



## **CIEE Global Institute – Cape Town**

<b>Course name:</b>	Intercultural Communication and Leadership
<b>Course number:</b>	(GI) COMM 3301 CTSA
<b>Programs offering course:</b>	Arts and Sciences
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Spring 2020

### **Course Description**

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

1.	Journal (6 entries):	15%
2.	Mid-semester cultural comparison project:	20%
3.	Homework & Cultural Partner activities:	20%
4.	Final Digital Storytelling project:	20%
5.	Participation	20%
6.	Pre-Post IDI	5%
	TOTAL:	100%

### **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.

### **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.

### **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:

<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 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; <b>written warning</b>
More than 20%	3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule



**Week 1: Introduction**

Class 1.1 What is this class about?

Class 1.2 Perception and Suspending Judgment

**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.

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

Class 2.1 How do I learn?

Complete Intercultural Development Inventory (IDI)

Name Game with Cultural Partner

Class 2.2 Identity in Context

**Readings:**

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.

**Week 3: Cultural Value Patterns**

Class 3.1 Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project

**Readings:**

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](http://www.digitales.us/wp-content/uploads/2015/07/Digital_Storytelling_in_the_Classroom.pdf).

### Class 3.2 Host Culture Value Patterns

'I am...' activity with CP

#### **Readings**

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.

Hofstede et al., one additional chapter to be assigned by instructor (see options in bibliography)

### **Week 4: Introduction to Intercultural Communication: How do we interact?**

#### Class 4.1 Culture & Communication

#### **Readings:**

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&#](http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&_r=1&#).

#### **Topic for Cultural Comparison Project**



Class 4.2 How do we interact non-verbally?

**Readings:**

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.

**Journal entries 1 & 2**

**Week 5: Stereotypes**

Class 5.1 Stereotypes

**Readings:**

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/>.

Class 5.2 Perceptions of Us

Zemach-Bersin OR Ogden (TBD by instructor)

Reading that offers local perspective on U.S. Americans and/or foreigners more generally (TBD by instructor)

**Week 6: Engagement in the Host Culture**

Class 6.1 Cultural Engagement Activity

Class 6.2 Culture Shock and Intercultural Adjustment

**Readings:**





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 7: Examining Our Personal Values**

Class 7.1 What do I value?

Class 7.2 Cultural Comparison Project Presentations

**Cultural Comparison Projects!**

**Week 8: Practicing Intercultural Competence**

Class 8.1 Intercultural Competence

**Readings:**

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.

Class 8.2 Cultural Detective

**Journal entries 3 & 4**

Personal Values activity with CP



**Week 9: Practicing Personal Leadership**

Class 9.1 Introduction to Personal Leadership

Schaetti, B.F., Ramsey, S.J., & Watanabe, G.C. (2009). From Intercultural Knowledge to Intercultural Competence: Developing an Intercultural Practice. In: M.A. Moodian (Ed.). Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organization. Thousand Oaks, CA: Sage Publications (pages 125-138)

Class 9.2 Aligning with Vision

Recognizing Something's Up activity

**Week 10: Digital Storytelling and Cultural Engagement**

Class 10.1 Digital Storytelling: Story Circles

Draft of script for final project

Class 10.2 Cultural Engagement Activity

**Week 11: Practicing Personal Leadership: The Critical Moment Dialogue**

Class 11.1 Practicing with the Critical Moment Dialogue

Come to class having identified a Something's Up you wish to discuss

**Readings:**

Nagata, Adair Linn. (2007). Bodymindfulness for skillful communication. Intercultural Communication Review, (5) 61-76.

Class 11.2 Practicing with the Critical Moment Dialogue (continued)

Solo Challenge activity



**Week 12: Leadership continued**

Class 12.1 Primal Leadership and Intercultural Competence Discussion

Goleman, Boyatzis & McKee

Class 12.2 Leadership in the Host Culture Context

Culture Specific Reading (TBD by instructor)

**Week 13: Empathy**

Class 13.1 Empathy Exploration

**Readings:**

Bennet, M.J. (1998). Overcoming the Golden Rule: Sympathy and Empathy. In M.J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 1-34). Boston, MA: Intercultural Press.

Class 13.2 How can we articulate and use what we have learned?

Journal entries 5 & 6

**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-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\\_Abroad1.pdf](http://www.aifsabroad.com/advisors/pdf/Impact_of_Education_Abroad1.pdf) (pages 9-10).



**Week 14: Re-Entry and Wrap-Up**

**Class 14.1 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 14.2 Digital Storytelling Viewing Party**

Digital Stories!

**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.

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.

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](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). New York: McGraw-Hill.

Dependent upon site, one of the following (local instructor to choose most relevant; alternatively, you could let students choose to read the chapter about the value pattern most of interest to each of them):



Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). More equal than others. 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. 53-88). New York: McGraw-Hill. (Power Distance)

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). I, we, and they. 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. 89-134). New York: McGraw-Hill. (Individualism/Collectivism)

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). He, she, and (s)he. 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. 135-185). New York: McGraw-Hill. (Masculinity/Femininity or Achievement/Nurturance)

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). What is different is dangerous. 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. 187-234). New York: McGraw-Hill. (Uncertainty Avoidance)

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). Yesterday, now, or later? 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. 235-276). New York: McGraw-Hill. (Long-Term Orientation)

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&#](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.



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/>.

Reading of instructor's choosing that offers local perspective on the United States and/or U.S. Americans.

One of the following (to be selected by the instructor):

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

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](http://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.

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. (2009). From Intercultural Knowledge to Intercultural Competence: Developing an Intercultural Practice. In: M.A. Moodian (Ed.). *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organization*. Thousand Oaks, CA: Sage Publications (pages 125-138)

Nagata, Adair Linn. (2007). Bodymindfulness for skillful communication. *Intercultural*



Communication Review, (5) 61-76.

Goleman, D. R. Boyatzis and A. McKee. (2002) Primal Leadership: Realizing the Power of Emotional Intelligence. Boston: Harvard Business School. (Pages viiii-xiv and 3-31).

Bennet, M.J. (1998). Overcoming the Golden Rule: Sympathy and Empathy. In M.J. Bennett (Ed.), Basic concepts of intercultural communication: Selected readings (pp. 1-34). 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-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\\_Abroad1.pdf](http://www.aifsabroad.com/advisors/pdf/Impact_of_Education_Abroad1.pdf) (pages 9-10).

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.