



CIEE in Shanghai, China

Course name:	Intercultural Communication and Leadership
Course number:	COMM 3301 SHCH
Programs offering course:	Shanghai Accelerated Chinese Language, Shanghai Business, Language and Culture, Shanghai China in a Global Context
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Fall 2018

Course Description

In this class, you will develop skills, knowledge, and understanding that will help you communicate and engage more appropriately and effectively in 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 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, 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:

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| 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. Attendance and 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.

Weekly Schedule

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



Class	Topic	Assignment/Reading Due
Class 1: Introduction		
	What is this class about?	
	Perception and Suspending Judgment	<ul style="list-style-type: none"> Bennett, 'Intercultural communication: A current perspective' (pp. 1-34)
Class 2: Who am I in the context of this experience?		
	How do I learn?	<ul style="list-style-type: none"> Complete Intercultural Development Inventory (IDI) Name Game with Cultural Partner
	Identity in Context	<ul style="list-style-type: none"> Yep Paige
Class 3: Cultural Value Patterns		
	Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project	<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) Porter
	Host Culture Value Patterns	<ul style="list-style-type: none"> 'I am...' activity with CP Hofstede et al., (pp. 3-26; 89-134)
Class 4: Introduction to Intercultural Communication: How do we interact?		
	Culture & Communication	<ul style="list-style-type: none"> Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129) Deutscher Topic for Cultural Comparison Project
	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) Journal entries 1 & 2
Class 5: Stereotypes, Culture Shock, and Intercultural Adjustment		



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| Stereotypes | <ul style="list-style-type: none">• Plous• Ogden |
| Culture Shock and Intercultural Adjustment | <ul style="list-style-type: none">• Ting-Toomey & Chung, 'What is culture shock?' (pp. 91-109) |

Class 6: Examining Our Personal Values

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| What do I value? | <ul style="list-style-type: none">• Personal Values Activity |
| Cultural Comparison Project Presentations | <ul style="list-style-type: none">• Cultural Comparison Projects! |

Class 7: Practicing Intercultural Competence & Personal Leadership

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| Personal Leadership
Aligning with Vision | <ul style="list-style-type: none">• Schaetti et al., Parts I & II (pp. xxi-118)• Recognizing Something's Up activity |
| Intercultural Competence
Cultural Detective | <ul style="list-style-type: none">• Trompenaars & Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 & 200-217)• Hammer• Journal entries 3 & 4 |

Class 8: Digital Storytelling and Cultural Engagement (FRIDAY)

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| Digital Storytelling: Story Circles | <ul style="list-style-type: none">• Schaetti, et al., Part III (pp. 119-151)• Draft of script for final project |
| Cultural Engagement Activity - FRIDAY | |

Class 9: Practicing Personal Leadership: The Critical Moment Dialogue

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| Practicing with the Critical Moment Dialogue | Come to class having identified a <u>Something's Up</u> you wish to discuss |
| Practicing with the Critical Moment Dialogue (continued) | <ul style="list-style-type: none">• Solo Challenge activity |

Class 10: Practicing Cultural Detective and Personal Leadership Together

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| Personal Leadership + Cultural Detective = EPIC | <ul style="list-style-type: none">• Long-form personal CMD |
| Partner Work outside of class (no official class meeting) | |



Class 11: Debriefing this Experience

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| Debrief EPIC application | • EPIC Flow |
| How can we articulate and use what we've learned? | • Journal entries 5 & 6
• British Council et al.
• Matherly |

Class 12: Re-Entry and Wrap-Up

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| Re-Entry | • Storti |
| Digital Storytelling Viewing Party | • Digital Stories! |

Readings

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Class 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.

Class 2:

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.



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.

Class 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.

Porter, B. (n.d.) The art of Digital Storytelling: Becoming 21st-century storykeepers. In *The Creative Educator* (pp. 2-4). Available online at http://www.digitales.us/wp-content/uploads/2015/07/Digital_Storytelling_in_the_Classroom.pdf.

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; 89-134). New York: McGraw-Hill.

Class 4:

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.

Class 5:

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/>.

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.

Class 6: Cultural Comparison Projects

Class 7:

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.

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).

Class 8: Draft of script for final project

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: Flying Kite Publications. Part III (pp. 119-151).

Class 9: Review Schaetti Part I, II & III

Class 10: Long-form personal CMD

Class 11:

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-v2.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).



Class 12:

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.