CIEE Global Institute – London

Course name: Intercultural Communication and Leadership  
Course number: (GI) COMM 3301 LNEN  
Programs offering course: London Open Campus (Communications, Journalism and New Media)  
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 the student’s experience abroad, and will practice intercultural learning processes that the student can apply when working across difference in a wide variety of contexts. Students will increase the student’s 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, 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 the host culture.
● 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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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Reflection Paper</td>
<td>20%</td>
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<tr>
<td>Group Reflection Presentation</td>
<td>20%</td>
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<tr>
<td>Homework (in-class debate, observation assignment, storyboard, CMD, pre and post-IDI)</td>
<td>20%</td>
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<tr>
<td>Final Digital Storytelling Project and Presentation</td>
<td>20%</td>
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<tr>
<td>Participation</td>
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Course Requirements

Reflection Paper
You will complete 1 reflection paper. You will be given a topic / prompt, as well as more detailed instructions for the paper, approximately one week prior to the due date.

The paper should be typed, double-spaced, and 1500 words. These papers should be reflective, yet include critical analysis of your personal experience and include references.

Group Reflection Presentation. Students will present a description of how stereotypes and perception impact the way in which a collective is represented. Groups will be assigned and each group given a nation to focus on. There is to be full group consensus on the argument presented.

Homework
Homework includes assigned readings and activities to be completed 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.

In-class debate: topics to be assigned in class with time for preparation. Students will be graded on critical analysis of topic, participation, and ability to respond to rebuttals.

Observation assignment: students will observe a scene and write a description of what they saw including a critical analysis, explaining why they noticed what they did and what they thought was happening in the scene they observed.

Storyboard: students will create a picture storyboard in class representing their experience so far on study abroad. Students will then write up an analysis of their storyboard explaining each stage or event represented.

Critical Moment Dialogue (CMD): students will complete this activity in class.

Pre and post-IDI: to be completed in class.

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

Final Digital Storytelling Project and Presentation
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. More information will be provided. You will need access to iMovie (for Macs) or Windows Movie Maker (for PCs), both available to download for free.

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:
### Weekly Schedule

**Percentage of Total Course Hours Missed** | **Equivalent Number of Open Campus Semester classes** | **Minimum Penalty**
---|---|---
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**

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

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<th><strong>Week One: Introduction</strong></th>
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<tr>
<td><strong>Class 1</strong></td>
<td>What is this class about? Perception and Suspending Judgment</td>
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<tr>
<td></td>
<td>● Bennett, ‘Intercultural communication: A current perspective’ (pp. 1-34)</td>
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<td>IDI</td>
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<tr>
<th><strong>Week Two: Who am I?</strong></th>
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<tr>
<td><strong>Class 2</strong></td>
<td>How do I learn? (and Discussion of Digital Stories)</td>
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<td></td>
<td>● Porter Reading</td>
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<td>● DIE exercise</td>
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| Class 3 | Identity in Context What do I value? | • Yep Reading  
• Hammad Reading  
• Paige Reading  
• Hofstede et al., ‘The rules of the social game’ (pp. 3-26)  
• Identity and Nationalism readings  
• Observation assignment |
| --- | --- | --- |
| Class 4 | Cultural Value Patterns | • Ting-Toomey & Chung, ‘What is intercultural communication flexibility?’ and ‘What are the essential cultural value patterns?’ (pp. 22-37 & 38-63)  
• In-class debate assignment |

**Week Three: How can I better understand my host culture(s)?**

| Class 5 | Culture & Communication | • Ting-Toomey & Chung, ‘What is the connection between verbal communication and culture?’ (pp. 110-129)  
• Deutscher Reading  
• British Museum excursion  
• Reflection Paper Due |
| --- | --- | --- |
| Class 6 | How do we interact non-verbally? | • Ting-Toomey & Chung, ‘What are the different ways to communicate nonverbally across cultures?’ (pp. 130-153)  
| Class 7 | Storytelling workshop | Storyboard exercise |

**Week Four: Going Deeper**

| Class 8 | Intro to Personal Leadership | • Schaetti et al., Parts I & II (pp. xxi-118)  
• ‘Solo Challenge Activity  
• Itao, Alexis Deodato S 2010. ‘Paul Ricœur’s Hermeneutics of Symbols: A Critical Dialectic of Suspicion and Faith’ in *Kritike* (4) 2 1-17  
| --- | --- | --- |
| Class 9 | Practicing with the Critical Moment Dialogue | • Schaetti, et al., Part III (pp. 119-151)  
• Come to class having identified a ‘Something’s Up’ you wish to examine  
• |
| Class 10 | Stereotypes Perceptions of Us | ● Plous Reading  
● Group Reflection Presentations |

**Week Five: Putting It All Together**

| Class 11 | Digital Storytelling: Story Circles | ● Draft of script for final project  
● ‘A Radical Experiment in Empathy’ Sam Richards |
| Class 12 | Culture Shock and Intercultural Adjustment | ● Ting-Toomey & Chung, ‘What is culture shock?’ (pp. 91-109) |
| Class 13 | Personal Leadership | ● Long-Form Personal CMD  
● CMD assignment |

**Week Six: Wrap-Up**

| Class 15 | How can we articulate and use what we’ve learned? Practicing Intercultural Competence | ● British Council et al. Reading  
● Matherly Reading |
| Class 14 | Developing Intercultural Competence | ● Trompenaars & Hampden-Turner, ‘Relationships and rules’ and ‘Reconciling cultural dilemmas’ (pp. 29-50 & 200-217)  
● Hammer Reading |
| Class 16 | Digital Storytelling Viewing | ● Digital Stories presentations  
● Completed (online) Intercultural Development Inventory (IDI) |

**Readings**

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**Required text**


**Week 1:**


**Week 2:**


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.

Week 3:


Week 4:


Week 5:


Week 6:

