



## Multiple Locations Selected

<b>Course title:</b>	Intercultural Communication and Leadership
<b>Course code:</b>	COMM 3301 HYBR
<b>Programs offering course:</b>	Arts and Sciences, Development and Globalization
<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 their host culture as well as in other intercultural contexts. Through virtual and in-person engagement, 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, 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 and virtual 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, intercultural concepts/theories and their relevance to students' experiences within the host culture(s).
- Increase their ability to recognize and bridge cultural gaps.
- Develop an intercultural leadership practice that helps students translate both 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**

This is a hybrid course with both online and in-person components including lectures, group discussions, guest speakers, excursions, workshops, fieldwork, and projects. Digital media complement on-site activities and events. There will be a minimum of 20 onsite contact hours included but not limited to local excursions, guest speakers, facilitated workshops, and fieldwork.

We will be using Canvas as our online learning tool. The syllabus, lectures, readings, homework assignments, written and video-based discussion forums are all available here. All assignments will be submitted and graded via the Canvas platform. It is the student's responsibility to check the site frequently and stay on track throughout the duration of the course.

### **Assessment and Final Grade**



1. Fieldwork Assignments (3)	20%
2. Critical Analysis Papers (3)	20%
3. Homework (IDI, IDP, discussion board submissions, etc.)	25%
4. Final Digital Storytelling Project	20%
5. 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 400-500 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 dimensions 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, IDP, discussion board submissions, etc.)**

Homework will include assigned readings and activities to complete outside of class. Students are responsible for completing the homework assignments posted on Canvas and asking for clarification when needed. Late assignments will be penalized by 10% per day and after 3 days, students will not receive credit for the late assignment.

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. Students also complete the Intercultural Development Plan in conjunction with participating in a 1:1 IDI debrief with the instructor.

### **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.

### **Participation**

Participation is valued as meaningful contribution within both the Canvas online course and in-person activities. 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 in-person discussions, online discussion boards and video reflections, peer-to-peer feedback, interaction with the instructor and on-site facilitators, and attentiveness on co-curricular and outside-of-classroom activities. Students receive grades based upon their contributions both in the classroom and in the Canvas course.

### **Assessment of Participation**

Students' active participation both online and during in-person activities will help create a meaningful learning experience for themselves, their peers, the course instructor and onsite facilitator, peers, and instructor. 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>
Preparation	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
Initiative	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
Engagement	Furtheres 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

### **Attendance**

As a hybrid online and in-person course, regular participation in the virtual space as well as attending all onsite activities is required. Failure to login or having any unexcused absences during in-person activities will result in a lower participation grade.

Students should arrive to in-person activities on time. Arriving more than 15 minutes late for an activity will count as an unexcused absence. For each unexcused absence, the participation portion of the grade will be lowered by 5 points (on a 100-point scale); students with 2 or more absences will fail the course.

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.

**WEEKLY SCHEDULE NOTE:** In-person activities are coordinated by an onsite facilitator in consultation with the course instructor. This schedule is subject to change.

### **Weekly Schedule**

#### **Week 1**

Class                      Culture & Ethnographic Fieldwork

Students receive an overview of the course and expectations surrounding assignments, in-person activities, and learning outcomes via an online lecture. The second online lecture introduces basic concepts of culture and foundations of ethnographic fieldwork, both major frameworks infused throughout the course. Online learning is supplemented with a local ethnographic excursion relating to the host culture environment and an in-person workshop examining intercultural communication in the local cultural context (3 hours).



Reading:

Bennett (1998), AAC&U Intercultural Knowledge and Competence VALUES Rubric, Lavenda, Schultz & Dods (2018)

**Due:** Complete Intercultural Development Inventory (IDI), find a Cultural Partner, ethnography online quiz, schedule check-in/IDI debrief with instructor

## **Week 2**

Class

Perception & Suspending Judgment

This week students explore the concept of perception and suspending judgment. The online lecture draws on the Bennett reading and introduces a method for suspending judgment while navigating cultural conflicts. Students will practice this method with the goal of building cultural self-awareness as a means to function more effectively across cultures. Students will also engage in their first fieldwork session (2 hours).

