



CIEE Global Institute Buenos Aires, Argentina

Course name:	Intercultural Communication and Leadership
Course number:	COMM 3301 BAAR (ENG)
Programs offering course:	Liberal Arts
Language of instruction:	Spanish
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Fall 2019

Course Description

In this class, you will develop skills, knowledge, and understanding that will help you communicate and engage more appropriately and effectively in [host city] as well as in other intercultural contexts. We will explore various topics in intercultural communication in the context of your experience abroad, and will practice intercultural learning processes that you can apply when working across difference in a wide variety of contexts. You will increase your own cultural self-awareness and develop personal leadership skills to help you become more effective in an interdependent world.

Learning Objectives

By participating in this course, you will:

- Increase your own self-awareness, particularly your cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts/theories and their relevance to your own experience in the host culture.
- Increase your ability to recognize and bridge cultural gaps.
- Develop an intercultural leadership practice that helps you translate your culture-specific and culture-general knowledge into moment-to-moment 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

Grading will be based on the following:



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| 1. Journal (6 entries): | 20% |
| 2. Mid-semester cultural comparison project: | 20% |
| 3. Homework & Cultural Partner activities: | 20% |
| 4. Final Digital Storytelling project: | 20% |
| 5. Attendance and class participation: | 20% |

Course Requirements

Journal Entries

You will be asked to complete six different reflective journal entries over the course of the semester. You are free to write about whatever is on your mind at the moment *as long as it is relevant to the course*; you will be provided with ideas and suggestions for possible topics to address throughout the course of the semester. The goal of the journal entries is to give you a chance to reflect on your intercultural experience in a personally-relevant way.

As outlined in the schedule, two entries each are due at three different points throughout the semester.

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-Semester Cultural Comparison Project

The mid-semester Cultural Comparison Project involves writing a paper and doing a short in-class presentation.

For this project, you are asked to examine a theme within the local host culture in comparison to your home culture(s) (as defined by you). Themes may be any topic that is of interest to you and relevant both in the local context and in your home culture, and should be relatively specific rather than sweepingly general. Examples of possible themes include: food and eating habits; attitudes and practices around alcohol consumption; displaying affection; parenting; inequality and difference (based on religion, sexuality, race, etc.); expectations in higher education; exercise or sport; news consumption; advertising; etc. The topic/theme you choose should be something you have experienced or had close contact with in both your host and home cultures.

Please discuss the similarities and differences between your home and host cultures with regards to your topic of choice, particularly with respect to two or three of the cultural value patterns discussed in class. You should aim to integrate personal experience with concepts learned in class.

The paper should be typed, double-spaced, and between 4-5 pages. It may be written in the first person. You should cite at least three academic sources (from the course readings or other). It is also highly recommended you consult with at least two locals (such as your Cultural Partners) about this topic and incorporate any useful insight they offer into your paper (although be careful not to present anyone's opinions as fact).



You should address the following:

- What similarities and differences have you noticed and/or experienced between (as well as within) your host culture and home culture(s) with regards to your chosen theme?
- To what extent and how do cultural value patterns help you understand these similarities and differences?

In addition to the paper, you should be prepared to present to the class on your topic in class 14. The presentation may take any form you like and creativity is encouraged.

Homework & Cultural Partner Activities

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.

As part of this course, you are required to identify a Cultural Partner—someone who has been a resident of the host culture for many years—with whom you will need to complete several activities throughout the semester. More information about choosing a Cultural Partner will be provided in class.

Final Digital Storytelling Project

As a final project for this course, you will be creating a Digital Story. 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.

Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE 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.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.

Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: this schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Class	Topic	Assignment/Reading Due
Week 1: Introduction		
Class 1	What is this class about?	
Class 2	Perception and Suspending Judgment	<ul style="list-style-type: none"> Bennett, 'Intercultural communication: A current perspective' (pp. 1-34)



Week 2: Who am I in the context of this experience?		
Class 3	How do I learn?	<ul style="list-style-type: none"> • Complete Intercultural Development Inventory (IDI) • Name Game with Cultural Partner
Class 4	Identity in Context	<ul style="list-style-type: none"> • Yep • Hammad • Paige
Week 3: Cultural Value Patterns		
Class 5	Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project	<ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What is intercultural communication flexibility?' and 'What are the essential cultural value patterns?' (pp. 22-37 & 38-63) • Porter
Class 6	Host Culture Value Patterns	<ul style="list-style-type: none"> • 'I am...' activity with CP • Hofstede et al., 'The rules of the social game' (pp. 3-26) • Hofstede et al., one additional chapter of your choice
Week 4: Introduction to Intercultural Communication: How do we interact?		
Class 7	Culture & Communication	<ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129) • Deutscher • Topic for Cultural Comparison Project
Class 8	How do we interact non-verbally?	<ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153) • Journal entries 1 & 2
Week 5: Stereotypes		
Class 9	Stereotypes	<ul style="list-style-type: none"> • Plous • Humor & Stereotypes: the world according to...
Class 10	Perceptions of Us	<ul style="list-style-type: none"> • Zemach-Bersin • Pallaró (Reading that offers local perspective on U.S. Americans)
Week 6: Engagement in the Host Culture		



Class 11	Cultural Engagement Activity	TBD
Class 12	Culture Shock and Intercultural Adjustment	<ul style="list-style-type: none"> • Ting-Toomey & Chung, 'What is culture shock?' (pp. 91-109)
Week 7: Examining Our Personal Values		
Class 13	What do I value?	
Class 14	Cultural Comparison Project Presentations	<ul style="list-style-type: none"> • Cultural Comparison Projects!
Week 8: Practicing Intercultural Competence		
Class 15	Intercultural Competence	<ul style="list-style-type: none"> • Trompenaars & Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 & 200-217) • Hammer
Class 16	Cultural Detective	<ul style="list-style-type: none"> • Journal entries 3 & 4 • Personal Values activity with CP
Week 9: Practicing Personal Leadership		
Class 17	Introduction to Personal Leadership	<ul style="list-style-type: none"> • Schaetti et al., Parts I & II (pp. xxi-118)
Class 18	Aligning with Vision	<ul style="list-style-type: none"> • Recognizing Something's Up activity
Week 10: Digital Storytelling and Cultural Engagement		
Class 19	Digital Storytelling: Story Circles	<ul style="list-style-type: none"> • Draft of script for final project
Class 20	Cultural Engagement Activity	TBD
Week 11: Practicing Personal Leadership: The Critical Moment Dialogue		
Class 21	Practicing with the Critical Moment Dialogue	<ul style="list-style-type: none"> • Schaetti, et al., Part III (pp. 119-151) • Come to class having identified a Something's Up you wish to discuss
Class 22	Practicing with the Critical Moment Dialogue (continued)	<ul style="list-style-type: none"> • Solo Challenge activity
Week 12: Practicing Cultural Detective and Personal Leadership Together		



Class 23	Personal Leadership + Cultural Detective = EPIC	<ul style="list-style-type: none">• Long-form personal CMD
Class 24	Partner Work outside of class (no official class meeting)	
Week 13: Debriefing this Experience		
Class 25	Debrief EPIC application	<ul style="list-style-type: none">• EPIC Flow
Class 26	How can we articulate and use what we've learned?	<ul style="list-style-type: none">• Journal entries 5 & 6• British Council et al.• Matherly
Week 14: Re-Entry and Wrap-Up		
Class 27	Re-Entry	<ul style="list-style-type: none">• Storti
Class 28	Digital Storytelling Viewing Party	<ul style="list-style-type: none">• Digital Stories!

Readings

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