

# **GEXO 300A: Global and Intercultural Communication**

## **Northeastern University, Global Experience Office**

Fall 2021 Dates: September 13 – October 22 (flexible end date)

Enrolling Now

Online Non-Credit Module

(Self-Paced with Synchronous Components and Team Based Projects)

Lead Instructor/Coach: Bryan McAllister-Grande, Ed.D.

Completion of this module earns learners a Northeastern University [Digital Badge in Global and Intercultural Communication](#), in partnership with Credly.

### Module Overview

What is intercultural and global communication? What does it mean to be a “global citizen”? This module focuses on the latest theories of global and intercultural communication. The module begins by defining terms such as culture, globalization, and migration, and then supports learners as they critically analyze and apply these ideas in personal reflection and team-based problem-solving, connecting issues learners may encounter in contexts with broader dynamics of globalization, migration, positionality, power, and privilege. Learners will be expected to complete two immersive projects and a self-assessment tool, and will receive both coaching and written assessments.

### About this Non-Credit Module

Northeastern University’s Global Experience Office is offering this module in partnership with Skillstack. It is a non-credit educational module. Learners who complete the module will earn a Digital Badge in Global and Intercultural Communication (Level 2: Intermediate) through Credly, which can be imported into LinkedIn profiles and digital resumes.

### Module Design

The module is largely self-paced and while learners need to complete several synchronous components, many of these synchronous components can be scheduled at a convenient time. The only required, time-sensitive component is the Intercultural Story Circle (Section X, below), which must be completed synchronously at the designated time.

### Pre-Requisites/Level

The module is open to all learners at all levels. Although designed at the intermediate level, the module can be customized to include some advanced content.

### Learning Goals

Recipients of the Global and Intercultural Communication Badge will be able to synthesize theories of global citizenship and cultural difference. They will demonstrate the ability to describe their own cultural identity and their relationship to global issues by engaging with the latest intercultural theory. Through an interactive, group project, they will demonstrate tolerance for uncertainty, openness to considering multiple perspectives, cultural humility, and ability to work in diverse teams.

### Module Schedule and Assignments

#### *Section 1: Assessment of your global and intercultural communication knowledge*

Your first task in this module is to take the Global Engagement Survey (GES). Developed by the Community-Based Global Learning Collaborative, the GES is a "multi-institutional assessment tool that employs quantitative and qualitative methods to better understand relationships among program variables and student learning, in respect to global learning goals identified by the Association of American Colleges and Universities (AAC&U, 2014), with adaptations particularly relevant to community-engaged global learning. The GES therefore considers global learning in respect to the three components of global citizenship, cultural humility, and critical reflection" (Community-Based Global Learning Collaborative, n.d.).

*Participation in this survey is voluntary. It occurs at the start of the module and again at the end of the module. The survey is part of a multi-institutional research project. If you do not wish to participate, please contact us through Canvas to arrange a different assessment option.*

#### *Section 2: Individual coaching session*

Contact us through the Canvas site to arrange your individual coaching session. This 45-minute virtual session will focus on:

- Articulating your goals for the module
- Understanding your blind spots, biases, and skill areas in global and intercultural communication.
- Reflecting on your self-assessment (section 1)

#### *Section 3: Key Concepts and Theories*

In this section, we will explore the key concepts and theories in intercultural and global communication, and therefore set the foundation for the rest of the module. Intercultural and Global Communication has evolved since its early formulations in the 1930s, 40s, and 50s. In this section, we introduce you to some of the latest thinking as well as the evolution of the concepts and ideas.

You should make your way through these readings and videos at your own pace. Stop to jot down ideas or ask questions in the discussion forum. At the end of the section, you'll take a short quiz to test your knowledge.

- Kathryn Sorrells (2013). *Opening the Conversation: Studying Intercultural Communication*. In K. Sorrells, *Intercultural Communication and Social Justice* (1-24). SAGE.

This reading is an essential introduction to the latest theories and concepts in global and intercultural education. Please think carefully about what Sorrells means by "culture" and how she relates it to social justice.

- Mini Lecture on the Evolution of Intercultural Communication Part I (6 minutes)
- Mini Lecture on the Evolution of Intercultural Communication Part II (8 minutes)
- Mini Lecture on the Evolution of Intercultural Communication Part III (6 minutes)
- Lecture on Globalization (28 minutes)
- Review the Glossary of Concepts
- Required: Take the Section 3 Quiz

#### *Section 4: Entering a Community*

In this section, we will think about what it means to enter a new community or culture for the first time. How do you enter that community respectfully and humbly? How do you keep judgments or potential biases at bay? How do you avoid "spectator syndrome," tourism, ethnocentrism, or the need to be a "savior"? Does your ability to enter a community make you a global citizen, or does your ability to enter a community depend, in fact, on your privilege as a citizen of a particular nation or member of a particular ethnic or cultural group?

This section involves a Location Observation Activity assignment (see Canvas site for details). Please also watch and read the following at your own pace:

- Chimamanda Adichie, "The Danger of a Single Story" (TED Talk)
- Courtney Martin, "The Reductive Seduction of Other People's Problems"

#### *Section 5: Intercultural Story Circles*

In this section, you will come together in small groups to take part in a 90-minute Intercultural Story Circle. Developed by the scholar Darla Deardorff and supported by UNESCO, Intercultural Story Circles reflect a human rights-based approach to intercultural and global communication.

