



CIEE in Ferrara, Italy

Course name:	Intercultural Communication and Leadership
Course level:	COMM 3301 FERR
Programs offering course:	Ferrara Language and Culture
Language of instruction:	English
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 Seville 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, critical analysis papers, short lectures, and out-of-class activities that help you engage in the local cultural context on a deeper level.



Online Learning Tool: Canvas platform

We will be using Canvas as an online learning tool for the class. The class syllabus will be posted on this site, along with the readings, homework assignments, study guides, Power Points from lecture, and discussion questions for readings (if applicable). Papers and Assignments will also be turned in on the Canvas platform. It is the student's responsibility to check the site frequently. *Please note that "final grades" listed in Canvas may not coincide with the course final grade as posted by your sending institution. Canvas does not show students' final grade for the course.

Assessment and Final Grade

Grading will be based on the following:

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| 1. Critical Analysis Papers (3): | 20% |
| 2. Homework & Cultural Partner activities: | 20% |
| 3. Midterm Exam: | 20% |
| 4. Final Digital Storytelling project: | 20% |
| 5. Class participation: | 20% |

Course Requirements

Critical Analysis Papers

Students will be required to complete three Critical Analysis Papers. These short analytical writings provide you with the opportunity to reflect upon the class material and to critically analyze and apply materials from class and the readings to your experiences in the host culture. Critical Analysis Papers should be 3-4 pages in length, 1.5 spaced, with 12pt Times New Roman font. Specific details for each assignment will be discussed in class and posted in the assignment.

Critical Analysis Papers:

1. Culture in Context
2. Self-Awareness
3. Intercultural Growth

All CAP assignments should be turned in on Canvas by **their due date**. Be aware that assignments may overlap. Assignments not turned in by their due dates will be assigned a 5-point penalty (e.g., 90 to 85) for each day that it is late. Assignments will not be accepted after 2 days if not accompanied by a doctor's note.

Students will be required to provide peer feedback (posted to Canvas) on 2 Critical Analysis Papers of a classmate; details of the Peer Review will be posted to Canvas. Critical Analysis Reports will be graded on a simplified 0-100 scale according to the CAP Grading Rubric which can be found on Canvas under *Files*. I also suggest that you



review the *Critical Thinking Standards* as well as the *Intercultural Knowledge and Competence Value Rubric*, which will help you when reflecting on your personal intercultural development. Both are located on the class platform under Recommended Readings.

Homework & Cultural Partner Activities

Homework, Cultural Partner Activities and completion of Peer Feedback will be graded on a 100-point scale. If the assignment is fully completed students will receive full credit (100 points) for the assignment. If the assignment is incomplete or late, students will receive partial or no credit for the assignment.

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 to reference 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.

Students will be administered at least one quiz during the term related to required readings, the quiz will be administered via Canvas.

Students will be required to peer review 2 Critical Analysis Papers of a classmate; details of the Peer Review will be discussed in class.

Midterm Exam

The midterm will comprise of multiple choice, short essay, and/or matching questions and will cover required class readings and class lectures.

Final Digital Storytelling Project

As a final capstone for this course, students will create their own Digital Story. Digital Storytelling involves short (three- to five-minute) first-person stories embedded with images, videos, and any other visual means. Students will share their own narrative of the study abroad experience via video by using iMovie (Apple), Apple Clips, Microsoft Photos, Shotcut (all free to download), or another video editing app.

Class Participation

Students are not allowed to miss class for unjustified reasons. For each unexcused absence, the participation portion of the grade will be lowered. Hence, it will be very difficult to receive a 100 in the class. Please keep this in mind. If a student misses class three times without a valid excuse (a note from a physician in the event of an illness), then the professor will automatically lower the final grade by 5 points (on a 100-point scale) for each class missed thereafter. Students with 6 or more absences will fail the course.

Students should arrive to class on time. Arriving more than 15 minutes late for a class will count as an unexcused absence. Please note that an excused absence is one that is accompanied by a doctor's note: signed stamped and dated. Travelling and/or travel delays are not considered valid reasons for missing class. Notes from a physician will



only be valid and admitted by the Program Manager if the doctor confirms that the visit could not have been arranged at another time, or that the student was too ill to attend class that day.

The principle goal of this class is help you to become better communicators in the intercultural context; as such, ACTIVE participation in classroom lectures, discussions, and activities is a must.

Students will be expected to listen attentively to others' views, respectfully express their own and make meaningful contributions to class discussions.

Note-taking and completion of assigned readings (and reflection upon them) is an important component of participation. Students that do not consistently participate in discussion nor read the assigned readings cannot receive an A in participation.

