



CIEE Global Institute – Berlin

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| Course name: | Intercultural Communication and Leadership |
| Course number: | (GI) COMM 3301 BRGE |
| Programs offering course: | Berlin Global Internship, Open Campus (Communications, Journalism, and New Media Track) |
| Language of instruction: | English |
| U.S. semester credits: | 3 |
| Contact hours: | 45 |
| Term: | Spring 2018 |

Course Description

In this class, students develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively in their study abroad location as well as in other intercultural contexts. We will explore various topics in intercultural communication in the context of your experience abroad, and will practice intercultural learning processes that you can apply when working across difference in a wide variety of contexts. You will increase your own cultural self-awareness and develop personal leadership skills to help you become more effective in an interdependent world.

Learning Objectives

By participating in this course, you 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 Germany.
- 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, short lectures, and out-of-class activities that help you engage in the local culture on a deeper level.

Assessment and Final Grade

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| Two reflection papers | 30% |
| Homework (i.e. IDI, readings, Something's Up, etc.) | 15% |
| Final Digital Storytelling Project (including draft of script) | 30% |
| Attendance and Class Participation | 25% |

Course Requirements

Reflection Papers

You are expected to complete two reflection papers. Due dates for each are listed in the schedule. You will be given a topic / prompt, as well as more detailed instructions, for each paper approximately one week prior to the due date.

The papers should be typed, double-spaced, and between 500-750 words (2-3 pages) each. These papers should be reflective, yet include critical analysis of your personal experience. They may be written in the first person.

Homework



Homework includes assigned readings and activities to complete outside of class. Due dates are listed in the syllabus but 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. It is important to bring copies of any readings due that day to class with you, as they may be needed in class.

Final Digital Storytelling Project

As a final project for this course, you will be creating a Digital Story. Digital Storytelling involves short (3- to 5-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. You will need access to iMovie (for Macs) or Windows Movie Maker (for PCs), both available to download for free. More information will be provided.

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, as directed, in advance of each class session.
- This includes valued or informed engagement in, for example, small group discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.
- Feedback is provided on a weekly basis (for six-week block or four-week session classes).

Class Attendance

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 the Open Campus program, unexcused absences that constitute more than 10% of the total course sessions will also result in a lower final grade.

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.

An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- satisfactory evidence is provided of a family emergency
- Attendance policies also apply to any required class excursion.
- Students are not permitted to travel away from the program site while classes are in session, unless part of a CIEE-organized excursion. Weekend travel is permitted, as long as an Independent Student Travel form is submitted.
- For students who miss up to 20% of the total course hours, the Resident Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization, etc.
- Standard doctor's visits only qualify as a justification for absence from class if the doctor provides a note confirming that the visit could not have been arranged at another time, or that the student was too ill to be able to attend class at all on the day of the visit.
- Personal travel and/or travel delays are not considered justifiable reasons for missing class.
- Persistent absenteeism (students approaching 20% or more of total course hours missed, or violations of the attendance policies in more than one class) may lead to a written warning from the Academic Director or Resident Director, notification to the student's home school, and/or dismissal from the program.

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

| Class | Topic | Assignment/Reading Due |
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| Week One | | |
| Class 1 | What is this class about? | |
| Class 2 | Perception and Suspending Judgment | • Bennett, 'Intercultural communication: A current perspective' (pp. 1-34) |



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| | Digital Stories | <ul style="list-style-type: none"> • Porter Reading |
| Week Two | | |
| Class 3 | Identity in Context | <ul style="list-style-type: none"> • Completed (online) Intercultural Development Inventory (IDI) • Yep Reading • Hammad Reading • Paige Reading |
| Class 4 | What do I value? | <ul style="list-style-type: none"> • Hofstede et al., 'The rules of the social game' (pp. 3-26) |
| Week Three | | |
| Class 5 | Cultural Value Patterns | <ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What is intercultural communication flexibility?' and 'What are the essential cultural value patterns?' (pp. 22-37 & 38-63) • the hofstede centre U.S. profile |
| Class 6 | Understanding Germany | <ul style="list-style-type: none"> • Max Planck Gesellschaft Reading • the hofstede centre Germany profile • Reflection Paper #1 Due |
| Week Four | | |
| Class 7 | Culture & Communication | <ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129) • Deutscher Reading • Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153) |
| Class 8 | Developing Intercultural Competence | <ul style="list-style-type: none"> • Trompenaars & Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 & 200-217) • Hammer Reading |



| Week Five | | |
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| Class 9 | Practicing Intercultural Competence | <ul style="list-style-type: none"> ● Harvard Business Review Case Study ● 'Recognizing Something's Up' Activity ● |
| Class 10 | Stereotypes | <ul style="list-style-type: none"> ● Plous Reading ● Reflection Paper #2 Due |
| Week Six | | |
| Class 11 | Perceptions of Us | <ul style="list-style-type: none"> ● Ogden Reading ● German perspectives on U.S. Americans and / or foreigners more generally (TBD) |
| Class 12 | Digital Storytelling: Story Circles | <ul style="list-style-type: none"> ● Draft of script for final project |
| Week Seven | | |
| Class 13 | Culture Shock and Intercultural Adjustment | <ul style="list-style-type: none"> ● Ting-Toomey & Chung, 'What is culture shock?' (pp. 91-109) |
| Class 14 | Re-Entry | <ul style="list-style-type: none"> ● Storti Reading |
| Week Eight | | |
| Class 15 | How can we articulate and use what we've learned? | <ul style="list-style-type: none"> ● British Council et al. Reading ● Matherly Reading |
| Class 16 | Digital Storytelling Viewing Party | <ul style="list-style-type: none"> ● Digital Stories! ● Completed (online) Intercultural Development Inventory (IDI) |

Readings

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