

GEXO 300A: Global and Intercultural Communication

Northeastern University, Global Experience Office

Fall 2022 Dates: September 19 – November 1, 2022

Enrolling Now

Online Non-Credit Module

(Self-Paced with Synchronous Components)

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 some synchronous components, many of these synchronous components can be scheduled at a convenient time. The most time-sensitive component is the Intercultural Story Circle (Section 5, below), which must be completed synchronously at a designated time for your group.

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 (September 19 – 25): Assessment of your global and intercultural communication knowledge

Your first task in this module is to take the Global Engagement Survey (GES) and do corresponding reflections. 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 (September 26 – October 2): Group coaching session

Participate in a group coaching session (3-5 learners per group). This 45-minute virtual session will focus on:

- Articulating your goals for the module
- Understanding your approach to global and intercultural communication.
- Learning from fellow students and colleagues
- Reflecting on your self-assessment (section 1)
- Form an action plan (15 minutes following the group coaching session)

Section 3 (October 3 – 9): 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. At the end of the section, you'll take a short quiz to test your knowledge.

- Mini Lecture on the Evolution of Intercultural Communication Part I
- The Iceberg Model of Culture
- Hofstede's Cultural Dimensions
- Mini Lecture on the Evolution of Intercultural Communication Part II
- Mini Lecture on the Evolution of Intercultural Communication Part III
- Discussion Board (optional)
- Kathryn Sorrells (2013). Opening the Conversation: Studying Intercultural Communication. In K. Sorrells, *Intercultural Communication and Social Justice* (1-24). SAGE
- Sorrells, Intercultural Praxis Model
- Review the Glossary of Concepts
- Required: Take the Section 3 Quiz

Section 4 (October 10 – 15): Cultural Humility

In this section, you'll practice new tools of cultural humility and the "Inquiry" and "Reflection" phases of the Intercultural Praxis Model.

Cultural Humility is a concept that emerged in contrast to cultural competence. Whereas cultural competence can sometimes refer to expertise, cultural humility is focused on listening, understanding, receiving, and giving of yourself. These are powerful concepts and a significant re-framing of intercultural communication. Emerging from social work, nursing, and healthcare, cultural humility focuses on giving care to others while being humble and receptive of difference.

San Francisco State University Associate Professor of Health Education Vivian Chavez, physician and consultant Melanie Tervalon, and UC Davis nursing professor Jann Murray-García describe the three core commitments of cultural humility as:

- Lifelong learning and critical self-reflection
- Recognizing and challenging power imbalances for successful partnerships
- Institutional accountability

This section involves an Activity assignment (see Canvas site for details). Please read the following at your own pace:

- Courtney Martin, "The Reductive Seduction of Other People's Problems"

Section 5 (October 17 – 23): 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: Final Project (October 24 -30)

Final Projects are Due Nov. 1

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.

Assignment	Points (Total 100 pts)
Self-Assessment	10
Self-Reflection	10
Section 3 Quiz	10
Cultural Humility Activity	10
Intercultural Story Circle or similar activity	25
Final Project	25
Final Assessment	10

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). 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@northeastermn.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/uhcs/>) 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 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.