CIEE Nanjing, China

Course name: Intercultural Communication and Leadership
Course number: COMM 3301 ICLC
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 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:

1. Journal (4 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

Journal Entries

You will be asked to complete four 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, entries are due at two 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. 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 tentative course schedule for the semester, subject to change.

<table>
<thead>
<tr>
<th>Class</th>
<th>Topic</th>
<th>Assignment/Reading Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: Introduction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class 1</td>
<td>What is this class about?</td>
<td></td>
</tr>
<tr>
<td>Class 2</td>
<td>Perception and Suspending Judgment</td>
<td>Bennett, ‘Intercultural communication: A current perspective’ (pp. 1-34)</td>
</tr>
</tbody>
</table>

**Week 2&3: Who am I in the context of this experience?**

| Class 3 | How do I learn? | Complete Intercultural Development Inventory (IDI)  
| Name Game with Cultural Partner |

| Class 4 | Cultural Engagement Activity: Visit a Local Elementary School | |

**Week 3&4: Cultural Value Patterns & Cultural Engagement Activity**
| Class 5 | Identity in Context | • Yep  
• Paige |
| Class 6 | Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project | • Ting-Toomey & Chung, ‘What is intercultural communication flexibility?’ and ‘What are the essential cultural value patterns?’ (pp. 22-37 & 38-63)  
• Porter |
|         |            | Mid-Autumn Festival, no class |
| Class 7 | Host Culture Value Patterns | • ‘I am...’ activity with CP  
• Hofstede et al., ‘The rules of the social game’ (pp. 3-26)  
• Hofstede et al., I, We, and They |

**Week 5: October 1-7, Chinese National Holidays, no classes**

**Week 6: Introduction to Intercultural Communication: How do we interact?**

| Class 8 | Culture & Communication | • Ting-Toomey & Chung, ‘What is the connection between verbal communication and culture?’ (pp. 110-129)  
• Deutscher  
• Journal entries 1 & 2 |
| Class 9 | How do we interact non-verbally? | • Ting-Toomey & Chung, ‘What are the different ways to communicate nonverbally across cultures?’ (pp. 130-153)  
• Topic for Cultural Comparison Project |

**Week 7: Stereotypes**

| Class 10 | Stereotypes | • Plous |
| Class 11 | Perceptions of Us | • Zemach-Bersin |

**Week 8: Engagement in the Host Culture & Examining Our Personal Values**
| Class 12 | Culture Shock and Intercultural Adjustment | Ting-Toomey & Chung, ‘What is culture shock?’ (pp. 91-109) |
| Class 13 | Cultural Comparison Project Presentations | Cultural Comparison Projects! |

**Week 9: the Silk Road Trip, no class**

**Week 10: Practicing Intercultural Competence**

| Class 14 | Intercultural Competence | Trompenaars & Hampden-Turner, ‘Relationships and rules’ and ‘Reconciling cultural dilemmas’ (pp. 29-50 & 200-217) |
| Class 15 | Cultural Detective | Hammer  
Journal entries 3 & 4 |

| Class 16 | Introduction to Personal Leadership | Schaetti et al., Parts I & II (pp. xxi-118) |
| Class 17 | Aligning with Vision | Recognizing Something’s Up activity |

**Week 12: Digital Storytelling and Practicing Personal Leadership**

| Class 18 | Digital Storytelling: Story Circles | Draft of script for final project |
| Class 19 | Practicing with the Critical Moment Dialogue | Schaetti, et al., Part III (pp. 119-151)  
Come to class having identified a Something’s Up you wish to discuss |

**Week 13: Practicing Personal Leadership: The Critical Moment Dialogue**

| Class 20 | Practicing with the Critical Moment Dialogue (continued) | Solo Challenge activity |
| Class 21 | Personal Leadership + Cultural Detective = EPIC | Long-form personal CMD |

**Week 14: Debriefing this Experience and Re-Entry**
How can we articulate and use what we’ve learned?

**Re-Entry**
- British Council et al.
- Matherly
- Storti

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**Week 15: Digital Storytelling**

| Class 24 | Digital Storytelling Viewing Party | Digital Stories! |

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**Readings**

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**Week 1:**


**Week 2:**


Week 3 & 4:


Week 5 & 6:


Week 7:


Week 8:


Week 9&10:


Week 11:


Week 12:


Week 14:

