The Graduate School of Political Management

THE GEORGE WASHINGTON UNIVERSITY

M.P.S. in Political Management
Spring 2 2022
April 2022 to June 2022

Course Name
PMGT 6428.DE: Cultural Aspects of Global
Engagement
3 Credits

Class Day/Time: Mondays at 6pm

Instructor Information

Instructor

Mary Crannell is founder and President of Idea Sciences, Inc. a twenty-year-old company that coaches leaders to lead cross-cultural virtual teams, aligns organizational culture to support business goals and designs strategies to attract and to retain talent. Idea Sciences' global client base spans forty countries. She has lived in Europe and traveled extensively in Asia, Australia, Middle East, Central America, and Mexico. Mary's cultural consulting background coupled with her global work experience provides a robust backdrop for preparing students for a career in global advocacy.

Contact Information
Phone Number: (703)362-3784
Email Address: mcrannell@gwu.edu or mary.crannell@ideasciences.com

Communication
The best way to connect is via email. Please use this email address: Mary.Crannell@ideasciences.com. You can expect a response within 24 hours, but often within a matter of minutes, depending on schedules. Encourage you to visit me virtual at the assigned office hours or make a virtual appointment with me at a convenient time.

Course Details

Welcome

Global advocacy requires focus on the need and ability to understand multicultural communities and to appreciate the diverse institutions, customs, and practices that frame decision-making around the world. To be successful global advocates, students need to understand their own cultural frames and be able to identify the cultural frames of others. As a result of this course, students will be prepared for effective and ethical public engagement on behalf of contemporary global organizations communicating issues and commitments to diverse audiences and multicultural messages to the general market.

Course Description

From a base of cultural understanding, students will study effective engagement strategies and techniques. Global case studies with multi-cultural viewpoints will be included. The course will be delivered face-to-face with a weekly cultural lecture and cultural exercises to reinforce learning.

The course focuses on learning the cultural nuances of working in multicultural environments. Students will explore their own cultural frameworks and understand how these frameworks impact them in different cultural settings. Students will develop strategies to work successfully in diverse cultures and will learn how to adapt to other cultures but not lose their identity or compromise their values in the process. The world is a global village and cultural competence is a skill set required to achieve results in multiple domains – healthcare, policy, education, and science. Professor Crannell believes learning is a lifelong process. She expects students to engage fully in the cultural exploration process and to reflect on their own culture, how others perceive their culture and how effective they will be in diverse settings.

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Expectations and Responsibilities

Blackboard Site
A Blackboard course site has been set up for this course. Each student is expected to check the site throughout the semester, as Blackboard will be the primary venue for outside classroom communications between the instructors and the students. Students can access the course site at GWU Blackboard. Please note that your access to this course on Blackboard will continue for one month after the course ends. If you wish to keep any work or materials, you must download or save them before the course closes. Support for Blackboard is available at 202-994-4948 or IT Blackboard web page.

Out-of-Class/ Independent Learning Expectation
Over the course of the semester, students will spend approximately three hours per week in combined online class meetings (synchronous learning) and engaged in asynchronous instructional learning activities (done weekly on one's own time) over the 10-week term. In addition to these required asynchronous and synchronous activities, reading for the class meetings and written response papers or projects are expected to take up, on average, 8¼ hours per week. Over the course of the semester, students will spend 30 hours in instructional time (asynchronous and synchronous) and 82.5 hours preparing for class for a total of 112.5 hours. Hybrid and Online courses meet the total 112.5 hours of total instruction.

Academic Integrity
All members of the university community are expected to exhibit honesty and competence in their academic work. Students have a special responsibility to acquaint themselves with, and make use of, all proper procedures for doing research, writing papers, and taking exams. Members of the community will be presumed to be familiar with the proper academic procedures and will be held responsible for applying them. Deliberate failure to act in accordance with such procedures will be considered academic dishonesty. Academic dishonesty is defined as "cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information." Copying information and pasting it into a paper without a quotation and citation is an act of plagiarism. Acts of academic dishonesty are a legal, moral, and intellectual offense against the community and will be prosecuted through the proper university channels. For the first offense, the student will receive an "F" for the assignment and formal charges will be filed with the Office of Academic Integrity. For the second offense, charges will again be filed and the student will receive an "F" for the final course grade. Penalties for academic dishonesty are not negotiable. You will not be offered a "do-over" or resubmission. The University Code of Academic Integrity can be found at http://studentconduct.gwu.edu/code-academic-integrity

Attendance Policy
Important to engage in our virtual space and post responses

University Policy on Observance of Religious Holidays
Students must notify faculty as early as possible, but no later than three weeks prior to the absence, of their intention to be absent from class on their day(s) of religious observance. If the holiday falls in the first three

weeks of class, the student must inform the faculty within the first week of the semester that they are enrolled in the course.

To the greatest extent possible, faculty must continue to extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations.

Faculty who intend to observe a religious holiday must arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities.

For the full text of the policy and calendar of religious holidays, please see the Office of the Provost's Policies web page (Religious Holidays document).

Online Classroom Conduct Policy
You should behave in class as if you are in a professional setting. Unless you are having connection difficulties, you are expected to activate your camera and to be present, attentive, and engaged during online course meetings. Please do not attempt to multitask, as it is almost impossible to read something while simultaneously listening to something else. Please observe the following rules of netiquette for communicating online:
- Remain professional, respectful, and courteous at all times.
- Remember that a real human being wrote each post and will read what you write in response. It is easy to misinterpret discussion posts. Let's give the benefit of the doubt.
- If you have a strong opinion on a topic, it is acceptable to express it as long as it is not phrased as an attack. Please be gracious with differing opinions.
- When upset, wait a day or two prior to posting. Messages posted (or emailed) in anger are often regretted later.
- Proofread and use the spell check tool when you type a post. It makes the post easier to read and helps your readers understand what you are saying.

Your instructor reserves the right to delete any post that is deemed inappropriate for the discussion forum, blog, or wiki without prior notification to the student. This includes any post containing language that is offensive, rude, profane, racist, or hateful. Posts that are seriously off-topic or serve no purpose other than to vent frustration will also be removed.

Technology Requirements
It is your responsibility to ensure that you have the required technology to fully participate in this course. The minimum technology requirements for learning online at GW are outlined on the Technical Requirements and Support web page. If you have any problems with the technology in this course, you can seek technological support from GW in a variety of ways, outlined on the IT Support website. GW is committed to providing an inclusive and welcoming environment that is accessible for everyone, including people with disabilities. The following links provide more information about the accessibility of technologies that may be used in this course (delete all not needed):
- Blackboard accessibility
- Microsoft Office accessibility
- Adobe accessibility
- Vimeo accessibility
- YouTube accessibility
- VoiceThread accessibility
- Webex accessibility
- Zoom accessibility

If you have any issues regarding the accessibility of the technology used in this course, please contact your instructor. You may also explore the Disability Support Services website (see above).

Technology Expectations
Regarding technology skills, you should be able to (delete all not needed):
- Create documents and presentation slides
- Use a webcam and microphone
- Use a digital camera or scanner
- Upload files, including recordings and images
- Be open to learning and registering for new technologies
- Be flexible when technological glitches happen (which is a given)
- Seek technological help when necessary by contacting the Division of Information Technology

If you have any problems with the technology expectations in this course, please contact your instructor.

Use of Electronic Course Materials and Class Recordings
Students are encouraged to use electronic course materials, including recorded class sessions, for private personal use in connection with their academic program of study. Electronic course materials and recorded class sessions should not be shared or used for non-course related purposes unless express permission has been granted by the instructor. Students who impermissibly share any electronic course materials are subject to discipline under the Student Code of Conduct. Please contact the instructor if you have questions regarding what constitutes permissible or impermissible use of electronic course materials and/or recorded class sessions. Please contact Disability Support Services if you need additional accommodations for accessing electronic course materials.

Copyright Statement
Unless explicitly allowed by the instructor, course materials, class discussions, and examinations are created for and expected to be used by class participants only. The recording and rebroadcasting of such material, by any means, is forbidden. The Copyright Act (17 U.S.C. § 10) governs the rights attributed to owners of copyrighted work. Under certain circumstances, educational institutions may provide copies of copyrighted works to students. The copies may not be copied nor used for any other purpose besides private study, scholarship, or research. Users should not provide electronic copies of any materials provided on this course's Blackboard site to unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be held liable for copyright infringement. No further transmission or electronic distribution is permitted.

Support for Students with Disabilities
GW's Disability Support Services (DSS) provides and coordinates accommodations and other services for students with a wide variety of disabilities, as well as those temporarily disabled by injury or illness. Accommodations are available through DSS to facilitate academic access for students with disabilities. Please notify your instructor if you require accommodations. Additional information is available at https://disabilitysupport.gwu.edu/.

