deodato S 2010. "Paul Ricœur's Hermeneutics of Symbols: A Critical Dialectic of Suspicion and Faith" *Kritike* (4) 2 1-17
http://www.kritike.org/journal/issue_8/itao_december2010.pdf

Schaetti, B.F., Ramsey, S.J., & Watanabe, G.C. (2008). *Personal Leadership: Making a world of difference: A methodology of two principles and six practices*. Seattle, WA: FlyingKite Publications. Introduction, Parts I & II (pp. xxi-118).

Schaetti, B.F., Ramsey, S.J., & Watanabe, G.C. (2008). *Personal Leadership: Making a world of difference: A methodology of two principles and six practices*. Seattle, WA: FlyingKite Publications. Part III (pp. 119-151).

Plous, S. (2003). "The psychology of prejudice, stereotyping, and discrimination: An overview." In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 3-48). New York: McGraw-Hill. Available online at <http://www.understandingprejudice.org/apa/english/>.

Zemach-Bersin, T. (2008). "American students abroad can't be 'global citizens.'" *Chronicle of Higher Education*, 54(26), A34. Available online at www.yale.edu/yalecollege/international/predeparture/pdf/GlobalCitizens.pdf.



Week 5:

Ting-Toomey, S. & Chung, L.C. (2012). "What is culture shock?" In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp.91-109). New York: Oxford University Press.

Week 6:

British Council, Ipsos Public Affairs, & Booz Allen Hamilton (2013). *Culture at work: The value of intercultural skills in the workplace*. Available online at <http://www.britishcouncil.org/sites/britishcouncil.uk2/files/culture-at-work-report.pdf>.

Matherly, C. (n.d.) Effective marketing of international experiences to employers. Available online at http://www.aifsabroad.com/advisors/pdf/Impact_of_Education_AbroadI.pdf (pages 9-10).

Storti, C. (2003). "Introduction; The stages of reentry." In C. Storti, *The art of coming home* (pp. xii-xxi & 45-65). Boston, MA: Intercultural Press.