



## **CIEE Global Institute – Shanghai**

<b>Course name:</b>	Intercultural Communication and Leadership
<b>Course number:</b>	(GI) COMM 3301 SHCN
<b>Programs offering course:</b>	Open Campus
<b>Open Campus Track:</b>	Communications, Journalism, and New Media
<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, 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**

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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 Papers (2):	20%
2.	Homework Assignments	25%
	Readings	
	Goals	
	I Am..	
	Art Review	
	Somethings Up	
3.	Digital Storytelling Script:	10%
4.	Final Digital Storytelling Project:	20%
5.	Pre-post IDI:	5%
5.	Class participation:	20%
	TOTAL:	100%

### **Course Requirements**

#### **Reflection Paper**

Students will complete two reflection papers. Due dates for each are listed in the schedule. Students 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 a maximum of 1000-words each. These papers should be reflective yet include critical analysis of student's personal experience. Students 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. Instructors will provide 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.

### **Final Digital Storytelling Project**

As a final capstone for this course, students will create their own Digital Story. Digital Storytelling involves short (three- to five-minute) first-person stories embedded with images, videos, and any other visual means. Students will share their own narrative of the study abroad experience via video by using iMovie (Apple), Apple Clips, Microsoft Photos, Shotcut (all free to download), or another video editing app.

### **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.

As with any course making use of reflection, honesty and openness to new ideas is integral.

### **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%	More than 3 content classes, or 5 language classes	Automatic <b>course failure</b> , and possible expulsion

### Weekly Schedule

**Week 1            Orientation Week**

Class 1:1            Overview of the Course

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.

**Week 2      Who am I?**

**Class 2.1      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 perceive 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.

**Class 2:2      Experiential Learning and Digital Stories as a Learning Medium**

In this class, students will learn about the experiential learning cycle and how it relates to the study abroad experience. Students will explore their preferred learning style and consider how to integrate it both within and beyond the classroom. Lastly, students will examine the concept and impact of Digital Storytelling and will examine relevant digital tools in preparation for the final project.

**Due:** Complete pre-IDI Survey

**Homework Due:** Goals

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>.

**Class 2.3      Identity in Context**

This class enables students to think critically 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.

### **Week 3      Understanding the Host Culture**

#### **Class 3.1      Cultural Values and Dimensions**

The primary goal of this session is to get students to begin to reflect on the concept of culture and how it applies to 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 provide a framework to conceptualize the differences and similarities between cultures. These ideologies are used to compare how people in various cultures tend to approach particular concepts (such as time and power distance). We adopt a critical approach to dimensionalizing cultures as these patterns are not meant to categorize or label individuals or groups 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.



Zang, X. 2015. The People's Republic of China as a Multi-National Country. *Ethnicity in China: A Critical Introduction*. (only chapter one required)

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.

**Homework Due:** "I Am" assignment

Class 3:2 Culture Specific: Understanding China

Today's class is dedicated to analyzing and discussing culture-specific material of China 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 out-of-class activity that helps them apply the frameworks they have learned to better understand the local culture.

Davis, Deborah and Wang Feng, "Poverty and Wealth in Postsocialist China: An Overview", in *Creating Wealth and Poverty in Postsocialist China*. Stanford University Press, 2009.

Yingchun Ji "Between Tradition and Modernity: 'Leftover' Women in Shanghai", *Journal of Marriage and Family* 77, 2015.

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. Today we will do a walking tour of Old Shanghai and visit a Confucian Temple. Students will engage in questions of (de)construction of cultural values in contemporary Shanghai and China.

**Homework due:** Reflection Paper #1

Class 3.3 Culture & Communication

Today's class explores the intersection of communication and culture. Specifically, this class examines certain communication patterns used in different cultures as well as the relationship



between language and culture. Through interactive exercises and discussion on the assigned readings, students will identify and apply 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.

**Homework due:** Art Review

#### **Week 4      Going Deeper**

##### **Class 4.1      Developing Intercultural Competence**

The focus thus far has been 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, assisting students to practice using what they've learned to effectively and appropriately 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 introduces students to strategies on practicing intercultural competence. Through discussion and activities, students gain a deeper understanding of the principles and practices outlined in the course, and begin to see how they relate to their 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, 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 4.3**      **Stereotypes**

Through in-class discussion, participating in activities related to stereotypes and cultural generalizations, as well as watching "The Danger of a Single Story," this class examines the perpetuation and reinforcement of stereotypes, prejudice, and discrimination.

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 Chinese 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](http://www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALXVWinter2007-08-3.pdf).

Class 5.2      Digital Storytelling: Story Circles

In this class, students will 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 effective digital stories. Students will share their stories and share feedback on each other's stories in small groups through Story Circles.

**Homework due:** Script for digital storytelling final project

Class 5.3      Culture Shock and Intercultural Adjustment

This class is about culture shock and intercultural adjustment. During class students will discuss key concepts and academic framework. Students will then take part in an activity in which they draw on their intercultural adjustment experience, followed by a presentation of two different intercultural adjustment models. The class concludes with 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 activity during which students 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.

### **Project Due: Digital Story**

#### 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](http://www.aifsabroad.com/advisors/pdf/Impact_of_Education_AbroadI.pdf) (pages 9-10).

#### Class 6.3 Digital Storytelling Viewing Party

Today's class serves as the final culmination of the course where students will reflect on their key takeaways from both the course and the study abroad program.

### **Digital Stories Presentations**

**Homework due:** Complete online the Intercultural Development Inventory (IDI) (Required)



## Course Materials

### **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.
- British Council, Ipsos Public Affairs, & Booz Allen Hamilton (2013). *Culture at work: The value of intercultural skills in the workplace*.
- Davis, Deborah and Wang Feng, "Poverty and Wealth in Postsocialist China: An Overview", in *Creating Wealth and Poverty in Postsocialist China*. Stanford
- Hammad, H.B. (2007). Identity's Shifting Sands (NAFSA 2007 student diplomat essay competition winner). Available online at:  
[https://www.nafsa.org/Explore\\_International\\_Education/Advocacy\\_And\\_Public\\_Policy/Study\\_Abroad/Student\\_Diplomat/2007\\_Student\\_Diplomat\\_Competition\\_Winner/](https://www.nafsa.org/Explore_International_Education/Advocacy_And_Public_Policy/Study_Abroad/Student_Diplomat/2007_Student_Diplomat_Competition_Winner/).
- 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. University Press, 2009.
- 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.
- Ji, Yingchun. (2015). "Between Tradition and Modernity: 'Leftover' Women in Shanghai", *Journal of Marriage and Family* 77.
- Matherly, C. (n.d.) Effective marketing of international experiences to employers. Available online at [http://www.aifsbroad.com/advisors/pdf/Impact\\_of\\_Education\\_AbroadI.pdf](http://www.aifsbroad.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](http://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>.
- 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)



- Slamat, J., Gosa, T., and Spies, C. 2012. Social Cohesion: pipe dream or possibility?. In Swilling, M., Sebitosi, B., and Loots, R. *Sustainable Stellenbosch: opening dialogues*. Stellenbosch: SunPress pp.269-281.
- 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.
- Zang, X. (2015). The People's Republic of China as a Multi-National Country. *Ethnicity in China: A Critical Introduction*.