



## **CIEE Tokyo, Japan**

<b>Course name:</b>	Intercultural Communication and Leadership
<b>Course number:</b>	COMM 3301 TOJA
<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, students will develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively in Japan as well as in other intercultural contexts. Students will explore various topics in intercultural communication in the context of their experience abroad, and will practice intercultural learning processes that can apply when working across difference in a wide variety of contexts. Students will increase their own cultural self-awareness and develop personal leadership skills to help them become more effective in an interdependent world.

### **Learning Objectives**

By participating in this course, students will:

- Increase their own self-awareness, particularly their cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts/theories and their relevance to students' own experience in the host culture.
- Increase their ability to recognize and bridge cultural gaps.
- Develop an intercultural leadership practice that helps them translate 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 students engage in the local culture on a deeper level.

### **Assessment and Final Grade**

Grading will be based on the following:

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| 1. Journal (6 entries):                      | 20% |
| 2. Mid-semester cultural comparison project: | 20% |



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| 3. Homework & Cultural Partner activities: | 20% |
| 4. Final Digital Storytelling project:     | 20% |
| 5. Class participation:                    | 20% |

### **Course Requirements**

#### **Intercultural Development Inventory (IDI) Pre and Post-Assessment**

The IDI is an online assessment tool that measures one's 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. Students' final grade will not be based on the results of the IDI, but students must complete it twice in order to pass the course. The instructor will provide students with the login information. The results allow CIEE to analyze the effectiveness of the ICL curriculum and measure the overall intercultural learning of students.

#### **Journal Entries**

Students will be asked to complete six different reflective journal entries over the course of the semester. Students are free to write about whatever is on their mind at the moment *as long as it is relevant to the course*; students 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 students a chance to reflect on their intercultural experience in a personally-relevant way.

As outlined in the schedule, two entries each are due at three different points throughout the semester.

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 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, students are asked to examine a theme within the local host culture in comparison to one's home culture(s) (as defined by the student). Themes may be any topic that is of interest to the student and relevant both in the local context and in one's 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 students choose should be something they have experienced or had close contact with in both host and home cultures.

Students should discuss the similarities and differences between home and host cultures with regards to the topic of choice, particularly with respect to two or three of the cultural value patterns discussed in class. Students 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. Students should cite at least three academic sources (from the course readings or other). It is also highly recommended students consult with at least two locals (such as Cultural Partners) about this topic and incorporate any useful insight they offer into the paper (being careful not to present anyone’s opinions as fact).

Students should address the following:

- What similarities and differences have been noticed and/or experienced between (as well as within) host and home cultures with regards to the chosen theme?
- To what extent and how do cultural value patterns help one understand these similarities and differences?

In addition to the paper, students should be prepared to present to the class on their topic in class 14. The presentation may take any form and creativity is encouraged.

**Homework & Cultural Partner Activities**

Homework will include assigned readings and activities to complete outside of class. Students are responsible for completing their homework outlined in the syllabus and asking for clarification when needed. Students should bring copies of any readings due that day to each class with them as they may be needed in class.

As part of this course, students are required to identify a Cultural Partner—someone who has been a resident of the host culture for many years—with whom they 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, students 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, students will share their own personal story of the study abroad experience. More information will be provided soon. Students will need access to iMovie (for Macs) or Windows Movie Maker (for PCs), both available to download for free.

**Weekly Schedule**

Following is the course schedule for the term, subject to change.

Class	Topic	Assignment/Reading Due
<b>Week 1: Introduction</b>		
Class 1	What is this class about?	
Class 2	Perception and Suspending Judgment	• Bennett, ‘Intercultural communication: A current perspective’ (pp. 1-34)



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

Class 3	How do I learn?	<ul style="list-style-type: none"><li>• Complete Intercultural Development Inventory (IDI)</li><li>• Name Game with Cultural Partner</li></ul>
Class 4	Identity in Context	<ul style="list-style-type: none"><li>• Yep</li><li>• Paige</li></ul>

### Week 3: Cultural Value Patterns

Class 5	Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project	<ul style="list-style-type: none"><li>• Ting-Toomey &amp; Chung, 'What is intercultural communication flexibility?' and 'What are the essential cultural value patterns?' (pp. 22-37 &amp; 38-63)</li><li>• Porter</li></ul>
Class 6	Host Culture Value Patterns	<ul style="list-style-type: none"><li>• 'I am...' activity with CP</li><li>• Hofstede et al., 'The rules of the social game' (pp. 3-26)</li><li>• Hofstede et al., one additional chapter to be assigned by instructor</li></ul>

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

Class 7	Culture & Communication	<ul style="list-style-type: none"><li>• Ting-Toomey &amp; Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129)</li><li>• Deutscher</li><li>• Topic for Cultural Comparison Project</li></ul>
Class 8	How do we interact non-verbally?	<ul style="list-style-type: none"><li>• Ting-Toomey &amp; Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153)</li><li>• Journal entries 1 &amp; 2</li></ul>

### Week 5: Stereotypes

Class 9	Stereotypes	<ul style="list-style-type: none"><li>• Plous</li></ul>
Class 10	Perceptions of Us	<ul style="list-style-type: none"><li>• Zemach-Bersin</li><li>• Miller; Spitzer; Zemach-Bersin</li></ul>

### Week 6: Engagement in the Host Culture

Class 11	Cultural Engagement Activity	
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| Class 12 | Culture Shock and Intercultural Adjustment | <ul style="list-style-type: none"><li>• Ting-Toomey &amp; Chung, 'What is culture shock?' (pp. 91-109)</li></ul> |
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**Week 7: Examining Our Personal Values**

Class 13      What do I value?

