



## CIEE Shanghai, China

|                                  |  |
|----------------------------------|--|
| <b>Course name:</b>              | Intercultural Communication and Leadership   |
| <b>Course number:</b>            | COMM 3301 SHCH   |
| <b>Programs offering course:</b> | Shanghai Accelerated Chinese Language, Shanghai Business, Language and Culture, Shanghai China in a Global Context |
| <b>Language of instruction:</b>  | English  |
| <b>U.S. Semester Credits:</b>    | 3 semester/4.5 quarter hours   |
| <b>Contact Hours:</b>            | 45   |
| <b>Term:</b>                     | 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 Shanghai and throughout China, as well as in other intercultural contexts. 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 in a wide variety of contexts. You will increase your own cultural self-awareness and develop personal leadership skills to 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, field reports, short lectures, and out-of-class activities that help you engage in the local culture on a deeper level.

### Assessment and Final Grade

Grading will be based on the following:

- |  |     |
|--|-----|
| 1. Journal (6 entries):                      | 20% |
| 2. Mid-semester cultural comparison project: | 20% |
| 3. Homework & Cultural Partner activities:   | 20% |
| 4. Final Digital Storytelling project:       | 20% |
| 5. Class participation:                      | 20% |



## **Course Requirements**

### **Intercultural Development Inventory (IDI) Pre and Post-Assessment**

The IDI is an online assessment tool that measures our intercultural 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.

### **Journal Entries**

You will be asked to complete six different reflective journal entries over the course of the semester. You are free to write about whatever is on your mind at the moment as long as it is relevant to the course; you will be provided with ideas and suggestions for possible topics to address throughout the course of the semester. The goal of the journal entries is to give you a chance to reflect on your intercultural experience in a personally-relevant way.

As outlined in the schedule, two entries each are due at three different points throughout the semester.

Your journal entries should be typed and no more than two double-spaced pages. They will be graded on the depth of reflection and application of course concepts to your personal experience.

### **Mid-Semester Cultural Comparison Project**

The mid-semester Cultural Comparison Project involves writing a paper and doing a short in-class presentation.

For this project, you are asked to examine a theme within the local host culture in comparison to your home culture(s) (as defined by you). Themes may be any topic that is of interest to you and relevant both in the local context and in your home culture, and should be relatively specific rather than sweepingly general. Examples of possible themes include: food and eating habits; attitudes and practices around alcohol consumption; displaying affection; parenting; inequality and difference (based on religion, sexuality, race, etc.); expectations in higher education; exercise or sport; news consumption; advertising; etc. The topic/theme you choose should be something you have experienced or had close contact with in both your host and home cultures.

Please discuss the similarities and differences between your home and host cultures with regards to your topic of choice, particularly with respect to two or three of the cultural value patterns discussed in class. You should aim to integrate personal experience with concepts learned in class.

The paper should be typed, double-spaced, and between 4-5 pages. It may be written in the first person. You should cite at least three academic sources (from the course readings or other). It is also highly recommended you consult with at least two locals (such as your Cultural Partners) about this topic and incorporate any useful insight they offer into your paper (although be careful not to present anyone's opinions as fact).

You should address the following:

What similarities and differences have you noticed and/or experienced between (as well as within) your host culture and home culture(s) with regards to your chosen theme?



To what extent and how do cultural value patterns help you understand these similarities and differences?

In addition to the paper, you should be prepared to present to the class on your topic in class 14. The presentation may take any form you like and creativity is encouraged.

### **Homework & Cultural Partner Activities**

Homework will include assigned readings and activities to complete outside of class. You are responsible for completing the homework outlined in the syllabus and asking for clarification when needed. You should bring copies of any readings due that day to each class with you, as we may need the readings in class.

As part of this course, you are required to identify a Cultural Partner—someone who has been a resident of the host culture for many years—with whom you will need to complete several activities throughout the semester. More information about choosing a Cultural Partner will be provided in class.

### **Final Digital Storytelling Project**

As a final project for this course, you will be creating a Digital Story. Digital Storytelling involves short (three- to five-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 soon. 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:

| Percentage of Total Course Hours Missed                         | Equivalent Number of Open Campus Semester classes | Minimum Penalty  |
|---|---|--|
| <ul style="list-style-type: none"> <li>Up to 10%</li> </ul>     | 1 content classes, or up to 2 language classes    | Participation graded as per class requirements                         |
| <ul style="list-style-type: none"> <li>10 – 20%</li> </ul>      | 2 content classes, or 3-4 language classes        | Participation graded as per class requirements; <b>written warning</b> |
| <ul style="list-style-type: none"> <li>More than 20%</li> </ul> | 3 content classes, or 5 language classes          | Automatic <b>course failure</b> , and possible expulsion               |

### Weekly Schedule

Following is the course schedule for the semester, subject to change.

| Class         | Topic   |
|---------------|---|
| <b>Week 1</b> | <b>Introduction</b>   |
| 1.1           | What is this class about?   |
| 1.2           | Perception and Suspending Judgment  |
|               | <b>Assignments</b>  |
|               | <ul style="list-style-type: none"> <li>Bennett 1998, 1-34</li> </ul>  |
| <b>Week 2</b> | <b>Who am I in the context of this experience?</b>  |
| 2.1           | How do I learn?   |
|               | <ul style="list-style-type: none"> <li>Complete Intercultural Development Inventory (IDI)</li> <li>Name Game with Cultural Partner</li> </ul> |



- 2.2      **Assignments:**  
Identity in Context
- Yep 1998, 79-85
  - Paige 1993, 1-13

**Week 3      Cultural Value Patterns**

- 3.1      Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project
- Assignments:**
- Ting-Toomey, and Chung 2012, 22-37 & 38-63
  - Porter, 2-4

- 3.2      Host Culture Value Patterns
- Assignments:**
- 'I am...' activity with CP
  - Hofstede et al. 2010, 3-26
  - Hofstede et al., one additional chapter to be assigned by instructor

**Week 4      Introduction to Intercultural Communication: How do we interact?**

- 4.1      Culture & Communication
- Assignments:**
- Ting-Toomey 2012, 110-129
  - Deutscher 2010
  - Topic for Cultural Comparison Project

- 4.2      How do we interact non-verbally?
- Assignments:**
- Ting-Toomey 2010, 130-153
  - Journal entries 1 & 2

**Week 5      Stereotypes**

- 5.1      Stereotypes
- Assignments:**
- Plous 2003, 3-48

- 5.2      Perceptions of Us
- Assignments:**
- Zemach-Bersin OR Ogden (TBD by instructor)
  - Reading that offers local perspective on U.S. Americans and/or foreigners more generally (TBD by instructor)

**Week 6      Engagement in the Host Culture**

- 6.1      Cultural Engagement Activity



|                |   |
|----------------|---|
| 6.2            | Culture Shock and Intercultural Adjustment<br><b>Assignments:</b> <ul style="list-style-type: none"><li>• Ting-Toomey 2010, 91-109</li></ul>  |
| <b>Week 7</b>  | <b>Examining Our Personal Values</b>  |
| 7.1            | What do I value?  |
| 7.2            | Cultural Comparison Project Presentations<br>Cultural Comparison Projects!  |
| <b>Week 8</b>  | <b>Practicing Intercultural Competence</b>  |
| 8.1            | Intercultural Competence<br><b>Assignments:</b> <ul style="list-style-type: none"><li>• Trompenaars 1998, 29-50; 200-217</li><li>• Hammer 2008, 203-217</li></ul>   |
| 8.2            | Cultural Detective<br><b>Assignments:</b> <ul style="list-style-type: none"><li>• Journal entries 3 &amp; 4</li><li>• Personal Values activity with CP</li></ul>  |
| <b>Week 9</b>  | <b>Practicing Personal Leadership</b>   |
| 9.1            | Introduction to Personal Leadership<br><b>Assignments:</b><br>Schaetti, et al. 2009, 125-138  |
| 9.2            | Aligning with Vision <ul style="list-style-type: none"><li>• Recognizing Something's Up activity</li></ul>  |
| <b>Week 10</b> | <b>Digital Storytelling and Cultural Engagement</b>   |
| 10.1           | Digital Storytelling: Story Circles   |
| 10.2           | Cultural Engagement Activity  |
| <b>Week 11</b> | <b>Practicing Personal Leadership: The Critical Moment Dialogue</b>   |
| 11.1           | Practicing with the Critical Moment Dialogue<br><b>Assignments:</b> <ul style="list-style-type: none"><li>• Come to class having identified a Something's Up you wish to discuss</li><li>• Nagata 2007, 61-76</li></ul> |



- 11.2 Practicing with the Critical Moment Dialogue (continued)  
Empathy Exploration  
How can we articulate and use what we have learned?
- Solo Challenge activity
- Assignments:**
- Bennet, “Overcoming the Golden Rule”
  - Journal entries 5 & 6
  - British Council et al. 2013
  - Matherly, 9-10

