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Global Institute in London, England Frederick Douglass Global Fellows

Course name:	Intercultural Communication, Identity and Leadership in London
Course number:	COMM 3399 LNEN
Programs offering course:	London Summer Session III—Frederick Douglass Global Fellows
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Summer Session III 2017
Course meeting times:	
Course meeting place:	Room <i>Mayfair</i> , Global Institute - London
Professors:	Quinton Redcliffe and Felicity Inns
Contact Information:	
Office address:	46-47 Russell Square, WC1B 4JP
Office hours:	8:30-5pm

Course Description

This course explores contemporary British culture through the lenses of intercultural studies. Students will learn about contemporary cultural, societal and political themes in London, compare ethnic and racial identities in the U.K. and the U.S., and explore the experiences of diverse populations in England. We will examine the complexity of British values, beliefs, and practices and learn to identify the cultural differences and similarities between British and U.S. American cultures. Students will also learn about key intercultural theories, frameworks and leadership practices in order to deepen their cultural self-awareness, acquire new perspectives and effectively communicate and interact with culturally different others. Additionally, students will reflect on the figure of Frederick Douglass and the impact of international experience on his intellectual development and leadership role as a social activist.

Learning Objectives

- Understand and competently discuss societal, political and cultural themes in contemporary Britain/U.K.
- Compare and contrast racial and ethnic identity configurations in the U.K. and U.S.
- Identify and appreciate the perspectives, values and practices of diverse cultural groups within British society.
- Recognize cultural differences and similarities between U.S. American and British cultures and develop effective strategies to bridge differences.
- Increase self-awareness, particularly cultural self-awareness.
- Acquire understanding of key intercultural theories, frameworks and tools and develop ability to apply them to lived experiences.
- Develop an intercultural leadership practice that allows you to transform knowledge and understanding into day-to-day 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.

Assessment and Final Grade

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| • Reflective Writing—Journal Entries (3): | 30% |
| • Homework: (pre-post IDI, goals, Vision Statement, Solo Challenge) | 20% |
| • Mid-term presentation | 15% |
| • Communication Quiz | 5% |
| • Class participation: | 10% |
| • Digital Story Telling Culmination Project & Presentation | 20% |

Course Requirements

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 students take the IDI at the beginning and the end of the course. Your instructor will provide you with the login information.

Reflective Writing—Journal Entries (3)

You will be asked to complete three different reflective journal entries over the course of the program. You will be provided with a series of prompts which will help you make connections between the course content and your lived experience abroad. The purpose of journaling is to give you a chance to reflect on your intercultural experience in a personally-relevant and constructive 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 Presentation & Communication Quiz

The mid-term presentation evaluates your understanding of the major theories, concepts and frameworks discussed during the first half of the course, including cultural dimensions, intercultural development theory, and cultural self-awareness. You will also be expected to competently discuss in writing 1-2 culture specific themes addressed in the course.

Drawing on the Craig Storti reading, the communication quiz assesses your understanding of verbal and non-verbal communication theory and practice. You will be expected to explain basic concepts as well as draw on observations and examples from your experience in London.

Homework

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

Final Digital Story Telling Project

As a final project for this course, you will create a Digital Story in which you reflect on your goals, what you learned abroad and how you have grown interculturally. 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.

Attendance and Class Participation

Class Participation

Students are expected to be present for every class and actively engaged in discussions, activities, and excursions. Participation can take many forms and refers not only to offering one's perspective in class, but also includes being an active, respectful listener. It is expected that students will actively participate in all components of the program, demonstrating openness and respect for instructors and peers at all times.

Class Attendance

Regular class attendance is required throughout the program. Students must notify their instructor via Canvas, beforehand, if possible, if they will miss class for any reason. Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the Academic Director (or a designated staff member) and provide appropriate documentation as noted below. A make-up opportunity will be provided to the extent this is feasible.

