CIEE Dublin, Ireland

Course title: Intercultural Communication and Leadership
Course code: COMM 3301 IREL
Programs offering course: Dublin City University Arts and Sciences, Trinity College Arts and Sciences, University College Dublin Arts and Sciences
Language of instruction: English
U.S. semester credits: 3.00
Contact hours: 45.00
Term: Spring 2021

Course Description
In this class, students will develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively in Dublin, Ireland as well as in other intercultural contexts. Students will explore various topics in intercultural communication in the context of the study abroad experience and will practice intercultural learning processes to apply when working across difference in a wide variety of contexts. Students will increase their own cultural self-awareness, relate culture-specific knowledge to intercultural communication theories and research methods, strengthen their ability to recognize and bridge cultural gaps, and develop intercultural leadership skills to help them become more effective in an interdependent world. Students will be assessed via assignments and activities that include: reflective writing, collaborative discussions, individual or group presentations, analysis of readings, and in-person participation.

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 their own experience in the host culture(s).
- 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
None, apart from an open mind and a sincere interest in developing intercultural competence which will involve a deep level of self-reflection.

Methods of Instruction
Learning will involve in-class exercises, active reflection, discussion, readings, fieldwork, lectures, and site visits that help students engage in the local culture on a deeper level.

Assessment and Final Grade
1. Fieldwork Assignments (3) 20%
2. Critical Analysis Papers (3) 20%
3. Homework (IDI, readings, etc.) 25%
4. Final Digital Storytelling Project 20%
5. Class Participation 15%
TOTAL 100%

Course Requirements
Fieldwork Assignments (3)

As part of this course, students will understand the purpose and appropriate methods used to engage in independent fieldwork which will include participant observation, interviewing, and ethnographic writing. As part of the fieldwork component, students are required to identify a Cultural Partner at their CIEE location—someone who has been a resident of the host culture for many years.
Submission due dates for each one are listed in the schedule. They will be graded on the depth of reflection and application of course concepts to students’ personal experiences. Each assignment should be 500-600 words.

Fieldwork Assignment #1: Spend at least 60 minutes observing a public space in your host culture. It can be at a local café or a park, visiting a market, shopping in a store, or any high traffic area in your city. Take extensive field notes and comment on your initial response to the new environment/culture. What do you see, hear, feel, smell? What similarities and differences do you observe between your host country and your home culture? How did you feel as you participated in this activity? What surprised you? What insights did you gain? The language should be very descriptive and precise to help you articulate what you are observing.

Fieldwork Assignment #2: Complete the Personal Values activity with your Cultural Partner and take field notes immediately after. Based on your notes, reflect on insights you learned about your Cultural Partner’s values. In what ways are they similar or different to the cultural dimensions with which the dominant culture typically identifies? In what ways are they similar or different to your own cultural values to which you subscribe?

Fieldwork Assignment #3: Interview your Cultural Partner about the concept of leadership. What does it mean to be a leader? What are leadership skills? Who does your Cultural Partner consider to be a leader and why? Based on your detailed field notes, provide a critical and reflective analysis.

Critical Analysis Papers (3)

Students will be required to complete three Critical Analysis Papers. These short analytical writings provide students with the opportunity to reflect upon the class material and to critically analyze and apply materials from class and the readings to their experiences in the host culture. Critical Analysis Papers should be 650-750 words each, 1.5 spaced, with 12pt Times New Roman font. Students must cite at least 3 academic sources that contextualize some aspect of intercultural communication in the context of their host country for each paper. Additional details for each topic can be found on the Canvas assignment page. Due dates for each paper are listed in the schedule.

Topics for Each Critical Analysis Paper:
1. Culture in Context
2. Self-Awareness
3. Intercultural Growth

Homework (IDI, readings, etc.)

Homework will include assigned readings and activities to complete outside of class. Students are responsible for completing the homework assignments and asking for clarification when needed.

