



CIEE Global Institute

Course name:	Intercultural Communication and Leadership
Course number:	(GI) COMM 3301PAFR
Programs offering course:	Open Campus (Communications, Journalism, and New Media Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Fall 2018

Course Description

In this class, students develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively in their study abroad location 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 across difference 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, students will:

- Increase their self-awareness, particularly cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts / theories and their relevance to the students' own experience during study abroad.
- Increase their ability to recognize and bridge cultural gaps.
- Develop an intercultural leadership practice that helps them translate their 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 Papers (2)	20%
Homework (IDI, CMD, Something's Up, Personal Leadership, etc.)	20%
Mid-block Evaluation (Round Robin + Exam at home)	20%
Final Digital Storytelling Project (including draft of script)	20%
Class Participation (in class participation, discussion, reading reviews, etc.)	20%

Course Requirements

Reflection Papers

Students are expected to complete two reflection papers. Due dates for each are listed in the schedule. Students will be given a topic / prompt as well as more detailed instructions for each paper, approximately one week prior to the due date.

The papers should be typed, double-spaced, and between 2-3 pages each. These papers should be reflective, yet include critical analysis of personal experience. They may be written in the first person.

Homework

Homework includes assigned readings and activities to complete outside of class. Due dates are listed in the syllabus but are subject to change at the instructor's discretion. Students are responsible for completing the homework outlined in the syllabus and asking for clarification when needed. It is important to bring copies of readings to class on the day they are assigned. The Intercultural Development Inventory (IDI) Pre and Post-Assessment is an online assessment tool that measures our intercultural development. It features 50 questions and takes about 20 minutes to complete. All ICL students take the IDI at the beginning and the end of the course. You must complete it twice, and will be given full points simply for completing both assessments. Failure to complete either assessment will result in full loss of the assigned points. Your instructor will provide you with the login information.

Final Digital Storytelling Project

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

Class Participation

As part of their work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon participation.



Participation is valued as meaningful contribution in the digital and tangible classroom, utilising the resources and materials presented to students as part of the course. Students receive grades based upon their contributions both in the classroom and in the Canvas course. Meaningful contribution requires students to be prepared, as directed by the Instructor, in advance of each class session. Students must clearly demonstrate they have engaged with the materials where directed.

This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

More specifically, students enrolled in this course are expected to be present for every class and actively engaged in discussions, activities, and excursions. Participation should demonstrate understanding of course concepts and ability to apply them to everyday situations. Students are required to lead at least one class discussion, and must notify the instructor as soon as possible before class if they will be absent for any reason.

Class Attendance and Punctuality

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 sessions will also result in a lower final grade.*

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 will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency



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	No academic penalty
10 – 20%	2	Reduction of final grade
More than 20%	3 content classes, or 4 language classes	Automatic course failure, and possible expulsion

Weekly Schedule

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

Classes	Subjects	Homework
Week I		
Before Class I		To read before the class start: Bennett, 'Intercultural communication: A current perspective' (pp. 1-34)
Class 1	<ul style="list-style-type: none"> · What is this class about? · Name Game and Culture metaphor · Syllabus / Porter reading · LSI · IDI 	<p style="text-align: center;"><u>For the next class :</u></p> <ul style="list-style-type: none"> · Finish the IDI · Setting goals



Class 2	<ul style="list-style-type: none"> · Setting goals: Aligning with vision · Perception and Suspending Judgment · DIE 	<p><u>For the next class :</u></p> <ul style="list-style-type: none"> · Yep Reading · Paige Reading
Week 2		
Class 3	<ul style="list-style-type: none"> · How do I learn: the basket · Identity in Context · I am + Intensity Factors 	<p><u>To read / To Do for the next class:</u></p> <ul style="list-style-type: none"> · Hofstede et al., 'The rules of the social game' (pp. 3-26) · Ting-Toomey & Chung, 'What is intercultural communication flexibility?' and 'What are the essential cultural value patterns?' (pp. 22-37 & 38-63)
Class 4	Outing: Musée de l'Homme and DIE at the Trocadero	
Class 5	<ul style="list-style-type: none"> · What do I value? Lecture · Cultural Value Pattern activity · Digital Story Telling debrief · Cultural Detective · Attending to Physical Sensation 	<p><u>To read / To Do for the next class:</u></p> <ul style="list-style-type: none"> · French and US Fairy tale · Cultural Detective · 1st Reflexion paper
Week 3		
Class 6	<ul style="list-style-type: none"> · Talking about France: Cultural Value Patterns in the fairy tales · Cultural Detective · Cultivate Stillness 	<p><u>To read / To Do for the next class:</u></p> <ul style="list-style-type: none"> · Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153) · Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129) · Deutscher Reading
Class 7	Outing: Mondo Lingua	
Week 4		
Class 8	<ul style="list-style-type: none"> · Culture & Communication: Lecture · High/Low context activity · Debriefing about French Cultural Values 	<p><u>To read / To Do for the next class:</u></p> <ul style="list-style-type: none"> · Plous Reading · Porter Reading
Class 9	Outing: Le Quai Branly O/C activity	



Class 10	<ul style="list-style-type: none"> · Attending to Emotion · Digital Storytelling: Story Circles · Movie: Two days in Paris 	<p><u>To read / To Do for the next class:</u></p> <ul style="list-style-type: none"> · Draft of script for final project
Week 5		
Class 11	<ul style="list-style-type: none"> · Stereotypes · Perceptions of Us (Document missing) · Slate : France and USA 	<p><u>To read / To Do for the next class:</u></p> <ul style="list-style-type: none"> · 2nd Reflexion Paper · Ting-Toomey & Chung, 'What is culture shock?' (pp. 91-109)
Class 12	Last Outing	
Class 13	<ul style="list-style-type: none"> · Engaging Ambiguity · Activity: The albatross · Culture Shock and Adaptation 	<p><u>To read / To Do for the next class:</u></p> <ul style="list-style-type: none"> · Hammer Reading
Week 6		
Class 14	<ul style="list-style-type: none"> · Attending to Judgment · Developing Intercultural Competence · Something's UP - CMD 	<p><u>To read / To Do for the next class:</u></p> <ul style="list-style-type: none"> · Something's up · Storti Reading
Class 15	<ul style="list-style-type: none"> · Re-Entry How can we articulate and use what we've learned · IDI 	Final Digital Storytelling
Class 16	Digital Storytelling Viewing Party	

Course Materials

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Bibliography

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).

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.

Week 3:



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.

Max Planck Gesellschaft (2014). How do Germans tick? Intercultural handbook Germany. ICUnet.AG. Available online at <http://www.mpikg.mpg.de/5483753/How-do-Germans-tick---Dez-14.pdf>

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.

Week 4:

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.

Bevelander, D., Nolan, J. & Page, M. (2015). Case Study: Is it teasing or harassment? *Harvard Business Review*. Available online at <https://hbr.org/2015/03/case-study-is-it-teasing-or-harassment>

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/>.



Week 5:

Ogden, A. (2007-2008). The view from the veranda: Understanding today's colonial student. *Frontiers: The Interdisciplinary Journal of Study Abroad*, XV, pp. 35-55. Available online at www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALXVWinter2007-08-3.pdf.

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:

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.

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).