- Week 12 Leadership continued with Re-Entry and Wrap-Up**
- 12.1 Primal Leadership and Intercultural Competence Discussion
- Assignments:**
- Goleman, and McKee 2002, viii-xiv; 3-31
- 12.2 Re-Entry  
Digital Storytelling Viewing Party
- Assignments:**
- Storti 2003, xii-xxi; 45-65
  - Digital Stories

## Course Materials

### *Readings*

#### **Copyright and Fair Use Statement:**

Copyright laws and fair use policies protect the rights of authors. Copyrighted materials may be used in this class, including articles, music, art work, etc. These materials are provided for private study, scholarship, or research and adhere to the copyright law of the U.S. (Title 17, U.S. Code). You may copy or download from the course website one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you do not modify it and use it only for the duration of this course. Beyond this use, no material from the course or website may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. Neither the instructor nor CIEE assumes any responsibility for individuals who improperly use copyrighted material.

Bennett, M.J. “Intercultural communication: A current perspective.” *Basic concepts of intercultural communication: Selected readings*, edited by Bennett, M.J., Intercultural Press. 1998 pp. 1-34.

British Council, Ipsos Public Affairs, & Booz Allen Hamilton. *Culture at work: The value of intercultural skills in the workplace*. 2013. Available online at <http://www.britishcouncil.org/sites/britishcouncil.uk2/files/culture-at-work-report-v2.pdf>.



- Deutscher, G. "Does language shape how you think?" *The New York Times*, Aug. 26, 2010. Available online at [http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&\\_r=1&#](http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&_r=1&#).
- Goleman, D. R. Boyatzis and A. McKee. *Primal Leadership: Realizing the Power of Emotional Intelligence*. Harvard Business School, 2002.
- 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*. Sage Publications, 2008.
- Hofstede, G., et al. *Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival*, 3<sup>rd</sup> ed. McGraw-Hill, 2010.
- Matherly, C. "Effective marketing of international experiences to employers." n.d. Available online at [http://www.aifsabroad.com/advisors/pdf/Impact\\_of\\_Education\\_AbroadI.pdf](http://www.aifsabroad.com/advisors/pdf/Impact_of_Education_AbroadI.pdf).
- Nagata, Adair Linn. "Body mindfulness for skillful communication." *Intercultural Communication Review*, 2007(5) 61-76.
- Ogden, A. The view from the veranda: Understanding today's colonial student. *Frontiers: The Interdisciplinary Journal of Study Abroad*, XV. 2008, pp. 35-55. Available online at [www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALXVWinter2007-08-3.pdf](http://www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALXVWinter2007-08-3.pdf).
- Paige, R.M. *Education for the intercultural experience*. Intercultural Press, 1993.
- Porter, B. *The Creative Educator*. n.d. Available online at [http://www.digitales.us/wp-content/uploads/2015/07/Digital\\_Storytelling\\_in\\_the\\_Classroom.pdf](http://www.digitales.us/wp-content/uploads/2015/07/Digital_Storytelling_in_the_Classroom.pdf).
- Plous, S. *Understanding prejudice and discrimination*. McGraw-Hill. 2003. Available online at <http://www.understandingprejudice.org/apa/english/>.
- Schaetti, B.F., et al. "From Intercultural Knowledge to Intercultural Competence: Developing an Intercultural Practice." *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organization*. Edited by M.A. Moodian. Sage Publications, 2009. Pp. 125-138.
- Storti, C. *The art of coming home*. Intercultural Press, 2003
- Ting-Toomey, S. & Chung, L.C. "Understanding intercultural communication," Oxford University Press. 2012.
- Trompenaars, F. & Hampden-Turner, C. *Riding the waves of culture: Understanding diversity in global business*, 2<sup>nd</sup> ed. McGraw-Hill, 1998.
- Yep, G.A. My three cultures: Navigating the multicultural identity landscape. *Readings in cultural contexts*. Edited by J.N. Martin, et al. Mayfield Publishing, 1998. pp. 79-85.
- Zemach-Bersin, T. "American students abroad can't be 'global citizens.'" *Chronicle of Higher Education*, 2008, 54(26), A34. Available online at [www.yale.edu/yalecollege/international/predeparture/pdf/GlobalCitizens.pdf](http://www.yale.edu/yalecollege/international/predeparture/pdf/GlobalCitizens.pdf).