CIEE Global Institute – Cape Town

Course name: Intercultural Communication and Leadership
Course number: (GI) COMM 3301 CTSA
Programs offering course: Cape Town 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 you engage in the local culture on a deeper level.

Assessment and Final Grade

1. 2 Reflection Papers 20%
2. Various Homework Mini Assignments 25%
   - Goals
   - I Am
   - Art Review
   - Somethings Up
   - Solo Challenge
3. Digital Storytelling Script: 10%
4. Final Digital Storytelling Project: 20%
5. Pre-post IDI: 5%
5. Class participation: Constant 20%

TOTAL: 100%
Course Requirements

Reflection Paper

You will complete two reflection papers. Due dates for each are 25th January and 1st February. You 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 1000 words each. These papers should be reflective, yet include critical analysis of your personal experience. You 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. Your instructor will provide you with 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.

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:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
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<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content class, or up to 2 language classes</td>
<td>no warning or grade penalty, but participation may be impacted depending on the lesson format.</td>
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<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>warning letter must be sent, and the student gradebook is marked down by 3%. Participation may have an additional grade impact depending on the lesson formats.</td>
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<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>student fails course and is notified in writing</td>
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**Weekly Schedule**

**Week 1 Orientation Week**

**Class 1:1 Part 1: What is this Class About?**

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.
Class 1.1 Part 2: 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 are perceiving the host culture and how they might do so in a more interculturally competent way.


Week 2 Who am I?

Class 2:1 Part 1: How do I learn? (and Discussion of Digital Stories)

In this class, you will learn about the experiential learning cycle and how this can help you to make the most out of your time abroad. You will do an activity in which you will explore your preferred learning style and discuss how to stretch into other styles in order to maximize your ability to make sense out of your time abroad. Last, students will explore the concepts of Digital Storytelling, and will also explore the impact of storytelling on their experiences and explore the digital tools in preparation for the final project.

Due: Complete pre-IDI Survey

Homework Due: Goals
Class 2.1  
Part 2: Identity in Context

This class gets students thinking 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.


Class 2.2  
Cultural Values and Dimensions

The primary goal of this session is to get students to begin to reflect on what culture is and how it may impact 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 help us better understand the differences and similarities between cultures. These frameworks are used to compare how people in various cultures tend to approach particular concepts (such as time and power distance). It’s important to emphasize that these patterns are not meant to put individuals or even whole cultures in boxes (or to label or stereotype them), 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.


**Homework Due:** I am…

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

**Class 3:1**  
Culture Specific: Understanding South Africa

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


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 go to the Zeitz MOCAA (Museum of Contemporary Art Africa). Students will engage in questions of (de)construction of cultural values in contemporary South Africa and Africa.

**Homework due** - Reflection Paper #1

Class 3.3 Culture & Communication

Today’s class is all about communication and culture. Specifically, this class examines various communication patterns used in different cultures and the relationship between language and culture. The class consists of two interactive exercises, with a lecturette/discussion of the reading. The activities help students try on and practice different communication styles.
Week 4  Going Deeper

Class 4.1 Part 1: Developing Intercultural Competence

We've focused 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, we will help students practice using what they've learned to actually 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.

Homework due – Art Review


Class 4.1 Part 2: Practicing Personal Leadership

This class is about introducing students to how to practice their intercultural competence. The lecturette/discussion are meant to help students gain a deeper understanding of the principles and practices outlined in the course, and begin to see how they relate to the students’ 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 et al., Knowledge to Competence

Class 4.2 Stereotypes

This class is spent discussing the reading and the video “The Danger of a Single Story” and doing an activity related to stereotypes and cultural generalizations.


**Homework due** - Reflection Paper #2
Week 5  Putting It All Together

Class 5.1  Part 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 South African 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.


Class 5.1  Part 2: Digital Storytelling: Story Circles

Today is all about helping students 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 good digital stories. Students will share their stories and give and receive feedback on each other’s stories in small groups through Story Circles.

Homework due - Script for final project

Class 5.2  Culture Shock and Intercultural Adjustment
This class is about culture shock and intercultural adjustment. During class we will discuss some concepts and frameworks. Then we will do an activity in which students draw on their intercultural adjustment experience, followed by a presentation of two different intercultural adjustment models and in-depth discussions about the application of these frameworks to the students’ personal experiences.


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 drawing activity, then an exercise in which students individually complete a guided written reflection on their time abroad and the impending re-entry.


Homework Due: Solo Challenge

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.


Class 6.3 Digital Storytelling Viewing Party

Today's class serves as the final culmination of the course and you get to enjoy reflecting on some of the most important lessons the students have learned during the program.

Digital Stories Presentations

Complete online the Intercultural Development Inventory (IDI) (Required)
**Readings**


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/).