Reading: Miner (1956)

**Due:** Submit Intercultural Development Plan, Fieldwork Assignment #1

## **Week 3**

Class

Power, Privilege & Identity in Context

This module enables students to think critically about their own identities and how certain aspects of their identity configuration may influence and/or be influenced by their experience abroad. Through an online lecture, students examine notions of cultural identity and “intensity factors” as identified in the Paige reading. Students also complete a local excursion that aligns with the weekly theme (2 hours).

Reading: Yep (1998), Paige (1993), McIntosh (2003), optional: Hammad (2007)

## **Week 4**

Class

Group Relations - Models of Stereotyping & Prejudice

Students investigate the development and reinforcement of stereotypes, prejudice, and discrimination via an online lecture on Plous’ work. Students also take implicit bias tests and engage in course videos including “The Danger of a Single Story.” Onsite, students also conduct fieldwork (2 hours) in preparation for Fieldwork Assignment #2 (due week 5).

Reading: Plous (2003), Porter (n.d.)

**Due:** Critical Analysis Paper #1

## **Week 5**

Class

Critical Intercultural Communication & Communication Patterns

This module builds students’ understanding of the foundation of and assumptions around critical intercultural communication. Situating intercultural communication in a

globalized context, students differentiate communication patterns and identify the relationship between language and culture via an online lecture. Students are also provided with an online overview of expectations of the Digital Storytelling assignment. Onsite, students attend a guest-speaking event (2 hours).

Reading: Sorrells (2013), Ting-Toomey & Chung (2012a), Ting-Toomey & Chung (2012d), optional: Deutscher (2010)

**Due:** Fieldwork Assignment #2

## **Week 6**

### Class

#### Dimensionalizing Cultures - Cultural Value Patterns

Through examining Hofstede's Cultural Dimensions framework, students synthesize their understanding of intercultural communication, group and individual identity, and stereotyping. Students critically investigate Hofstede's work and conceptualize the differences and similarities between cultures through an online lecture and discussion board exchange. Students also participate in an onsite workshop on cultural values within their host culture (2 hours).

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

**Due:** Discussion board submission, Critical Analysis Paper #2

## **Week 7**

### Class

#### Conceptualizing Intercultural Competence

Students examine what it means to be interculturally competent as they differentiate concepts of interculturality, intercultural competence, and the assessment intercultural competence. The online lecture explores the Bennett/IDI framework as one approach and introduces additional models and their contributions to the intercultural communication field. Students also reflect on their progression on the intercultural development continuum using the AAC&U VALUES rubric, their Intercultural Development Plan (IDP), and their IDI debrief facilitated by the instructor at the beginning of the course.

Reading: Hammer (2008), Spitzberg & Changnon (2009)

**Due:** Intercultural Development Plan Check-In Submission

## **Week 8**

### Class

#### Intercultural Leadership in the Age of Globalization

This module introduces students to key frameworks that help build their leadership skills in order to effectively interact in a globalized, interdependent world. Through an online lecture and completing the Something's Up Moment activity, students relate their own experiences using the Personal Leadership framework.

Reading: Schaetti et al. (2008); Fischer (2009)

**Due:** Something's Up Moment Assignment



### **Week 9**

Class

Managing Conflict Across Cultures

Building on students' comprehension of leadership in intercultural contexts, students understand and participate in techniques to facilitate "Critical Moment Dialogues" via an online lecture. Students also engage in onsite fieldwork (2 hours) in preparation for Fieldwork Assignment #3 (due week 11).

Reading: culture-specific texts and digital resources to be provided via Canvas

**Due:** Script for Digital Storytelling Project

### **Week 10**

Class

Leadership in the Host Culture

Through examining culture-specific texts and digital resources, students interpret the role of leadership as it applies to their host cultures. Students also participate in a leadership-focused guest speaking lecture onsite (2 hours).

Reading: culture-specific texts and digital resources to be provided via Canvas

### **Week 11**

Class

Unpacking Culture in the Media, Workplace, Healthcare, and Classroom

Students recognize and compare the complex intersection of culture, leadership, and communication through domain-specific case studies. Engaging through discussion boards, students integrate and apply their understanding of intercultural communication theory and frameworks into real-world situations. Onsite, students participate in a local excursion that aligns with the themes at hand (2 hours).

Reading: local case studies to be provided via Canvas

**Due:** Discussion board submission, Fieldwork Assignment #3

### **Week 12**

Class

Cultural Adjustment and Digital Storytelling Check-in

This module provides a critical look at models of assimilation, acculturation, and "coculturation." Students consider their own intercultural adjustment experiences, apply these frameworks, and synthesize their understanding of the theories via an online lecture and online meeting with the instructor. The instructor meeting also focuses on student self-assessment concerning their progress on the Intercultural Development Continuum (AAC&U Intercultural Knowledge and Competence VALUES Rubric).

Reading: Curtin (2013), Ting-Toomey & Chung (2012b)

**Due:** Schedule online meeting with instructor

### **Week 13**



Class            Articulating Your Intercultural Communication & Leadership Skill Set

Supporting students in reflecting on their experience abroad, this module enables students to consider what they have learned, and how they can effectively articulate their personal growth to others, such as friends and family, a future employer, or a graduate school admissions or fellowship committee. The online lecture focuses on strategies for students to effectively and articulately describe their respective intercultural journeys and the intercultural skill sets they have cultivated.

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

**Due:** Critical Analysis Paper #3

#### **Week 14**

Class            Re-entry and Wrap-Up

The last module serves as the final culmination of the course where students reflect on their key takeaways from their academic and intercultural experiences via discussion board submissions. Onsite, students participate in a Re-Entry Workshop in addition to sharing their digital stories (1 hour).

**Due:** Digital Storytelling Project, Discussion Board Submission, Complete post-IDI

Reading: Storti (2003)

#### **Course Materials**

##### **Readings**

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

Curtin, M. L. (2013). Coculturation: toward a critical theoretical framework of cultural adjustment. In T.K.

Nakayama & R. T. Haluani (Eds.), The handbook of critical intercultural communication (171-189). West

Sussex, UK: Wiley-Blackwell.

Fischer, C. M. (2009). Assessing leadership behavior as it relates to intercultural competence. In

Moodian, M. A. (Ed.) Contemporary leadership and intercultural competence: Exploring the cross-cultural

dynamics within organizations (pp. 191-201). Thousand Oaks, CA: Sage Publications.

Hammad, H.B. (2007). Identity's Shifting Sands (NAFSA 2007 student diplomat essay competition winner). Hammer, M.R. (2009). The intercultural development inventory: an approach for assessing and building intercultural competence. In Moodian, M. A. (Ed.) Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations (pp. 203-217). Thousand Oaks, CA: Sage Publications.

- Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). More equal than others. In *Cultures and organizations: software of the mind* (pp. 53-88). New York: McGraw-Hill.
- Lavenda, R. H., Schultz, E. A. & Dods, R. R. (2018). What is ethnographic fieldwork? In *Cultural Anthropology: A Perspective on the Human Condition*, 10th ed. (pp.41-71). New York: Oxford University Press.
- McIntosh, P. (2003). White privilege: Unpacking the invisible knapsack. In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 191-196). New York, NY, US: McGraw-Hill.
- 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). Yarmouth, ME: Intercultural Press.
- Schaetti, B.F., Ramsey, S.J., & Watanabe, G.C. (2009). From Intercultural Knowledge to Intercultural Competence: Developing an Intercultural Practice. In Moodian, M. A. (Ed.) *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* Thousand Oaks, CA: Sage Publications (pp. 125-138).
- Sorrells, K. (2013). Re-imagining intercultural communication in the context of globalization. In T. K. Nakayama & R. T. Haluani (Eds.), *The handbook of critical intercultural communication* (pp. 171-189). West Sussex, UK: Wiley-Blackwell.
- 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.
- 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.
- Ting-Toomey, S., & Chung, L.C. (2012a). 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, NY: Oxford University Press.
- 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, NY: Oxford University Press.
- 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.
- Ting-Toomey, S., & Chung, L.C. (2012d). What is the connection between verbal communication and culture? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 110-129). New York, NY: Oxford University Press.
- 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.



### Online Resources

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>

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>

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&#)

Matherly, C. (n.d.) Effective marketing of international experiences to employers. In Impact of education abroad on career development. Retrieved from <http://www.aifsabroad.com/advisors/pdf/>

Impact\_of\_Education\_AbroadI.pdf

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>

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).

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/>.