Due to the intensive nature of the block schedule, all unexcused absences will result in a lower final grade for the course. Each unexcused absence will cause 3 percentage points to be dropped from the final grade. For example, a student with an 88% final grade (B+) and 1 unexcused absence will see it reduced to 85% (B).

Students who transfer from one class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

CIEE program minimum class attendance standards are as outlined below. Center-specific attendance policies may be more stringent than the policies stated below. The Center / Resident Director sets the specific attendance policy for each location, including how absences impact final grades. Such policies are communicated to students during orientation and via Study



Center documents. In the event that the attendance policy for host institution courses differs from CIEE's policy, the more stringent policy will apply.

- Excessively tardy (over 15 minutes late) students will be marked absent.
- Students who miss class for personal travel will be marked as absent and unexcused. No make-up opportunity will be provided.
- An absence will only be considered excused if:
 - A doctor's note is provided.
 - A CIEE staff member verifies that the student was too ill to attend class.
 - Evidence is provided of a family emergency.
- Attendance policies also apply to any required co-curricular class excursion or event.
- Persistent absenteeism (students approaching 20% or more of total course hours missed, or violations of the attendance policies in more than one class) may lead to a written warning from the Academic Director or Resident Director, notification to the student's home school, and/or dismissal from the program in addition to reduction in class grade(s).

Pre-Departure Readings

Prior to arrival on London, please read the following texts:

Douglass, Frederick. *Narrative of the Life of Frederick Douglass, An American Slave*. New York: Millennium Publications, 2014. (Students will receive a copy in the mail)

Martin, Judith and Thomas Nakayama. "Culture, Communication, Context and Power". In: *Intercultural Communication in Contexts*. 5th ed. New York: McGraw Hill, 2010. 83-115.

Daily Schedule

Class 1 Tuesday 18 July

Course Objectives, Digital Story Telling Instructions, Safe Space Discussion, Learning Styles Inventory

PM - Walking Tour of Westminster + Debrief

Class 2 Wednesday 19 July

Perception Lecture/DIE.

People, Process, Place & Experiential Learning Cycle

Reading: Hofstede, G., Hofstede, G.J. & Minkov, M. "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. New York: McGraw-Hill, 2010. 3-26.

Class 3: Thursday 20 July

- Lecture and Discussion: Travel, Study Abroad and the Potential for Transformation: Frederick Douglass' UK residency.
- Goal Setting Workshop.

Reading: Rice, Allen J. and Martin Crawford, Eds. "Triumphant Exile". In: *Liberating Sojourn: Frederick Douglass and Transatlantic Reform*. Athens: University of Georgia Press, 1999. 1-11.

Ted Talks:

Dweck, Carol.

https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve

Angela Lee Duckworth.

https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance

Class 4: Friday 21 July

Lecture and Discussion: Introduction to Contemporary British Society: Identity, Race and Culture.

Who am I? Activity.

Readings: Hall, Stuart. "The Question of Cultural Identity". In *Modernity: An Introduction to Modern Societies*. Cambridge: Wiley-Blackwell, 1996. 596-621.

PM - Co-Curricular: Shoreditch Street Art walking tour

Class 5: Monday 24 July

Current events media analysis and group discussion
Lecture: Culture and Sport

Homework due: Journal Entry 1: Self-awareness

PM – Arsenal Stadium tour

Class 6: Tuesday 25 July

Cultural Dimensions Workshop.
Stereotypes and Generalisations
Danger of a Single Story

Readings: Ting-Toomey, S. & Chung, L.C. (2012). "What are the essential cultural value patterns?" In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication*. New York: Oxford University Press, 2012. 39-63.

Hall, Stuart. Ed. "The Work of Representation" In: *Representation: Cultural Representations and Signifying Practices*. London: Sage, 1997. 13-28.

