CIEE Global Institute – Copenhagen

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

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 completing 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 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

Students should have completed a course in communication, arts, humanities, or social sciences.

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

1.	Reflection Paper:	20%
2.	Homework (i.e. Solo Challenge, Vision Statement etc):	25%
3.	Final Digital Storytelling Script:	10%
4.	Final Digital Storytelling Project a:	20%
5.	Pre-post IDI:	5%
5.	Class participation:	20%
TOTAL:		100%

Course Requirements

Reflection Paper

You will complete two reflection papers. Due dates for each are listed in the schedule. You will receive 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 1000 words each. These papers should be reflective, yet include critical analysis of your personal experience. You may write them in the first person.

Intercultural Development Inventory (IDI) Pre and Post-Assessment

The IDI is an online assessment tool that measures intercultural development. It contains 50 questions and takes about 20 minutes to complete. All students are required to take the IDI at the beginning and the end of the course. Your instructor will provide you with the login information.

Homework

Homework includes assigned activities to complete 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.

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.
[FACULTY INSERT THEIR SPECIFIC PARTICIPATION GUIDELINES TO STUDENTS HERE]

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

Week 1   Orientation Week

Class 1:1   What is this Class About?

Introduction to the ICL course. This class is meant to set the stage for the rest of the program. Students will be introduced to some of the types of activities and discussions in which they will be asked to engage, review the syllabus while also reflecting on the local educational culture, and come up with a set of class expectations and rules that will help create the type of atmosphere needed to facilitate their learning.

Class 1.2   Perception and Suspending Judgment

This class is about perception and suspending judgment. The class will start with an interactive lecturette that draws on the Bennett reading, further explains the focus and goals of the course, and discusses the topic of perception. Following this, we will introduce a method for suspending judgment so students become more aware of how they are perceiving the host culture and how they might do so in a more interculturally competent way.

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.

Hall, Stuart. Ed. Chapter I. Representation, meaning and language. Pp. 15-30. In Representation: Cultural Representations and Signifying Practices. (Optional)

Week 2   Who am I?

Class 2:1   How do I learn? (and Discussion of Digital Stories)

In this class, you will learn about the experiential learning cycle and how this can help you to make the most out of your time abroad. You will do an activity in which you will explore your preferred learning style and discuss how to stretch into other styles in order to maximize your ability to make sense out of your time abroad. Last, students will explore the concepts of Digital Storytelling, and will also explore the impact of storytelling on their experiences and explore the digital tools in preparation for the final project.

Due: Complete pre-IDI Survey

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.

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.

Class 2.2   Identity in Context

This class gets students thinking about their own identities and how certain aspects of their identity configuration may influence and/or be influenced by their experience abroad. The class will start by facilitating an identity activity, then discuss the "intensity factors" identified in the Paige reading and which of these are having the biggest effect on the students' experiences.

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.

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.

Hall, Stuart. "The Question of Identity". Pp 596-601. In: Modernity: An Introduction to Modern Societies. (Optional)

Class 2.3   Cultural Values and Dimensions

The primary goal of this session is to get students to begin to reflect on what culture is and how it may impact their experience abroad. An important part of this lesson involves increasing students' cultural self-awareness. Whether they were born and raised in the United States or have only been a resident there for a short time, students can benefit from reflecting on prominent values in the U.S. and considering how residents of the host culture might view the U.S. and/or U.S. Americans.

Secondly, students are introduced to the cultural dimensions, which help us better understand the differences and similarities between cultures. These frameworks are used to compare how people in various cultures tend to approach particular concepts (such as time and power distance). It's important to emphasize that these patterns are not meant to put individuals or even whole cultures in boxes (or to label or stereotype them), but

rather to begin to understand cultural patterns/tendencies and relative relations. We will emphasize that cultural patterns can help students identify some areas to investigate when learning about an unfamiliar place, never to serve as the basis of assumptions about individual people.

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

Ting-Toomey, S. & Chung, L.C. (2012). 'What are the essential cultural value patterns? In S. Ting-Toomey & L.C. Chung, Understanding intercultural communication (pp. 38-63). New York: Oxford University Press.

TBD by Instructor. South African Specific Reading on Ubuntu – "I am because we are"

Hakkarainen, K., Palonen, T., Paavola, S., & Lehtinen, E. (2004) Communities of networks expertise: professional and education perspectives. Oxford: Elsevier.

Week 3   Understanding the Host Culture

Class 3:1   Culture Specific: Understanding South Africa

Today's class is dedicated to analyzing and discussing culture-specific material of South Africa with regard to the cultural value patterns discussed in the previous class. Following that, students will spend the majority of this class engaged in an activity that helps them apply the frameworks they have learned to better understand the local culture.

TBD by Instructor. Two South African specific readings.

Class 3.2   Cultural Engagement Activity

These are opportunities to take the learning outside the classroom to help students understand what they've been learning within the local context. Your instructor will

provide specific details about this activity, which will be prefaced with a pre-brief and concluded with a reflection session.

Homework due - Reflection Paper #1

Class 3.3   Culture & Communication

Today's class is all about communication and culture. Specifically, this class examines various communication patterns used in different cultures and the relationship between language and culture. The class consists of two interactive exercises, with a lecturette/discussion of the reading. The activities help students try on and practice different communication styles.

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.

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.

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&#

Week 4   Going Deeper

Class 4.1   Developing Intercultural Competence

We've focused on developing frameworks to better understand cultural difference and similarity. The rest of the course will focus much more on developing an intercultural leadership practice. That is, we will help students practice using what they've learned to

actually behave in interculturally competent ways. This session meant to help students understand that the course will now transition from focusing heavily on Self-Awareness and Cultural Literacy and from here forward focus more on Cultural Bridging and Developing an Intercultural Leadership Practice.

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.

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.

Class 4.2   Practicing Personal Leadership

This class is about introducing students to how to practice their intercultural competence. The lecturette/discussion are meant to help students gain a deeper understanding of the principles and practices outlined in the course, and begin to see how they relate to the students' own experiences. This class involves debriefing the 'Recognizing Something's Up' activity that students completed outside of class.

Homework due - 'Recognizing Something's Up' Activity

Schaetti et al., Knowledge to Competence

Readings: Bevelander, D., Nolan, J. & Page, M. (2015). Case Study: Is it teasing or harassment? (Optional—TBD by instructor)

Harvard Business Review. Available online at https://hbr.org/2015/03/case-study-is-it-teasing-or-harassment

Class 4.3   Stereotypes

This class is spent discussing the reading and the video "The Danger of a Single Story" and doing an activity related to stereotypes and cultural generalizations.

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/.

Homework due - Reflection Paper #2

Week 5   Putting It All Together

Class 5.1   Perceptions of Us

The focus of today's class is on how the students are perceived locally and what the local stereotypes are of the United States and U.S. Americans. The class begins with a discussion of the Ogden reading and is continued by small group debates on South African perspectives on U.S. Americans and / or foreigners more generally. The rest of the class is spent doing a role play activity in which students consider culturally appropriate and effective ways to respond to stereotypes they might face and then practice and discuss these responses.

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.

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

Class 5.2   Digital Storytelling: Story Circles

Today is all about helping students refine their stories for the final Digital Storytelling project. The class will start with a brief check-in to get a sense of their progress on the project, and then show a few more examples of good digital stories. Students will share their stories and give and receive feedback on each other's stories in small groups through Story Circles.

Homework due - Draft of script for final project

Class 5.3   Culture Shock and Intercultural Adjustment

This class is about culture shock and intercultural adjustment. During class we will discuss some concepts and frameworks. Then we will do an activity in which students draw on their intercultural adjustment experience, followed by a presentation of two different intercultural adjustment models and in-depth discussions about the application of these frameworks to the students' personal experiences.

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   **Wrap Up**

Class 6.1   Re-Entry

This class prepares students for re-entry, which includes reflecting on how they want to approach the last few weeks of their experience abroad. We will start the class with a lecturette/discussion about the Storti reading and the re-entry process. This is followed by a short drawing activity, then an exercise in which students individually complete a guided written reflection on their time abroad and the impending re-entry.

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.

Class 6.2   How can we articulate and use what we've learned?

This class signals a departure from the last several classes in which the focus was on bringing together all of the goal areas and practicing intercultural competence. In today's class, students reflect on their experience abroad, what they have learned, and how they can effectively articulate that to others, whether it be friends and family, a future employer, or a potential graduate school program. This class begins with a brief check-in and stillness practice, followed by a discussion of the two readings, which focus on intercultural skills needed for the workplace and the importance of students being able to articulate how the study abroad experience helped them gain such skills. In the next activity, students reflect back on their time abroad.

Readings: 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).

Hoover, J. (2011) Dialogue: Our past, our present, our future, Journal of Intercultural Communication Research. 40(3). 203-218. DOI: 10.1080/17475759.2011.617771

Schwandt, D. R, & Gorman, M. (2004) Foresight or foreseeing? A social action explanation of complex collective knowing. In Tsoukas, H & Shepherd J. (2004), Managing the Future, (pp. 77-97). Oxford: Blackwell

Class 6.3   Digital Storytelling Viewing Party

Today's class serves as the final culmination of the course and you get to enjoy reflecting on some of the most important lessons the students have learned during the program.

Digital Stories Presentations

Complete online the Intercultural Development Inventory (IDI) (Required)

Readings

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.

Bevelander, D., Nolan, J. & Page, M. (2015). Case Study: Is it teasing or harassment?.

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.

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&#.

Hammad, H.B. (2007). Identity's Shifting Sands (NAFSA 2007 student diplomat essay competition winner).

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Hakkarainen, K., Palonen, T., Paavola, S., & Lehtinen, E. (2004) Communities of networks expertise: professional and education perspectives. Oxford: Elsevier.

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.

Hoover, J. (2011) Dialogue: Our past, our present, our future, Journal of Intercultural Communication Research. 40(3). 203-218. DOI: 10.1080/17475759.2011.617771

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).

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.

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.

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/.

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.

Schwandt, D. R, & Gorman, M. (2004) Foresight or foreseeing? A social action explanation of complex collective knowing. In Tsoukas, H & Shepherd J. (2004), Managing the Future, (pp. 77-97). Oxford: Blackwell

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.

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.

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.

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.

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.

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.

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.

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