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 student’s final grade will not be based on the results of the IDI, but they must complete it twice in order to pass the course. The instructor will provide students 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. If you are interested in receiving your scores, please let your instructor know so that you can schedule a 60-minute individual debrief with an IDI Qualified Administrator.

Final Digital Storytelling Project

As a final capstone for this course, students will create their own Digital Story. Digital Storytelling involves short (three- to five-minute) first-person stories embedded with images, videos, and any other visual means. Students will choose one of the four key learning areas of the course (self awareness, cultural literacy, cultural bridging, and personal leadership) and apply this specific theme to their own narrative of the study abroad experience. Combining images and audio, students will create a using iMovie (Apple), Apple Clips, Microsoft Photos, Shotcut (all free to download), or another video editing app. As part of the project, students will submit their final script during Week 9. Additional instructions will be available on Canvas.

Class Participation

Students are expected to attend regularly and participate actively in class. Students must clearly demonstrate they have engaged with the materials as directed, for example, through in-person discussions, peer-to-peer feedback, interaction with the instructor and on-site facilitators, and attentiveness on co-curricular activities. Students receive a participation grade based upon their contributions both in and outside of the classroom.

Students are reminded that plagiarism (presenting another person’s work as one’s own) is completely
unacceptable and, if attempted, will result in the student receiving a FAIL for the term paper. To avoid this, always make sure that references and other people’s ideas are cited correctly. If you are unsure about how to cite a reference, check with the course instructor.

**Assessment of Participation**

Students’ active participation will help create a meaningful learning experience for themselves, their peers, the course instructor, and onsite facilitator. Active participation enhances the ability to learn new concepts and to demonstrate learning in ways that will support success on graded assignments. The rubric below summarizes how to actively participate in all aspects of this course:

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<tr>
<th></th>
<th>Active Participation</th>
<th>Moderate Participation</th>
<th>Low Participation</th>
</tr>
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<tbody>
<tr>
<td><strong>Preparation</strong></td>
<td>Demonstrates evidence of having completed all reading assignments and activities according to guidelines</td>
<td>Attempts to participate but sometimes inhibited due to lack of completion of reading assignments and course activities</td>
<td>Exhibits lack of preparation and non-completion of required course assignments</td>
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<tr>
<td><strong>Initiative</strong></td>
<td>Initiates discussion and supports points using page-specific references to readings or other materials</td>
<td>Sometimes initiates discussion but may use more general references to readings</td>
<td>Rarely initiates discussion and unable to reference required readings or other materials</td>
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<tr>
<td><strong>Engagement</strong></td>
<td>Furthers the discussion and builds on the ideas of others; comments and questions reflect having thought deeply about the material</td>
<td>Sometimes builds on the ideas of others but more opinion-based and limited references to course materials</td>
<td>Comments do not further the discussion, do not exhibit careful reflection on the material, or have an arbitrary quality</td>
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**Regarding late submissions of coursework/assignments**

As per the CIEE Participant Contract, late submissions of coursework / assignments during the course of the term of study are not accepted. Truly exceptional circumstances causing a student to request special consideration to submit an assignment late must be approved by the Center Director / Academic Director—individual professors do not have the authority to grant exceptions.

**Attendance**

The instructor will keep a record of attendance throughout the course. Students should arrive to in-person activities on time. Arriving more than 15 minutes late for an activity will count as an unexcused absence.

Please note that an excused absence is one that is accompanied by a doctor’s note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing in-person activities. Notes from a physician will only be valid and admitted by the Course Facilitator if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend the course activity that day. For further details on the CIEE attendance policy, please refer to the student program manual.

**Weekly Schedule**

**Week 1**

Class: 1.1 Culture & Ethnographic Fieldwork

Introduction: defining culture, Brave Spaces, and foundations of ethnographic fieldwork.

Class: 1.2 Perception and Suspending Judgment

Reading: Bennett (1998), Miner (1956)

**Week 2**

Class: 2.1 Who am I in the context of this experience?