Class 7: Wednesday 26 July
Introduction to Personal Leadership
Vision Statement Workshop

Readings: Schaetti, Barbara, Sheila Ramsey and Gordon Watanabe. "From Intercultural Knowledge to Intercultural Competence: Developing an Intercultural Practice". *Contemporary leadership and intercultural competence: Understanding and utilizing cultural diversity to build successful organizations*. Moodian, M.A. Ed. Thousand Oaks, CA: Sage Publications, 2009. 125-138.

Class 8: Thursday 27 July
Intercultural Development Theory
Goal check-in
Conceptual Review

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

Class 9: Friday 28 July
Mid-term presentation.

Class 10: Monday 31 July
Verbal and Non-Verbal Communication

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

Ting-Toomey, S. & Chung, L.C. . What are the different ways to communicate non-verbally across cultures? In S. Ting-Toomey & L.C.



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Chung, *Understanding intercultural communication*. New York: Oxford University Press, 2012. 130-153.

Homework Due: Journal Entry 2: Intensity Factors (Paige Reading)

PM Site Visit: Islamic Cultural Centre

Class 11: Tuesday 1 August

Guest lecture: Community communication in contested spaces: the case of Northern Ireland

Class 12 Monday 7 August

Study Abroad Intensity Factors and Personal Leadership (CMD)

Reading Due: Storti, Craig. *Figuring Foreigners Out: A Practical Guide*. Yarmouth: Intercultural Press, 1999. 87-126.

Homework due: Journal 3 Entry + Communication Quiz

Class 13: Tuesday 8 August

Intercultural Competence and Empathy
Cultural Bridging and Critical Incident Analysis

Reading: Bennett, Milton. "Overcoming the Golden Rule: Sympathy and Empathy." *Basic Concepts of Intercultural Communication*. Boston: Intercultural Press, 1998. 191-214.

Class 14: Wednesday 9 August (No class—digital story telling work day)

Class 15: Thursday 10 August

Digital Story Telling Presentations

Class 16: Friday 11 August

Study Abroad Re-Entry Preparation
Home Work due: Solo Challenge Reflection Due

Readings

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Bennett, Milton. "Overcoming the Golden Rule: Sympathy and Empathy." *Basic Concepts of Intercultural Communication*. Boston: Intercultural Press, 1998. 191-214.

Douglass, Frederick. *Great Speeches by Frederick Douglass*. Ed. James Daley. Mineola: Dover, 2013.

Douglass, Frederick. *The Life and Times of Frederick Douglass*. New York: Millennial Publications, 2014.

Hall, Stuart. "The Question of Identity". *Modernity: An Introduction to Modern Societies*. Oxford: Open University/Wiley Blackwell, 1996. 596-621.

Hall, Stuart. Ed. *Representation: Cultural Representations and Signifying Practices*. London: Sage, 1997. 13-28.

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

Hofstede, G., Hofstede, G.J. & Minkov, M. "The Rules of the Social Game." In: *Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival*. 3rd ed. New York: McGraw-Hill, 2010. 3-26.

Martin, Judith and Thomas Nakayama. "Culture, Communication, Context and Power". In: *Intercultural Communication in Contexts*. 5th ed. New York: McGraw Hill, 2010. 83-115.

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

Rice, Allen J. and Martin Crawford, Eds. *Liberating Sojourn: Frederick Douglass and Transatlantic Reform*. Athens: University of Georgia Press, 1999. 1-11.

Schaetti, Barbara, Sheila Ramsey and Gordon Watanabe. "From Intercultural Knowledge to Intercultural Competence: Developing an Intercultural Practice". *Contemporary leadership and intercultural competence: Understanding and utilizing*



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cultural diversity to build successful organizations. Moodian, M.A. Ed. Thousand Oaks, CA: Sage Publications, 2009. 125-138.

Storti, Craig. *Figuring Foreigners Out: A Practical Guide*. Yarmouth: Intercultural Press, 1999. 87-126. (For communication quiz)

Ting-Toomey, S. & Chung, L.C. *Understanding intercultural communication*. New York: Oxford University Press, 2012. 110-129 and 130-153.