Counseling and Psychological Services
GW's Colonial Health Center offers counseling and psychological services, supporting mental health and personal development by collaborating directly with students to overcome challenges and difficulties that may interfere with academic, emotional, and personal success. For additional information call 202-994-5300 or visit the Counseling and Psychological Services website.

Title IX: Confidentiality and Responsible Employee Statement
The George Washington University (GWU) and its faculty are committed to helping create a safe and open learning environment for all students. If you (or someone you know) have experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, know that help and support are available. GWU strongly encourages all members of the community to take action, seek support and report incidents of sexual misconduct to the Title IX Office. Please be aware that under Title IX of the Education Amendments of 1972, faculty members are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Mental Health Services through Colonial Health (counselors are available 24/7 at 202-994-5300 or you can make an appointment to see a counselor in person.). For more information about reporting options and resources at GWU and the community, please visit https://haven.gwu.edu/.

The Writing Center
The Writing Center is located in Gelman Library at 2130 H St NW in Suite 221 and they can be reached at 202-994-3765 or via email at gwriter@gwu.edu. You can schedule writing center appointments, both in-person or by phone, in advance. Daytime and evening hours are available. Check for this semester's hours at the writing center contact page. The Writing Center offers summer hours.

GWU Libraries
Off campus students have full access to all of the research resources, services, and assistance that the Library offers. The GW community has access to 500+ online subscription databases and to millions of items, electronic and print, in the library catalog. Off-campus students even have additional privileges because the Library will FedEx print materials to your home. For more information visit the GW Libraries homepage.

Call the Ask Us desk at 202-994-6048 or contact someone at the library to answer any questions. For questions beyond "Do you have this book/article?" and "How do I login?" use the website mentioned to make a research consultation appointment with a librarian. Librarians are there to guide students through any aspect of the research process, from selecting and narrowing a topic, crafting a research strategy to citation management.

Safety and Security
- **In an emergency**: call GWPD at 202-994-6111 or call 911
- **For situation-specific actions**: review the Emergency Response Handbook
- **In an active violence situation**: Get Out, Hide Out or Take Out
- **Stay informed**: review notification tools for staying informed during emergency and safety related situations

Course Evaluation
At the end of the semester, students will be given the opportunity to evaluate the course through GW's online course evaluation system. It is very important that you take the time to complete an evaluation. Students are also encouraged to provide feedback throughout the course of the semester by contacting:

Dr. Todd Belt
Director, Political Management Program

tbelt@gwu.edu | 202-994-4363

Suzanne Farrand
Director of Academic Administration, GSPM
sfarrand@gwu.edu | 202-994-9309

THE COURSE

Political Management Program Objectives

A Political Management degree prepares students to win campaigns for elective office and policy positions, and to do so in a manner that benefits democracy and society as well as their organization and clients.

In completing the degree, students will be able to:

1. Assess a political environment, develop a strategy to achieve specified goals, and execute that strategy;
2. Draw upon a repertoire of effective campaign communication skills;
3. Collect, evaluate, and incorporate empirical evidence to shape and optimize the strategy;
4. Find, engage, and motivate the right leaders, professionals, and citizens;
5. Recognize and work through recurring political dilemmas in a manner that upholds ethical standards and professional conduct.

Graduate School Expectations

Students enrolled in a graduate program should take their academic responsibilities seriously and be prepared to meet the following expectations:

1. Utilize effective time management skills so as to complete and submit their assignments on their required due dates and times.
2. Have attained a mastery of written communication skills including proper sentence structure, grammar, spelling, and word usage.
3. Understand how to properly format in-text citations and references for resources and information integrated into their written assignments.

GSPM prepares students for careers in the professional political world. In politics, words and deadlines matter. Excellent written communication skills are essential for success. Every word used, whether it is in a television or radio ad, direct mail piece, social media, or a press release, will be scrutinized. Similarly, deadlines are important. Election Day does not get postponed because a candidate and their campaign are not prepared. There are no "do-overs" because a direct mail piece did not arrive to its intended recipients until after the election was concluded. Students will be best positioned for success in the practical political world if they have developed and exercise excellent written communication and time management skills.

Course Description and Overview

This course will define culture and how to assess cultural decision frames around the globe. Students will learn coping strategies to work and to live in a multicultural world. Culture will be explored thru the lens of story and global advocacy initiatives will be examined. Students will assess their cultural comfort zone, determine their cultural resilience, and develop a cultural transition plan to achieve success in different cultural environments.

