



CIEE Global Institute – Paris

Course name:	Intercultural Communication and Leadership
Course number:	(GI) COMM 3301 PAFR
Programs offering course:	Open Campus
Open Campus track:	Communications, Journalism, and New Media
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 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 Survey	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.

Mid-block Quiz

The Midblock quiz is a small survey that allows the students to reflect on their comprehension of the ICL.

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

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.

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.

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 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 will 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.*

*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.

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.*

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

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	Reduction of participation grade
10 – 20%	2	Reduction of participation grade; written warning
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.

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Classes	Subjects	Homework
Week 1		
Before Class 1	To read before the class starts: Bennett, 'Intercultural communication: A current perspective' (pp. 1-34)	
Class 1	What is this class about? Name Game Culture metaphors Syllabus	<u>For the next class :</u> Survey #mygoals IDI
Class 2	Evaluation (Porter) LSI Aligning with vision	<u>To read for the next class :</u> Leadership Judgement
Week 2		
Class 3	Perception & Judgment DIE Attending to Judgment	<u>To read for the next class :</u> Yep Reading + discussion
Class 4	What's up ? How do I learn? Identity in Context "I am..." Intensity Factors (1/2)	<u>To read / To Do for the next class:</u> <ul style="list-style-type: none"> ● Paige Reading + discussion ● Hofstede + discussion <p style="text-align: center;"><u>Evaluation</u> Participation weeks 1 & 2</p>
Week 3		

Class 5	Outing at Musée de l'Homme	<u>To read / To Do for the next class:</u> <ul style="list-style-type: none"> • Hofstede + discussion • 10 objects
Class 6	Attending Physical Sensation Intensity Factors (2/2) What do I value? Top 5 Cultural Value Pattern - Round Robin Is that the real you?	<u>To read / to do for the next class:</u> <ul style="list-style-type: none"> • French and US Fairy tale • Cultural Detective • Leadership Physical Sensation <u>Evaluation</u> <ul style="list-style-type: none"> • 1st Reflexion paper
Class 7	Cultivate Stillness Cultural Literacy: France Patterns in the fairy tales Cultural Detective Digital Story presentation	<u>To read / To Do for the next class:</u> <ul style="list-style-type: none"> • Ting-Toomey & Chung 2 texts • Leadership Stillness
Week 4		
Class 8	Outing at Mundolingua	<u>To read / To Do for the next class:</u> <ul style="list-style-type: none"> • Deutscher Reading • Plous Reading + Reading guide
Class 9	What's up? Debriefing French Values Culture & Communication High/Low context activity	<u>To read / To Do for the next class:</u> <ul style="list-style-type: none"> • Plous Reading + Discussion • Porter Reading <u>Evaluation</u> <ul style="list-style-type: none"> • Draft for final project • Midblock Course Evaluation
Class 10	What's up? Attending to Emotion Digital Storytelling activity Lemon and Kiwi Stereotypes Perceptions of Us	<u>To read / To Do for the next class:</u> Leadership Emotion Ting-Toomey, culture shock? + Discussion <u>Evaluation</u> Participation weeks 3 & 4
Week 5		
Class 11	What's up? Just draw it Culture Shock and Adaptation Colonia Student text	<u>To read / To Do for the next class:</u> Quai Branly article <u>Evaluation</u> 2 nd Reflexion Paper



Class 12	Outing at Quai Branly	<u>To read for the next class:</u> Hammer Reading + Discussion
Class 13	What's up? Intercultural Competence LGBTQ Rights Critical Incident A strange picnic	<u>To do for the next class:</u> CMD
Week 6		
Class 14	Activity: The albatros Engaging Ambiguity Something's UP Activity	<u>To read / To Do for the next class:</u> Storti Reading + Discussion Leadership Ambiguity Survey #mygoals2
Class 15	Course evaluation Re-Entry IDI to be completed in class	<u>Evaluation</u> Final Digital Storytelling All assignments completed! Participation weeks 5 & 6
Class 16	Digital Storytelling Viewing	

Course Materials

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Copyright laws and fair use policies protect the rights of authors. Copyrighted materials may be used in this class, including articles, music, artwork, 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.

Course Materials



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).

Academic Integrity

CIEE subscribes to standard U.S. norms requiring that students exhibit the highest standards regarding academic honesty. Cheating and plagiarism in any course assignment or exam will not be tolerated and may result in a student failing the course or being expelled from the program. Standards of honesty and norms governing originality of work differ significantly from country to



country. We expect students to adhere to both the U.S. American norms and the local norms, and in the case of conflict between the two, the more stringent of the two will prevail.

Three important principles are considered when defining and demanding academic honesty. These are related to *the fundamental tenet that one should not present the work of another person as one's own.*

The first principle is that *final examinations, quizzes and other tests must be done without assistance from another person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information* (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).

The second principle applies specifically to course work: *the same written paper may not be submitted in more than one course. Nor may a paper submitted at another educational institution be submitted to satisfy a paper requirement while studying abroad.*

The third principle is that *any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with a course. This usually is done when quoting directly from another's work or including information told to you by another person* (the general rule in U.S. higher education is that if you have to look something up, or if you learned it recently either by reading or hearing something, you have to document it).

There are three levels of escalation establishing the seriousness of the plagiarism in question.

- **Level one plagiarism:** minor or unintentional plagiarism; leading to passable grade/failing grade on the assignment, depending on perspective of lecturer. No opportunity for resubmission.
- **Level two plagiarism:** significant plagiarism, but potentially due to poor referencing rather than intellectual property theft. This leads to a failing grade (potentially zero points) on the assignment. No opportunity for resubmission.
- **Level three plagiarism:** significant plagiarism, requiring investigation by the Center/Resident/Academic Director, and subsequent disciplinary panel.

Faculty will report any suspected circumstances of plagiarism to the Center/Resident/Academic Director immediately. Faculty can, if they deem it appropriate, require students to submit the Plagiarism Declaration Form (Appendix D) with each assignment as it is submitted.

In any case where Academic Honesty is in question while the student is still onsite at the program, and will impact the grade for the assignment in question, the CIEE Academic Honesty form (Appendix E) will be completed by the Center/Resident/Academic Director, signed by the professor, delivered to the student for signature and added to the student's permanent records.



For any Level three violation, or repeated lower level violation, the Center/Resident/Academic Director will inform the student's home institution of the infraction and subsequent penalty.