



## **Globalization and Professional Practice Undergraduate Course Information Guide**

**Course Number: CCH 300, 4 credits, 10 Weeks**  
**Delivery Formats: Online Async**

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### **Course Description**

For decades scholars have observed a growing body of evidence and employers a growing body of experience of significant changes in the way that international business is conducted. These changes in the business world, brought on largely by globalization, present new challenges. These challenges require staff with specific skills related to global competence in order for the business to remain competitive. The goal of this course is to help students to cultivate and/or refine the skills and capabilities necessary to succeed in today's global work environment. Organized around four learning units and one major project, the class will provide each student with extensive content and resources; it will also provide a forum for assessing the competences necessary to attain success in a global workplace and a method for honing those skills each student needs to cultivate.

### **Learning Outcomes**

After completing this course, you will be able to:

- Define globalization based on a growing knowledge of how cultural difference shapes and impacts transnational interaction.
- Explain the concept of culture (including mainstream, bounded, and sub), the practical differences in how various cultures function and interact with one another around the globe, and the learned nature of culture.
- Relate one or two concepts of cultural history and processes as they relate to at least two different cultures.
- Analyze how the current state of transnational/global cooperation (or lack thereof) among certain nations is a reflection of particular historical/ economic/ political/ sociological/ cultural issues.

- Compare the globalization drivers, strategies and initiatives of at least two international corporations.
- Analyze global trends and develop strategies for providing global leadership in the workplace.
- Construct a culture-sensitive business model that incorporates strategies to anticipate, adapt, and/or respond to trends in global commerce.

## Learning Strategies and Resources

This course is scaffolded, largely according to the ICF – Intercultural Fluency Competence model. The first project is a development of a global competence needs assessment, first from the organizational perspective, then from the personal perspective (reflection) within the context of a selected professional field. This leads to the second project which is the production of a customized strategic plan for the development of global leadership in the context of either a workplace or a community organization based on the previous needs' assessments and new learning. A final project presenting action steps to take in your career area is based on the course learning. The four reflection papers also provide guidance in analyzing the ways course readings and videos can be incorporated into your career globalization development.

## Required Readings

No textbooks are required in this course. All resources are embedded in the course or are available through E-reserves. Learning materials include pdf articles, websites, and videos. Optional readings and videos that support the course are offered.

Additional readings are available on Electronic Reserve, at the [DePaul Library](#). Login to Ares Course Reserves and select the course. Log in using your Campus Connect User ID and password. You will then get a page listing the courses in which you're enrolled that have readings posted in Ares. Click on the title of this course and the list of our electronic reserve readings will be displayed.

## Assessment of Student Learning

### Distribution of Grade Points (TBA)

Graded Assignments	Percentage of Final Grade
10 Online Discussions	
8 Written Assignments	
4 Written Reflection Papers	
Final Project: Can be a narrated PowerPoint or video on your Global Competence, Self-Improvement Analysis (SIA) and Plan.	

## Grading Scale

A = 95 to 100	A- = 91 to 94	B+ = 88 to 90
B = 85 to 87	B- = 81 to 84	C+ = 77 to 80
C = 73 to 76	C- = 69 to 72	D+ = 65 to 68
D = 61 to 64	F = 60 or below	INC

## Course Schedule

<b>Week or Module Title or Theme</b>	<b>Readings / Learning Activities</b>	<b>Graded Assignments</b>
Week 1, Module 1: Globalization, Culture, and You	<p>Reading: McDaniel, Edwin, et al. Chapter 1: "Approaches to intercultural communication." pp. 1-46. In Intercultural communication: A reader. Larry A. Samovar, Richard E. Porter, Edwin R. McDaniel, and Carolyn Sexton Roy. Editors. Boston: Cengage Learning, 2006. Print. E-reserves</p> <p>Reading: Ben-Yoseph, Miriam. Liberal arts and business: An international perspective. Module link</p> <p>Narrated PowerPoint: Business Behaviors in Different Cultural Settings</p> <p>Business Behaviors in Different Cultural Settings — Overview Etiquette Guide for Business Meetings in Japan, Mexico, and USA</p>	<p>1.1 Introductions Discussion</p> <p>1.2 Discussion</p> <p>1.3 Intercultural Communications</p>
Week 2, Module 2:	<p>Reading: Sparrow, Lisa. Chapter 16. "Examining cultural identity." pp. 155-166. In Beyond experience. Revised</p>	<p>2.1 Intercultural Profile Discussion</p>

Who Are You Culturally?	<p>Edition. Theodore Gochenour, editor. Nicholas Brealey Publishing, 1993. E-reserves</p> <p>Video: Rosling, Hans, and Ola Rosling. How not to be ignorant about the world. TED Talk, June 2014. 19:09min.</p> <p>Reading: Bennett, Janet M. Chapter 4. "Cultural marginality: Identity Issues in intercultural training." pp. 109-135. In Education for the Intercultural Experience. R. Michael Paige, Editor. Yarmouth, ME: Intercultural Press, 1993.</p>	<p>2.2 Cultural Bias Discussion</p> <p>2.3 Cultural Marginality</p> <p>2.4 Reflection</p>
Week 3, Module 3: Dealing with Difference	<p>Reading: Walzer, Michael. Chapter 4. "Practical issues." pp. 52-82. In On toleration. New Haven: Yale University Press, 1997. E-reserves.</p> <p>Reading: Bennett, Milton J. Chapter 2. "Towards Ethnorelativism: A developmental model of intercultural sensitivity." pp. 27-65. In Education for the intercultural experience. R. M. Paige. Lanham: University Press of America, 1993. Print. E-reserves.</p> <p>Reading: Kohls, L. Robert. Chapter 6. "Culture defined." pp. 25-38. Survival kit for overseas living: For Americans planning to live and work abroad, 4th ed. Boston: Nicholas Brealey Publishing, 2001. E-reserves.</p>	<p>3.1 Travel and Cultural Competence Discussion</p> <p>3.2 Ethno- centrism Discussion</p> <p>3.3 Intercultural Sensitivity</p>
Week 4, Module 4: Cultural and Global Literacy Definitions, Models, and Theories	<p>Reading: Hofstede, Geert. "Dimensionalizing cultures: The Hofstede Model in Context. pp. 19-33. In Intercultural communication: A reader. Samovar, et al. Editors. E-reserves.</p> <p>Note: Hofstede added a 6th dimension—Indulgence vs Restraint—after the above article.</p>	<p>4.1 Intercultural Competence Discussion</p> <p>4.2 ICC Reflection</p> <p>4.3 Discussion Summary of ICC</p>

	<p>Video: Mister Simplify. Hofstede's 6D Model of National Culture - Simplest Explanation Ever, 13:20min</p> <p>This short video gives a simple overview of Hofstede's 6 national cultural dimensions.</p> <p>Reading: Culture in Global Context. pp. 1-8. Module link</p>	
<p>Week 5, Module 5: Conflict and Connectedness in the Global Village</p>	<p>Reading: The Playboy interview: Marshall McLuhan: A candid conversation with the high priest of popcult and metaphysician of media.</p> <p>Video: Ghemawat, Pankaj. Actually, the world isn't flat. TED Talk, 17:03min</p> <p>Video: Goldin, Ian. Navigating our global future. TED Talk, 7:06min</p>	<p>5.1 Globaloni Discussion</p> <p>5.2 A Fragile Globe? Discussion</p> <p>5.3 The Global Village</p>
<p>Week 6, Module 6: Going Global</p>	<p>Reading: Illich, Ivan. "To hell with good intentions." pp. 314-320. In Jane C. Kendall, et. al. Eds. Combining service and learning: A resource book for community and public service. Vol. 1. Raleigh, NC: National Society for Internships and Experiential Education, 1990. E-reserves</p> <p>Reading: McGury, Susan and David B. Shallenberger. "Nurturing competencies of interculturally effective leaders and global citizens." Module link</p> <p>Reading: Johansson, Catrin and Cynthia Stohl. "Cultural competence, cultural values, and emerging communication paradoxes." Module link.</p>	<p>6.1 Engagement and Agency Discussion</p> <p>6.2 Your Global Citizenship Reflection</p>
<p>Week 7, Module 7: A Case of Intercultural Ethical Perspective</p>	<p>Narrated PowerPoint: Communicating across cultures.</p> <p>Reading: Ting-Toomey, Stella. Chapter 8. "Constructive intercultural conflict management." pp. 194-230. In</p>	<p>7.1 Discussion</p> <p>7.2 Being an Ethical Person</p>

	<p>Communicating across cultures. New York: Guilford Press. 2012. E-reserves</p> <p>Video: Trompenaars, Fons. Riding the waves of culture: Rules or friendship? TED Talk, 18:52min</p> <p>Reading: McCoy, Bowen H. "The parable of the sadhu." pp. 103-108. Harvard Business Review 75.3 (1997). E-reserves</p>	
<p>Week 8, Module 8: Bringing the Global Back Home</p>	<p>Readings: None</p>	<p>8.1 Cultural Competence in the Global Community Discussion</p> <p>8.2 Diversity in your Workplace Paper</p> <p>8.3 Workplace Diversity Discussion</p>
<p>Week 9, Module 9: Global Competence Within Organizations</p>	<p>Reading: The Lewin Group, Inc. Indicators of cultural competence in health care delivery organizations: An Organizational Cultural Competence Assessment Profile. pp. 1-19. Module link</p> <p>Readings: The following websites are in Community Toolbox. Module links</p> <p>Chapter 3. Section 14: "SWOT Analysis: Strengths, Weaknesses, Opportunities, and Threats."</p> <p>Chapter 27. Section 7: "Building culturally competent organizations."</p> <p>Chapter 8, Section 1: "An overview of strategic planning or VMOSA (Vision, Mission, Objectives, Strategies, and Action Plans)."</p>	<p>9.1 Your Industry's Global Competence Discussion</p> <p>9.2 is optional extra bonus points</p>
<p>Week 10, Module 10: Where Are You Going and Where Have You Been?</p>	<p>Readings: None</p>	<p>10.1 Discussion</p> <p>Final Project</p>

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## Course Policies

For access to all SCPS and DePaul University academic policies, refer to the following links:

[SCPS Student Resources Website](#)

[DePaul Student Handbook](#)

The [D2L Course Website](#) for this course.

## Credit for Prior Learning

Students whose home college is SCPS that have not transferred more than 99 credit hours from community college or exam credit, and have not reached 132 credit hours toward graduation may qualify for prior learning credit. If you have prior knowledge you think may be equivalent to the learning outcomes of a SCPS course, you can contact the Office of Prior Learning Assessment at [scpspla@depaul.edu](mailto:scpspla@depaul.edu) or the [PLA website](#) for information on how to submit a proposal to use Prior Learning Assessment (PLA) credit for a nominal fee in lieu of regular tuition as an alternative to completing a course.

## Course Syllabus

The official syllabus for this course that includes course dates, instructor information and quarter specific details will be provided by the course instructor by the start of the course and available on the course D2L website.

## Course Registration

To find out when this course will be offered next, you can go to the [SCPS Registration website](#) for details on how to register for the course.

For information on how this course can apply to your program, contact your academic advisor.

## School of Continuing and Professional Studies

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