



CIEE Global Institute – Sydney

Course name:	Intercultural Communication and Leadership
Course number:	(GI) COMM 3301 SYAU
Programs offering course:	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 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

Learning will involve in-class exercises, active reflection, discussion, readings, short lectures, and out-of-class activities that help students 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...	
	Something's Up	
3.	Final Digital Storytelling Script:	10%
4.	Final Digital Storytelling Project:	20%
5.	Pre-post IDI:	5%
5.	Class participation:	20%
	TOTAL:	100%

Course Requirements

Reflection Papers (2)

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. Students 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.

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

Weekly Schedule

Week 1 Class 1:1

Orientation Week 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 establish a set of class expectations and rules that will help create the type of atmosphere needed to facilitate their learning.

Reading:

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 1.2

Perception and Suspending Judgment

This class is about perception and suspending judgment. The class will start with an interactive lecture that draws on the Bennett reading, further explaining the focus and goals of the course, and discusses the topic of perception. Following this, a method for suspending judgment will be introduced 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.

Reading:

Hall, S. (Ed.). (1997). Chapter I. Representation, Meaning and Language.

In *Representation: Cultural Representations and Signifying Practices* (pp. 15-30). London, England: SAGE Publications. (Optional)

Week 2

Class 2:1

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.

Readings:

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>.

Due Date for the Submission of the pre-IDI Assessment and Goals Assignment

Class 2.2

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.

Readings:

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). Yarmouth, ME: Intercultural Press.



Class 2.3

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 provides a framework to conceptualize the differences and similarities between cultures. These ideologies are used to compare how people in various cultures tend to approach 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.

Due Date for the Submission of Homework Assignment: "I Am"

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, NY: McGraw-Hill.
- Hakkarainen, K., Palonen, T., Paavola, S. & Lehtinen, E. (2004). *Communities of Networks Expertise: Professional and Education Perspectives*. Oxford, UK: Elsevier.
- Ting-Toomey, S. & Chung, L.C. (2012c). '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.

Week 3 Class 3:1

Understanding the Host Culture Culture Specific: Understanding Australia



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

Readings:

Haslam, N. (2018). *Australian Values are Hardly Unique when Compared to other Cultures*. Retrieved August 27, 2018, from <https://theconversation.com/australian-values-are-hardly-unique-when-compared-to-other-cultures-76917>

Pobjie, B. (2017). *The 10 most Australian values that make Australia so Valuable*. Retrieved August 27, 2018, from <http://www.abc.net.au/news/2017-04-28/these-are-our-core-australian-values/8476902>

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. As part of the activity, students will participate in a pre-brief and a reflection session in order to directly apply course concepts.

Reading:

Ting-Toomey, S. & Chung, L.C. (2012a). 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.

Due Date for Submission of Reflection Paper #1 Assessment

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.



Readings:

Ting-Toomey, S. & Chung, L.C. (2012d). 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?* Retrieved August 26, 2018, from

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

Week 4
Class 4.1

Going Deeper

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.

Readings:

Hammer, M.R. (2008). The Intercultural Development Inventory: An Approach for Assessing and Building Intercultural Competence. In M.A. Moodian, *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.

Readings:

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>

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)

Due Date for the Submission of Homework Assignment: 'Recognizing Something's Up'

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.

Reading:

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, NY: McGraw-Hill. Available online at <http://www.understandingprejudice.org/apa/english/>.

Due Date for Submission of Reflection Paper #2 Assessment

**Week 5
Class 5.1 Putting It All Together
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 Australian 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.

Readings:

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. Retrieved from 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). Retrieved from www.yale.edu/yalecollege/international/predeparture/pdf/GlobalCitizens.pdf

Mullins, G., Quintrell, N., & Hancock, L. (1995). The Experiences of International and Local Students at Three Australian Universities. *Higher Education Research and Development*, 14(2), 201-231.

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.

Due Date for Submission of Final Project Script Assessment

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.



Reading:

Ting-Toomey, S. & Chung, L.C. (2012b). What is Culture Shock? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 91-109). New York, NY: Oxford University Press.

Week 6
Class 6.1

Wrap Up

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 and complete a guided written reflection on their time abroad and the impending re-entry.

Reading:

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.

Due Date for Submission of Digital Story Assessment

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 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_Abroad.pdf (pages 9-10).

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

Schwandt, D. R., & Gorman, M. (2004). Foresight or Foreseeing? A Social Action Explanation of Complex Collective Knowing. In H. Tsoukas & J. Shepherd, *Managing the Future*, (pp. 77-97). Oxford, UK: Blackwell Publishers.

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.

Due Date for Submission of the 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? *Harvard Business Review*. Available online at <https://hbr.org/2015/03/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?* Retrieved August 26, 2018, from http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&_r=1&#.

Hall, S. (1996). The Question of Cultural Identity. In S. Hall, D. Held, D. Hubert & K. Thompson (Eds.), *Modernity: An Introduction to Modern Societies*. (pp. 596-601). Malden, MA: Blackwell Publishers.

Hall, S. (Ed.). (1997). Chapter I. Representation, meaning and language. In *Representation: Cultural Representations and Signifying Practices* (pp. 15-30). London, England: SAGE Publications.

Hammad, H.B. (2007). *Identity's Shifting Sands* (NAFSA 2007 student diplomat essay 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.
- Hakkarainen, K., Palonen, T., Paavola, S., & Lehtinen, E. (2004). *Communities of networks expertise: professional and education perspectives*. Oxford, UK: Elsevier.
- Haslam, N. (2018). *Australian values are hardly unique when compared to other cultures*. Retrieved August 27, 2018, from <https://theconversation.com/australian-values-are-hardly-unique-when-compared-to-other-cultures-76917>
- 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, NY: 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
- Johnson, C. (2007). John Howard's 'values' and Australian identity. *Australian Journal of Political Science*, 42(2), 195-209.
- Matherly, C. (n.d.). *Effective marketing of international experiences to employers*. Available online at http://www.aifsbroad.com/advisors/pdf/Impact_of_Education_Abroad1.pdf (pages 9-10).
- Mullins, G., Quintrell, N., & Hancock, L. (1995). The experiences of international and local students at three Australian universities. *Higher Education Research and Development*, 14(2), 201-231.
- 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). 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, NY: McGraw-Hill. Available online at <http://www.understandingprejudice.org/apa/english/>.
- Pobjie, B. (2017). *The 10 most Australian values that make Australia so valuable*. Retrieved August 27, 2018, from <http://www.abc.net.au/news/2017-04-28/these-are-our-core-australian-values/8476902>
- 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)



- Schwandt, D. R., & Gorman, M. (2004). Foresight or foreseeing? A social action explanation of complex collective knowing. In H. Tsoukas & J. Shepherd, *Managing the Future*, (pp. 77-97). Oxford, UK: Blackwell Publishers.
- 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. (2012a). 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, NY: Oxford University Press.
- Ting-Toomey, S., & Chung, L.C. (2012b). What is culture shock? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp.91-109). New York, NY: Oxford University Press.
- Ting-Toomey, S., & Chung, L.C. (2012c). 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, NY: Oxford University Press.
- Ting-Toomey, S., & Chung, L.C. (2012d). What is the connection between verbal communication and culture? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 110-129). New York, NY: 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, NY: 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). Retrieved from www.yale.edu/yalecollege/international/predeparture/pdf/GlobalCitizens.pdf.