"Story Circles (also known as talking circles or peacemaking circles) bring people together into a situation of community where, based on the Story Circle process, everyone is respected and is considered equal and where participants are able to share more about themselves or a circumstance by telling their own stories based on their life experience. This sharing of personal experience not only validates the perspective of each individual but also generates new understandings and insights" (Deardorff, 2020, p. 15).

In the Story Circle, we will focus on getting acquainted with your group members and practicing the art of "listening for understanding," as opposed to listening for response or judgment.

*Note that participation in the Story Circle experience is voluntary. If you do not wish to participate, please contact us through Canvas to arrange an alternative experience or training.*

### *Section 6: Citizenship, Position, and Power*

In this section, we will examine what “citizenship” and “global citizenship” mean, especially in the context of study abroad and mobility. Who is a citizen? Who determines who has the right to citizenship? What is the difference between the terms refugee and migrant? How and why do conventional media and the international laws and regulations differentiate between “migrants and refugees” and “forced and voluntary migration”? What are the real-life implications of this differentiation? How do people with different legal statuses experience their city differently? What sort of citizenship model might create equitable access to the spaces where we live and study?

This section also involves a Journal Reflection Activity (see Canvas site for details), and a discussion activity. Please also read the following at your own pace:

- Monica W. Varsanyi (2006) Interrogating “Urban Citizenship” vis-à-vis Undocumented Migration. *Citizenship Studies*, 10:2, 229-249. DOI: 10.1080/13621020600633168
- Zemach-Bersin, “American Students Abroad Can’t Be Global Citizens” (2008)

### Final Assignment

In this experiential project, you will work with a team (or individually) to investigate, understand, and address a manifestation of a global problem or issue that is relevant to your host location. You will research the roots of the issue and its relationship to globalization or global citizenship, identify stakeholders, and propose an action that addresses different constituencies and perspectives.

### Final Assessment

You will take the Global Engagement Survey Post-Assessment.

*Participation in this survey is voluntary. It occurs at the start of the module and again at the end of the module. The survey is part of a multi-institutional research project. If you do not wish to participate, please contact us through Canvas to arrange a different assessment option.*

### Grading and Assessment

Although this module is not graded, you must complete the following activities to receive the Digital Badge. Your total score must not be lower than 80 points.

<b>Assignment</b>	<b>Points (Total 100 pts)</b>
Self-Assessment	5
Self-Reflection	5
Section 3 Quiz	10
Location Observation Activity	10
Intercultural Story Circle or similar activity	10
Journal Reflection Activity	20

Discussion Post or Reply	10
Final Project	25
Final Assessment	5

### Module Policies (Code of Conduct)

**BE RESPECTFUL.** Every member of this module is responsible creating an environment that fosters significant learning. This includes giving full attention to speakers, presenters, and teammates; being open to learning through diverse perspectives; and showing courtesy and respect for one another and for your host community.

**BE ON TIME.** Coming to the module prepared and on time (for synchronous work), and submitting assignments when they are due, helps everyone to stay on track.

**BE HONEST.** Academic integrity matters. When you paraphrase or quote from the work of others, you must cite your sources. Do not copy and paste from the Internet.

You are responsible for Northeastern's Academic Integrity Policy:

<http://www.northeastern.edu/osccr/academic-integrity-policy/>

### Disability Accommodations

Learners with documented disabilities will receive reasonable accommodation in this module, in accordance with Northeastern University policy ([https://www.northeastern.edu/policies/pdfs/Policy\\_on\\_Reasonable\\_Accommodation.pdf](https://www.northeastern.edu/policies/pdfs/Policy_on_Reasonable_Accommodation.pdf)). If you have a disability, please contact and register with Northeastern's Disability Resource Center. Go to <http://www.northeastern.edu/drc/>, or call 373-4428; the DRC will help you provide documentation to your instructor, who will work with you to arrange relevant accommodations.

ITS Information – [help@northeastern.edu](mailto:help@northeastern.edu), 617-373-4357

**Inclusion and Diversity:** I am committed to providing a climate of inclusiveness in this course. We will work together to value all individuals regardless of race, ethnicity, religion, gender, or sexual orientation. If you have concerns in this area, please reach out to me to discuss confidentially (with exception for mandatory reporting of NU Academic Integrity Policy violations and Title IX sex and gender discrimination).

The Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs

and activities that receive federal financial assistance. Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, and faculty and staff.

If you or someone you know has been harassed or assaulted, confidential support and guidance can be found through University Health and Counseling Services staff (<http://www.northeastern.edu/uahcs/>) and the Center for Spiritual Dialogue and Service clergy members (<http://www.northeastern.edu/spirituallife/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University. Alleged violations can be reported non-confidentially to the Title IX Coordinator within The Office for Gender Equity and Compliance at: [titleix@northeastern.edu](mailto:titleix@northeastern.edu) and/or through NUPD (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does NOT commit the victim/affected party to future legal action. Please visit <http://www.northeastern.edu/titleix> for a complete list of reporting options and resources both on- and off-campus.