Weekly Schedule

Week 1

Lesson 1

What is this class about?

Find a Cultural Partner
Name Game
Complete Intercultural Development Inventory (IDI)

Lesson 2

What is Intercultural Communication? Perception and Suspending Judgment

Reading: Bennett, "Intercultural Communication: A current perspective" (pp.1-34)

Week 2

Lesson 3

What is Culture?

Reading: Samovar et al. (pp. 22-44)

Lesson 4

Identity in Context

Reading: Yep, My Three Cultures (pp. 79-85)



Paige, Intensity Factors (pp. 1-13)

Activity: "I am..." with CP

Week 3

Lesson 5

Cultural Values: Italy
"Core Values" from Cultural Detective: Italy

Reading: Newsarticle (to posted to Canvas)
Ting-Toomey, "What is intercultural communication flexibility?" and "What are the essential cultural patterns?" (pp. 22-63)

Lesson 6

Cultural Values: United States
"Core Values" from Cultural Detective: United States

Reading: Newsarticle (to posted to Canvas)

Activity: What do I value?
Personal values with CP

Week 4

Lesson 7

Cultural Value Patterns: Hofstede

Reading: Ting-Toomey & Chung: 'What are the essential cultural value patterns?' (pp. 38-52)
Hofstede: What is different is dangerous (pp. 187-234) (optional)

Cultural Self-Awareness CAP

Lesson 8

Culture and Communication: How do we interact verbally?

Reading: Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129)
Deutscher: Does your language shape what you think? (available online)

Week 5

Lesson 9

How do we interact non-verbally?



Reading: Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153)

Porter, The Art of Digital Storytelling (only required to read pp. 2-4)

Lesson 10

Cultural Engagement

Activity: Non-verbal communication observation

Week 6

Lesson 11

Midterm Exam

Cultural Literacy CAP and Peer Feedback

Lesson 12

The perception of us

Reading: Zemach-Bersin (available online)

Week 7

Lesson 13
single story

Stereotypes: The perception of us and the danger of a

Reading: Plous, The psychology of prejudice, stereotyping, and discrimination: An overview (pp. 3-48)

Lesson 14

Intercultural Competence

Reading: Trompenaars & Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 and 200-217)

Hammer, The Intercultural Development Inventory (pp. 203-217)

Week 8



Lesson 15	Cultural Shock and Intercultural Adjustment Reading: Ting-Toomey, What is culture shock? (pp. 90-109)
Lesson 16	Introduction to Personal Leadership Reading: Schaetti at al., Part I (pp. 18-35) Activity: Recognizing Something's Up
Week 9	
Lesson 17	Aligning with Vision Reading: Schaetti at al., Part II (pp. 35-118) Activity: Have a Something's Up Movement ready to discuss in class, bring to NEXT class and send it to Canvas
Lesson 18	Practicing with the Critical Moment Dialogue Reading: Schaetti at al., Part III (pp. 119-151) Activity: Draft narrative for Digital Storytelling Project
Week 10	
Lesson 19	Empathy Reading: Bennet (1-34) Cultural Literacy CAP and Peer Feedback
Lesson 20	How can we articulate and use what we've learned? Reading: British Council et al. (available online) Matherly (available online, pp. 9-10)
Week 11	
Lesson 21	Re-Entry and Wrap-up



65) Reading: Storti, The stages of reentry (pp. xxi-xxi and 45-
203-217) Hammer, The Intercultural Development Inventory (pp.

Lesson 22

Digital Storytelling Viewing

Readings

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Week 1:

- Bennett, M.J. (1998). Intercultural communication: A current perspective. In M.J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 1-34). Boston, MA: Intercultural Press.

Week 2:

- Samovar, et al. (2015). Defining Our Terms. In Samovar, et al., *Intercultural Communication: A Reader*. Selected readings (pp. 22-44). Boston, MA: Cengage Learning.
- Yep, G.A. (1998). My three cultures: Navigating the multicultural identity landscape. In J.N. Martin, T.K. Nakayama & L.A. Flores (Eds.), *Readings in cultural contexts* (pp. 79-85). Mountain View, CA: Mayfield Publishing.
- Paige, R.M. (1993). On the nature of intercultural experiences and intercultural education. In Paige, R.M. (Ed.), *Education or the intercultural experience* (pp. 1-13 only). Yarmouth, ME: Intercultural Press.