Course Learning Objectives

1.   Understand how judgments or assumptions about people from different cultures are made and what impact they have on building relationships
2.   Research cultural aspects needed to understand decision-making in a region or a nation-state
3.   View your leadership style through the filter of other cultures to improve your communications and advocacy efforts
4.   Recognize the verbal and non-verbal aspects of communication and how they are received in regions or nation-states
5.   Learn to assimilate in a culture and avoid nativist blunders in advocacy efforts
6.   Understand the decision-making frames of other cultures
7.   Discover any bias or stereotype you may hold or may be held by the individuals you are attempting to influence

Course Requirements
Students are required to participate in two discussion board postings a week and respond to at least one posting from a peer; in addition, students will be expected to contribute one journal article that addresses a unit topic during the course and one news article that highlights a cultural blunder.

Evaluation and Grading

Assignment	Learning Objective(s) Addressed [#]	Due Date	Weight
Assignment 1: Viewing my cultural frame from another's perspective What: Complete Cultural Intelligence Assessment. Based on results highlight what you learned and outline what is important for you to be aware of when are you in a different cultural context. Identify strategies that will assist you advocate successfully in a different culture. Length: 3-5 pages (single-spaced, one-inch margins, 12-point type). Prepare a double-spaced paper with one-inch margins and 12-point text covering the following	Course Learning Objectives 2, 3, and 5		10%

(please note that longer assignments will be graded lower – concise communication is essential for success). Please send electronically to mary.crannell@ideasciences.com email address			
Assignment 2: Create a Culture Transition Plan What: Understanding your cultural boundaries is important for success in a global working environment. Identify your cultural boundaries and outline how you will manage a cultural transition "in-country" and when you "re-enter" your own culture (use information you learned from Cultural intelligence assessment and to inform your plan) Length: 3-5 pages (double-spaced, one-inch margins, 12-point type)	Course Learning Objectives 3, 5 and 7		15%
Assignment 3: Illustrating an example of cultural frame in an advocacy effort What: Research a global advocacy initiative, looking for an example of an effort that encountered difficulty. Detail the campaign and the problems. Offer a potential solution that could have been used to eliminate or ease the culture gaps.	Course Learning Objectives 1, 2, 4, and 6		20%

Length: 3-5 pages (double-spaced, one-inch margins, 12-point type).			
Assignment 4 Effective and Ethical Public Engagement (group presentation) Each small group of students will select an ethical issue where different cultures view the situation differently. Group will present a position to the class (presentation with question and answer will be 20 minutes) and an implementation strategy that includes: • Ethical issues surrounding the topic selected • Definition of success • How to measure success • Cultural perspectives • Process group used to select this particular strategy This assignment prepares you to address the ethical issues you will face when operating in a different culture framework	Course Learning Objectives 1, 2 and 6		15%

Assignment 5: Global Advocacy with Cultural Strategy What: Select a global advocacy topic that interests you. Research the cultural issues surrounding this issue and outline a strategy for the advocacy campaign including a cultural strategy. Define success for the global advocacy issue you have identified and explain the importance of the cultural issues to achieving success. Highlight how these cultural issues might impact the advocacy campaign and how to avoid making an error in the approach. In addition, include how your leadership style and cultural boundaries will impact the strategy. What do you need to be aware of as you implement this global advocacy campaign? Make sure to provide three cultural tips in your presentation. Length: 3-5 pages (double-spaced, one-inch margins, 12-point type) Ten minute presentation to class	Course Learning Objectives 1, 2, 3, 5, 6 and 7		25%
Virtual Participation and Posts			15%
Total			100%

Following is the grade scale for all GSPM classes:

Grade*		Grading Standard
A	94-100	Your work is outstanding and ready for submission in a professional environment. Your material, effort, research, and writing demonstrate superior work.
A-	90-93	Represents solid work with minor errors. Overall, excellent work.
B+	87-89	Very good. Represents well-written material, research, and presentation, but needs some minor work.
B	83-86	Satisfactory work but needs reworking and more effort. Note that although not a failing grade, at the graduate level, anything below a "B" is viewed as unacceptable.
B-	80-82	You've completed the assignment, but you are not meeting all of the requirements.
C+	77-79	Needs improvement in content and in effort. Shows some motivation and concern.
C	73-76	Needs reworking, improved effort, and additional research. Shows minimal motivation and concern.
C-	70-72 (lowest grade to pass)	Poor performance. Major errors, too many misspellings, problems with accuracy, etc.
F	Below 70	Unacceptable performance, or inability to submit the assignment.