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| Class 14 | Cultural Comparison Project Presentations | <ul style="list-style-type: none"><li>• Cultural Comparison Projects!</li></ul> |
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**Week 8: Practicing Intercultural Competence**

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| Class 15 | Intercultural Competence | <ul style="list-style-type: none"><li>• Trompenaars &amp; Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 &amp; 200-217)</li><li>• Hammer</li></ul> |
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| Class 16 | Cultural Detective | <ul style="list-style-type: none"><li>• Journal entries 3 &amp; 4</li><li>• Personal Values activity with CP</li></ul> |
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**Week 9: Practicing Personal Leadership**

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| Class 17 | Introduction to Personal Leadership | <ul style="list-style-type: none"><li>• Schaetti et al., Parts I &amp; II (pp. xxi-118)</li></ul> |
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| Class 18 | Aligning with Vision | <ul style="list-style-type: none"><li>• Recognizing Something's Up activity</li></ul> |
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**Week 10: Digital Storytelling and Cultural Engagement**

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| Class 19 | Digital Storytelling: Story Circles | <ul style="list-style-type: none"><li>• Draft of script for final project</li></ul> |
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Class 20      Cultural Engagement Activity

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

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| Class 21 | Practicing with the Critical Moment Dialogue | <ul style="list-style-type: none"><li>• Schaetti, et al., Part III (pp. 119-151)</li><li>• Students must come to class having identified a Something's Up they wish to discuss</li></ul> |
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| Class 22 | Practicing with the Critical Moment Dialogue (continued) | <ul style="list-style-type: none"><li>• Solo Challenge activity</li></ul> |
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**Week 12: Practicing Cultural Detective and Personal Leadership Together**

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| Class 23 | Personal Leadership + Cultural Detective = EPIC | <ul style="list-style-type: none"><li>• Long-form personal CMD</li></ul> |
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Class 24      Partner Work outside of class (no official class meeting)

**Week 13: Debriefing this Experience**



Class 25	Debrief EPIC application	<ul style="list-style-type: none"><li>• EPIC Flow</li></ul>
Class 26	How can we articulate and use what we've learned?	<ul style="list-style-type: none"><li>• Journal entries 5 &amp; 6</li><li>• British Council et al.</li><li>• Matherly</li></ul>

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

Class 27	Re-Entry	<ul style="list-style-type: none"><li>• Storti</li></ul>
Class 28	Digital Storytelling Viewing Party	<ul style="list-style-type: none"><li>• Digital Stories!</li></ul>

### **Readings**

#### **Copyright and Fair Use Statement:**

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

#### **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:**

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:**



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 21<sup>st</sup>-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*, 3<sup>rd</sup> ed. (pp. 3-26). New York: McGraw-Hill.

One additional chapter to be assigned by instructor:

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*, 3<sup>rd</sup> 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*, 3<sup>rd</sup> 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*, 3<sup>rd</sup> 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*, 3<sup>rd</sup> 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*, 3<sup>rd</sup> ed. (pp. 235-276). New York: McGraw-Hill. (Long-Term Orientation)

#### **Week 4:**

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 5:**

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/>.

Miller, KK. (2014). What do Japanese College Students Think about U.S.? *Japan Today* (December 2). Available online at <https://japantoday.com/category/features/lifestyle/what-do-japanese-college-students-think-about-u-s>.

Spitzer, Kirk (2015). Poll: Japanese have low opinion of Americans. *USA Today* (April 7). Available online at <https://www.usatoday.com/story/news/world/2015/04/07/japan-us-relations-survey/25351323/>.

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).

#### **Week 6:**

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 8:**

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*, 2<sup>nd</sup> 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.

#### **Week 9:**





Schaetti, B.F., Ramsey, S.J., & Watanabe, G.C. (2008). *Personal Leadership: Making a world of difference: A methodology of two principles and six practices*. Seattle, WA: FlyingKite Publications. Introduction, Parts I & II (pp. xxi-118).

**Week 11:**

Schaetti, B.F., Ramsey, S.J., & Watanabe, G.C. (2008). *Personal Leadership: Making a world of difference: A methodology of two principles and six practices*. Seattle, WA: FlyingKite Publications. Part III (pp. 119-151).

**Week 13:**

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

**Week 14:**

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.