How do I learn? Complete Intercultural Development Inventory. Name Game with Cultural Partner.

**Due: Complete Intercultural Development Inventory**
Identity in Context

**Due: Fieldwork Assignment #1**


**Week 3**

Class: 3.1 Dimensionalizing Cultures - Cultural Value Patterns

Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project

Reading: Ting-Toomey & Chung (2012c), Hofstede et. al (2010a), Porter (n.d.)

Suggested reading: Hofstede et. al (2010c)

Class: 3.2 Host Cultural Value Patterns

Reading: Hofstede et. al (2010b)

**Week 4**

Class: 4.1 Critical Intercultural Communication

Culture & Communication


Class: 4.2 How do we interact non-verbally?

Reading: Ting-Toomey & Chung (2012a)

**Due: Critical Analysis Paper #1**

**Week 5**

Class: 5.1 Stereotypes, Power and Privilege

Culture & Stereotypes

Reading: Plous (2003), Zemach-Bersin (2008)

Class: 5.2 Perceptions of Us

Reading: local text(s) TBD

**Week 6**

Class: 6.1 Engagement in the Host Culture

Cultural Engagement Activity

Class: 6.2 Culture Shock and Intercultural Adjustment

Reading: Ting-Toomey & Chung (2012b)

**Week 7**
Class:  7.1  Personal Values / Conceptualizing Intercultural Competence
What do I value?

Class:  7.2  
Measuring Intercultural Competence
Reading: Hammer (2008), Spitzberg & Changnon (2009), AAC&U VALUES Rubric

Due: Fieldwork Assignment #2

Week 8
Class:  8.1  Intercultural Competence Continued
Practicing Intercultural Competence
Reading: Trompenaars & Hampden-Turner (2008)

Class:  8.2  
Guest Speaker on Intercultural Leadership

Due: Critical Analysis Paper #2

Week 9
Class:  9.1  Intercultural Leadership in the Age of Globalization
Introduction to Personal Leadership
Reading: Schaetti (2008)

Due: Come to class having identified a Something’s Up you wish to discuss

Class:  9.2  
Aligning with Vision and Recognizing Something’s Up

Due: Solo Challenge assignment

Week 10
Class:  10.1  Managing Conflict Across Cultures
Practicing Critical Moment Dialogues
Reading: local text(s) TBD

Class:  10.2  
Practicing Critical Moment Dialogues (continued)
Reading: local text(s) TBD

Week 11
Class:  11.1  Digital Storytelling and Cultural Engagement
Story Circles

Due: draft of digital storytelling script

Class:  11.2  
Cultural Engagement Activity

Week 12
Class: 12.1 Leadership in the Host Culture

Applying intercultural communication and leadership theories and frameworks to real-world situations.

Reading: local text(s) TBD

Due: Fieldwork Assignment #3

Class: 12.2

Partner work outside of class (no official class meeting)

Week 13

Class: 13.1 Unpacking Culture in the Media, Workplace, Healthcare, and Classroom

The complex intersection of culture, leadership, and communication

Reading: local case studies TBD

Class: 13.2

Articulating your intercultural communication & leadership skill set

Reading: British Council et. al. (2013), Matherly (n.d.)

Due: Critical Analysis Paper #3

Week 14

Class: 14.1 Re-Entry and Wrap-Up

Re-entry

Reading: Storti (2003)

Class: 14.2

Digital Storytelling Viewing Party

Due: Digital Stories

Course Materials

Readings

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Week 1:


Week 2:


**Week 3:**


Optional reading:


**Week 4:**


**Week 5:**


Local Text(s) TBD

**Week 6:**


**Week 7:**


**Week 8:**

**Week 9:**

**Week 10:**
Local text(s) TBD

**Week 12:**
Local text(s) TBD

**Week 13:**


**Week 14:**

**Online Resources**
All required readings, slides, supplemental digital resources and additional information will be available online in Canvas.