Week 3:

- Assumpta Aneas, M., Werner, S., and Hofner Saphiere, D. (2017) Cultural Detective.
- Ting-Toomey, S. & Chung, L.C. (2012). 'What is intercultural communication flexibility?' and 'What are the essential cultural value patterns?' In S. Ting-Toomey &



L.C. Chung, *Understanding intercultural communication* (pp. 22-63). New York: Oxford University Press.

Week 4:

- Ting-Toomey, S. & Chung, L.C. (2012). 'What are the essential cultural value patterns?' In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 38-52). New York: Oxford University Press.
- Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). What is different is dangerous. In G. Hofstede, G.J. Hofstede, & M. Minkov, *Cultures and organizations: Software of the mind: Intercultural cooperation and its importance for survival*, 3rd ed. (pp. 187-234). New York: McGraw-Hill.
- Ting-Toomey, S. & Chung, L.C. (2012). What is the connection between verbal communication and culture? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 110-129). New York: Oxford University Press.
- Deutscher, G. (2010). Does language shape how you think? *The New York Times* (August 26). Available online at http://www.nytimes.com/2010/08/29/magazine/29language-t.html?pagewanted=all&_r=1&#.

Week 5:

- Ting-Toomey, S. & Chung, L.C. (2012). What are the different ways to communicate non-verbally across cultures? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp. 130-153). New York: Oxford University Press.
- Porter, B. (n.d.) The art of Digital Storytelling: Becoming 21st-century storykeepers. *The Creative Educator*. Available online at http://www.digitales.us/wp-content/uploads/2015/07/Digital_Storytelling_in_the_Classroom.pdf (only required to read pp. 2-4).

Week 6:

- Zemach-Bersin, T. (2008). American students abroad can't be 'global citizens.' *Chronicle of Higher Education*, 54(26), A34. Available online at www.yale.edu/yalecollege/international/predeparture/pdf/GlobalCitizens.pdf

Week 7:

- Plous, S. (2003). The psychology of prejudice, stereotyping, and discrimination: An overview. In S. Plous (Ed.), *Understanding prejudice and discrimination* (pp. 3-48). New York: McGraw-Hill. Available online at <http://www.understandingprejudice.org/apa/english/>
- Trompenaars, F. & Hampden-Turner, C. (1998). 'Relationships and rules' and 'Reconciling cultural dilemmas.' In F. Trompenaars & C. Hampden-Turner, *Riding the waves of culture: Understanding diversity in global business*, 2nd ed. (pp.29-50 & 200-217). New York: McGraw-Hill.
- Hammer, M.R. (2008). The Intercultural Development Inventory: An approach for assessing and building intercultural competence. In Moodian, M.A., *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* (pp. 203-217). Thousand Oaks, CA: Sage Publications.



Week 8:

- Schaetti, B.F., Ramsey, S.J., & Watanabe, G.C. (2008). *Personal Leadership: Making a world of difference: A methodology of two principles and six practices*. Seattle, WA: FlyingKite Publications. Introduction, Parts I & II (pp. 18-35).
- Ting-Toomey, S. & Chung, L.C. (2012). What is culture shock? In S. Ting-Toomey & L.C. Chung, *Understanding intercultural communication* (pp.91-109). New York: Oxford University Press.

Week 9:

- Schaetti, B.F., Ramsey, S.J., & Watanabe, G.C. (2008). *Personal Leadership: Making a world of difference: A methodology of two principles and six practices*. Seattle, WA: FlyingKite Publications. Introduction, Parts I & II (pp. 35-118 and 119-151).

Week 10:

- Bennet, M.J. (1998). Overcoming the Golden Rule: Sympathy and Empathy. In M.J. Bennett (Ed.), *Basic concepts of intercultural communication: Selected readings* (pp. 1-34). Boston, MA: Intercultural Press.
- British Council, Ipsos Public Affairs, & Booz Allen Hamilton (2013). *Culture at work: The value of intercultural skills in the workplace*. Available online at <http://www.britishcouncil.org/sites/britishcouncil.uk2/files/culture-at-work-report-v2.pdf>.
- Matherly, C. (n.d.) Effective marketing of international experiences to employers. Available online at http://www.aifsabroad.com/advisors/pdf/Impact_of_Education_AbroadI.pdf (pages 9-10).

Week 11:

- Hammer, M.R. (2008). The Intercultural Development Inventory: An approach for assessing and building intercultural competence. In Moodian, M.A., *Contemporary leadership and intercultural competence: Exploring the cross-cultural dynamics within organizations* (pp. 203-217). Thousand Oaks, CA: Sage Publications.
- Storti, C. (2003). Introduction; The stages of reentry. In C. Storti, *The art of coming home* (pp. xii-xxi & 45-65). Boston, MA: Intercultural Press.