CIEE Tokyo, Japan

Course title: Intercultural Communication and Leadership
Course code: COMM 3301 TOJA
Programs offering course: Summer Japanese Studies
Language of instruction: English
U.S. semester credits: 3
Contact hours: 45
Term: Summer 2020

Course Description

In this class, students will develop skills, knowledge, and understanding that will help students communicate and engage more appropriately and effectively in Japan as well as in other intercultural contexts. We will explore various topics in intercultural communication in the context of students’ experience abroad and will practice intercultural learning processes that they 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 completing 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 students translate their 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

1. Journal (6 entries) 20%
2. Mid-semester Cultural Comparison Project 20%
3. Homework & Cultural Partner Activities 20%
4. Final Digital Storytelling Project 20%
5. Class Participation 20%
   TOTAL 100%

Course Requirements

Journal (6 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 in 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.

The 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 their home culture(s) (as defined by the student). Themes may be any topic that is of personal interest and relevant both in the local context and in the student’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 the host and home cultures.

Students should discuss the similarities and differences between one’s 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 (although be careful not to present anyone’s opinions as fact).

Students should address the following:

- What similarities and differences have you noticed and/or experienced between (as well as within) your host culture and home culture(s) with regards to your chosen theme?
- To what extent and how do cultural value patterns help you 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 the homework outlined in the syllabus and asking for clarification when needed. Students should bring copies of any readings due that day to each class, 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.

Intercultural Development Inventory (IDI) Pre and Post-Assessment

The IDI is an online assessment tool that measures our 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. The 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 our students.

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.

Class Participation

Weekly Schedule

Week 1

Class 1.1

What is this class about?
Perception and Suspending Judgment

- Bennett, ‘Intercultural communication: A current perspective’ (pp. 1-34)

How do I learn?

- Complete Intercultural Development Inventory (IDI)
- Name Game with Cultural Partner

Week 2
Class 2.1

Identity in Context

- Yep
- Paige

Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project

- Ting-Toomey & Chung, ‘What is intercultural communication flexibility?’ and ‘What are the essential cultural value patterns?’ (pp. 22-37 & 38-63)
- Porter

Host Culture Value Patterns

- ‘I am…’ activity with CP
- Hofstede et al., ‘The rules of the social game’ (pp. 3-26)
- Hofstede et al., one additional chapter to be assigned by instructor

Class 2.2

Culture & Communication
• Ting-Toomey & Chung, ‘What is the connection between verbal communication and culture? (pp. 110-129)
• Deutscher
• Topic for Cultural Comparison Project

How do we interact non-verbally?

• Ting-Toomey & Chung, ‘What are the different ways to communicate nonverbally across cultures?’ (pp. 130-153)
• Journal entries 1 & 2

Class 2.3

Stereotypes

• Plous

Perceptions of Us

• Miller; Spitzer; Zemach-Bersin

Week 3
Class 3.1

Culture Shock and Intercultural Adjustment

• Ting-Toomey & Chung, ‘What is culture shock?’ (pp. 91-109)

Cultural Engagement Activity

Week 4
Class 4.1

What do I value?

Cultural Comparison Project Presentations

• Cultural Comparison Projects!
Class 4.2.

Intercultural Competence

- Trompenaars & Hampden-Turner, ‘Relationships and rules’ and ‘Reconciling cultural dilemmas’ (pp. 29-50 & 200-217)
- Hammer

Cultural Detective

- Journal entries 3 & 4
- Personal Values activity with CP

Week 5

Class 5.1.

Introduction to Personal Leadership

- Schaetti et al., Parts I & II (pp. xxi-118)

Aligning with Vision

- Recognizing Something’s Up activity

Class 5.2.

Digital Storytelling: Story Circles

- Draft of script for final project

Cultural Engagement Activity

Class 5.3.

Practicing with the Critical Moment Dialogue

- Schaetti, et al., Part III (pp. 119-151)
- Come to class having identified a Something’s Up to discuss
Practicing with the Critical Moment Dialogue (continued)

- Solo Challenge activity

Week 6
Class 6.1

Personal Leadership + Cultural Detective = EPIC

- Long-form personal CMD

Check-in / Partner work outside of class

Class 6.2

Debrief EPIC application

- EPIC Flow

How can we articulate and use what we’ve learned?

- Journal entries 5 & 6
- British Council et al.
- Matherly

Class 6.3

Re-Entry

- Storti

Digital Storytelling Viewing Party

- Digital Stories!

Course Materials
Readings
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Week 1:


Week 2:


One additional chapter to be assigned by instructor:


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, 3rd ed. (pp. 135-185). New York: McGraw-Hill. (Masculinity/Femininity or Achievement/Nurturance)


Week 3:


Week 4:


Week 5:


Week 6:

