Global Institute – London, England

Course name: Intercultural Communication and Leadership
Course number: COMM 3301 LNEN
US Semester Credits: 3
Contact Hours: 45
Language of Instruction: English
Term: Summer 2017

Course Description

In this class, you will develop skills, knowledge, and understanding that will help you communicate and engage more appropriately and effectively in [host city] as well as in other intercultural contexts. We will explore various topics in intercultural communication in the context of your experience abroad, and will practice intercultural learning processes that you can apply when working across difference in a wide variety of contexts. You will increase your own cultural self-awareness and develop personal leadership skills to help you 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, field reports, short lectures, and out-of-class activities that help you engage in the local culture on a deeper level. Staff will add readings and exercises specific to London.

Assessment and Final Grade

Grading will be based on the following:

1. Journal (4 entries):   20%
2. Midterm cultural comparison project: 20%
3. Homework & Cultural Partner activities: 20%
4. Final Digital Storytelling project: 20%
5. Attendance and class participation: 20%

Course Requirements

Journal Entries
You will be asked to complete four different reflective journal entries over the course of the term. You are free to write about whatever is on your mind at the moment *as long as it is relevant to the course*; you 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 you a chance to reflect on your intercultural experience in a personally-relevant way. Your 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 your personal experience.

Mid-Term Cultural Comparison Project
The mid-semester Cultural Comparison Project involves writing a paper and doing a short in-class presentation. For this project, you are asked to examine a theme within the local host culture in comparison to your home culture(s) (as defined by you). Themes may be any topic that is of interest to you and relevant both in the local context and in your 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 you choose should be something you have experienced or had close contact with in both your host and home cultures.

Please discuss the similarities and differences between your home and host cultures with regards to your topic of choice, particularly with respect to two or three of the cultural value patterns discussed in class. You 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. You should cite at least three academic sources (from the course readings or other). It is also highly recommended you consult with at least two locals (such as your Cultural Partners) about this topic and incorporate any useful insight they offer into your paper (although be careful not to present anyone's opinions as fact).

You 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, you should be prepared to present to the class on your topic in class. The presentation may take any form you like and creativity is encouraged.

Homework & Cultural Partner Activities

Homework will include assigned readings and activities to complete outside of class. You are responsible for completing the homework outlined in the syllabus and asking for clarification when needed. You should bring copies of any readings due that day to each class with you, as we may need the readings in class.

As part of this course, you are required to identify a Cultural Partner–someone who has been a resident of the host culture for many years–with whom you will need to complete several activities throughout the semester. More information about choosing a Cultural Partner will be provided in class.

Final Digital Storytelling Project

As a final project for this course, you 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, you will share your own personal story of the study abroad experience. More information will be provided soon. You will need access to iMovie (for Macs) or Windows Movie Maker (for PCs), both available to download for free.

Weekly Schedule

Following is the course schedule for the term, subject to change.

Week 1: Identity in Context / Cultural Value Patterns		
Class 1	Introduction to the Course Perception and Suspending Judgment	• Bennett, 'Intercultural communication: A current perspective' (pp. 1-34)
Class 2	Learning Styles	• Complete Intercultural Development Inventory (IDI) • Name Game with Cultural Partner
Class 3	Identity in Context	• Yep • Hammad • Paige
Class 4	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
Class 5	Host Culture Value Patterns	• Journal entry 1 • 'I am…' activity with CP • Hofstede et al., 'The rules of the social game' (pp. 3-26)

Week 2: Intercultural Communication		
Class 6	Culture and Communication	• Ting-Toomey & Chung, 'What is the connection between verbal communication and culture? (pp. 110-129) • Deutscher • Topic for Cultural Comparison Project
Class 7	Non-Verbal Communication	• Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153) • Journal entry 2
Class 8	Stereotypes	• Plous
Class 9	Perceptions of Us	• Zemach-Bersin
Class 10	Culture Shock and Adaptation	• Ting-Toomey & Chung, 'What is culture shock?' (pp. 91-109)

Week 3: Intercultural Competence		
Class 11	Cultural Comparison Project Presentations	• Cultural Comparison Projects
Class 12	Intercultural Competence	• Trompenaars & Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 & 200-217) • Hammer
Class 13	Cultural Detective	• Journal entry 3 • Personal Values activity with CP
Class 14	Introduction to Personal Leadership	• Schaetti et al., Parts I & II (pp. xxi-118)
Class 15	Digital Storytelling: Story Circles	• Draft of script for final project

Week 4: Cultural Engagement / Re-entry		
Class 16	Practicing with the Critical Moment Dialogue	• Schaetti, et al., Part III (pp. 119-151)
Class 17	Practicing with the Critical Moment Dialogue (continued)	• Solo Challenge activity • Cultural partners wrap-up and debrief
Class 18	Personal Leadership + Cultural Detective = EPIC	• Long-form personal CMD
Class 19	Intercultural Leadership in the Workplace	• Journal entry 4 • Booz Allen Hamilton • Matherly
Class 20	Re-Entry Preparation and Digital Story Viewing Party	• Storti • Digital story presentations

Course Materials

Readings

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.

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.

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). 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.

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.

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).

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. Part III (pp. 119-151).

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. (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.
Ting-Toomey, S. & Chung, L.C. (2012). 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.

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

Ting-Toomey, S. & Chung, L.C. (2012). 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.

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.

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

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.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&#.

Hammad, H.B. (2007). Identity's Shifting Sands (NAFSA 2007 student diplomat essay competition winner). Available online at https://www.nafsa.org/Explore_International_Education/Advocacy_And_Public_Policy/Study_Abroad/Student_Diplomat/2007_Student_Diplomat_Competition_Winner/.

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 (pages 9-10).

Ogden, A. (2007-2008). The view from the veranda: Understanding today's colonial student. *Frontiers: The Interdisciplinary Journal of Study Abroad, XV*, pp. 35-55. Available online at www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALXVWinter2007-08-3.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/.

Porter, B. (n.d.) The art of Digital Storytelling: Becoming 21st-century storykeepers. *The Creative Educator.* Available online at http://digitales.us/sites/default/files/Tech4Learning%20DigiTales%20StoryKeepers.pdf.

Zemach-Bersin, T. (2008). American students abroad can't be 'global citizens.' *Chronicle of Higher Education, 54(26)*, A34. Available online at www.yale.edu/yalecollege/international/predeparture/pdf/GlobalCitizens.pdf.