*Please note that you may be penalized for late submission of assignment(s).

Required Text and Learning Materials
The Cultural Intelligence Difference by Dr. David Livermore, AMACOM, 2011 (hardcopy version)

Leading with Cultural Intelligence by Dr. David Livermore, AMACOM, 2015

Culture Map by Erin Meyer, Public Affairs, 2016

Optional Supplemental Text and Learning Materials
Understanding Intercultural Communication by Stella Ting-Toomey and Leeva C. Chung, Third Edition, Oxford University Press, 2021.
On Babies and Bathwater: Decolonizing international development studies 1 by Olivia R. Rutazibwa (Chapter in the book Decolonization and Feminism in Global Teaching and Learning), 2018.
https://www.taylorfrancis.com/chapters/edit/10.4324/9781351128988-15/babies-bathwater-olivia-rutazibwa
Time to Decolonize Aid, Peace Direct**,** November 2020 Report
https://www.peacedirect.org/wp-content/uploads/2021/05/PD-Decolonising-Aid-Report.pdf
Decolonising the 'safe space' as an African innovation: the Nhanga as quiet activism to improve women's health and wellbeing by Nyaradzayi Gumbonzvanda, Farirai Gumbonzvanda & Rochelle Ann Burgess, *Critical Public Health,* 2021.
The Creation and Operation Strategy of Disney's Mulan: Cultural Appropriation and Cultural Discount Rui Chen, Zhiyi Chen and Yongzhong Yang, *Sustainability*, 2021.
It's economic size, stupid! How global advocacy mirrors state power
 by Marcel Hanegraaff and Arlo Poletti, *Regulation Governance,* 2021.

Tentative Course Calendar*

*The instructor reserves the right to alter course content and/or adjust the pace to accommodate class progress. Students are responsible for keeping up with all adjustments to the course calendar.

Class Date
Week 1

Topic and Content Covered: Defining Cultural Competency and Identifying Cultural Competency

Learning Objective(s) Addressed:

Reading Due Today: None

Assignment(s) Due Today: None

Class Date
Week 2

Topic and Content Covered: Global Advocacy in the Virtual World

Learning Objective(s) Addressed: Course Learning Objectives 2, 3, and 5

Reading Due Today:

Assignment(s) Due Today: **Complete Cultural Intelligence Assessment and analysis of results**

Class Date
Week 3

Topic and Content Covered: Global Advocacy – Applying Cultural Knowledge to Achieve Success

Learning Objective(s) Addressed:

Reading Due Today:

Assignment(s) Due Today:

Class Date
Week 4

Topic and Content Covered: Ethical Decision Making in Multiple Cultural Contexts

Learning Objective(s) Addressed: Learning Objectives 3, 5 and 7

Reading Due Today:

Assignment(s) Due Today: **Create a Culture Transition Plan**

Class Date
Week 5

Topic and Content Covered: Power of the Narrative in Global Advocacy

Learning Objective(s) Addressed:

Reading Due Today:

Assignment(s) Due Today:

Class Date
Week 6

Topic and Content Covered: Cultural Appropriation

Learning Objective(s) Addressed: Course Learning Objectives 1, 2, 4, and 6

Reading Due Today:

Assignment(s) Due Today: **Illustrating an example of cultural frame in an advocacy effort**

Class Date
Week 7

Topic and Content Covered: Leadership within a Cultural Context

Learning Objective(s) Addressed:

Reading Due Today:

Assignment(s) Due Today:

Class Date
Week 8

Topic and Content Covered: Leading Multicultural Virtual Global Advocacy Team

Learning Objective(s) Addressed: Course Learning Objectives 1, 2 and 6

Reading Due Today:

Assignment(s) Due Today: **Effective and Ethical Public Engagement (group presentations)**

Class Date

Week 9

Topic and Content Covered: Interconnected world – Global Culture?

Learning Objective(s) Addressed:

Reading Due Today:

Assignment(s) Due Today: None

Class Date
Week 10

Topic and Content Covered: The Impact of Culture on Global Advocacy

Learning Objective(s) Addressed: Objectives 1, 2, 3, 5, 6 and 7

Reading Due Today: None

Assignment(s) Due Today: **Global Advocacy with Cultural Strategy Class Presentation**