



## CIEE Nanjing, China

<b>Course title:</b>	Intercultural Communication & Leadership
<b>Course code:</b>	COMM 3301 CNAN
<b>Programs offering course:</b>	Intensive Chinese Language and Culture
<b>Language of instruction:</b>	English
<b>U.S. semester credits:</b>	3
<b>Contact hours:</b>	45
<b>Term:</b>	Fall 2020

### **Course Description**

In this class, students will develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively in Nanjing, China 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 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:



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

**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**

Class 2.2 .

Identity in Context

**Due: Fieldwork Assignment #1**

Reading: Yep (1998), Paige (1993)

Suggested reading: Hammad (2007)

## **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

Reading: Ting-Toomey & Chung (2012d), Deutscher (2010).

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:**





Bennett, M.J. (1998). Intercultural communication: A current perspective. In M.J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 1-34). Boston, MA: Intercultural Press.

Miner, H. (1956). Body Ritual among the Nacirema. *American Anthropologist*, 58(3), 503-507.

American Anthropological Association. Available online at <https://anthrosource.onlinelibrary.wiley.com/doi/pdf/10.1525/aa.1956.58.3.02a00080>

### **Week 2:**

Hammad, H.B. (2007). Identity's Shifting Sands (NAFSA 2007 student diplomat essay competition winner).

Yep, G.A. (1998). My three cultures: Navigating the multicultural identity landscape. In J.N. Martin, T.K. Nakayama & L.A. Flores (Eds.), *Readings in cultural contexts* (pp. 79-85). Mountain View, CA: Mayfield Publishing.

Paige, R.M. (1993). On the nature of intercultural experiences and intercultural education. In Paige, R.M. (Ed.), *Education for the intercultural experience* (pp. 1-13 only). Yarmouth, ME: Intercultural Press.

### **Week 3:**

Ting-Toomey, S., & Chung, L.C. (2012c). 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, NY: Oxford University Press.

Porter, B. (n.d.) The art of Digital Storytelling: Becoming 21st-century storykeepers. In *The Creative Educator* (pp. 2-4). Available online at [http://www.digitales.us/wp-content/uploads/2015/07/Digital\\_Storytelling\\_in\\_the\\_Classroom.pdf](http://www.digitales.us/wp-content/uploads/2015/07/Digital_Storytelling_in_the_Classroom.pdf).

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010a). The rules of the social game. 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. 3-26). New York: McGraw-Hill.

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010b). I, we, and they. 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. 89-134). New York: McGraw-Hill. (Individualism/Collectivism)

Optional reading:

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010c). Yesterday, now, or later? 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. 235-276). New York: McGraw-Hill. (Long-Term Orientation)

### **Week 4:**

Ting-Toomey, S. & Chung, L.C. (2012a). What is the connection between verbal communication and culture? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 110-129). New York: Oxford University Press.



Deutscher, G. (2010). Does language shape how you think? The New York Times (August 26). Available online at [http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&\\_r=1&#](http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&_r=1&#).

Ting-Toomey, S. & Chung, L.C. (2012d). What are the different ways to communicate non-verbally across cultures? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 130-153). New York: Oxford University Press.

#### **Week 5:**

Plous, S. (2003). The psychology of prejudice, stereotyping, and discrimination: An overview. In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 3-48). New York: McGraw-Hill. Available online at <http://www.understandingprejudice.org/apa/english/>.

Zemach-Bersin, T. (2008). American students abroad can't be 'global citizens.' *Chronicle of Higher Education*, 54(26), A34.

Local Text(s) TBD

#### **Week 6:**

Ting-Toomey, S. & Chung, L.C. (2012b). What is culture shock? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp.91-109). New York: Oxford University Press.

#### **Week 7:**

Association of American Colleges and Universities (AAC&U). (2009). Intercultural knowledge and competence VALUE rubric. Retrieved from <https://www.aacu.org/value/rubrics/intercultural-knowledge>

Hammer, M.R. (2008). The Intercultural Development Inventory: An approach for assessing and building intercultural competence. In Moodian, M.A., *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* (pp. 203-217). Thousand Oaks, CA: Sage Publications.

Spitzberg, B. H., & Changnon, G. (2009). Conceptualizing intercultural competence. In D. K.

Deardorff (Ed.), *The SAGE handbook of intercultural competence* (pp. 2-52). Thousand

Oaks, CA: SAGE Publications, Inc.

#### **Week 8:**

Trompenaars, F. & Hampden-Turner, C. (1998). 'Relationships and rules' and 'Reconciling cultural dilemmas.' In F. Trompenaars & C. Hampden-Turner, *Riding the waves of culture: Understanding diversity in global business*, 2nd ed. (pp.29-50 & 200-217). New York: McGraw-Hill.

#### **Week 9:**

Schaetti, B.F., Ramsey, S.J., & Watanabe, G.C. (2008). *Personal Leadership: Making a world of difference: A methodology of two principles and six practices*. Seattle, WA: FlyingKite Publications. Introduction, Parts I & II (pp. xxi-118).

#### **Week 10:**



Local text(s) TBD

**Week 12:**

Local text(s) TBD

**Week 13:**

British Council, Ipsos Public Affairs, & Booz Allen Hamilton (2013). Culture at work: The value of intercultural skills in the workplace. Available online at <http://www.britishcouncil.org/sites/britishcouncil.uk2/files/culture-at-work-report-v2.pdf>.

Matherly, C. (n.d.) Effective marketing of international experiences to employers. Available online at [http://www.aifsabroad.com/advisors/pdf/Impact\\_of\\_Education\\_AbroadI.pdf](http://www.aifsabroad.com/advisors/pdf/Impact_of_Education_AbroadI.pdf) (pages 9-10).

**Week 14:**

Storti, C. (2003). Introduction; The stages of reentry. In C. Storti, *The art of coming home* (pp. xii-xxi & 45-65). Boston, MA: Intercultural Press.

**Online Resources**

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