



CIEE Alicante, Spain

Course name:	Intercultural Communication and Leadership
Course number:	COMM 3301 ALSP (ENG)
Programs offering course:	Alicante Language in Context
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 Alicante 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:

1. Journal (6 entries): 20%



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| 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

Intercultural Development Inventory (IDI) Pre and Post-Assessment

The IDI is an online assessment tool that measures our intercultural development. It contains 50 questions and takes about 20 minutes to complete. All ICL students take the IDI at the beginning and the end of the course. Your final grade will not be based on the results of the IDI, but you must complete it twice in order to pass the course. Your instructor will provide you with the login information. The results allow CIEE to analyze the effectiveness of the ICL curriculum and measure the overall intercultural learning of our students.

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.

CIEE ACADEMIC POLICIES

Papers and assignments submission

According to CIEE Alicante academic norms all assignments, paper, readings, etc. must be turned in on the due date. Late submissions of coursework/assignments during the course of the term of study are not accepted.



If an exception is granted by the Academic Director, the new deadline for the assignment will be set for the next earliest possible date for the student for reasonably submit the assignment.

Course Attendance

Regular class attendance is required throughout the program. Students must notify (via e-mail with a copy to the Resident Director or Program Coordinator) their instructor beforehand if they will miss class for any reason. Students are responsible for any materials covered in class during their absence. Students who miss class for medical reasons must inform the professor and the RD or PC and provide appropriate documentation.

For CIEE courses, excessively tardy (over 15 minutes late) students will be marked absent (student will be reminded of the policy). Attendance policies also apply to any required co-curricular class excursion or events, etc. Students who miss class for personal travel will be marked as absent and unexcused.

An absence in a CIEE course will be only considered excused if:

- 1) A doctor's note is provided. The UA medical center does not generally provide class absence notes. In the case a doctor's absence note is extremely necessary, students will need to go to the Vithas International Hospital to be examined.
- 2) A CIEE staff member verifies that the student was too ill to attend class
- 3) Evidence is provided of a family emergency

Persistent absenteeism (students exceeding 10% of the total course hours missed, or violations of the attendance policy in more than one class) will lead to a written warning from the RD, notification to the home school, and/or dismissal from the program in addition to reductions in class grade(s).

- 1) Since each CIEE Alicante course is 45 hours, 10% of the total course hours are 4.5 hours.
- 2) Students who miss more than 4.5 hours of class without justification will see their final grade reduced by -5%. For instance, students achieving a grade of 89.00 out of 100 points and missing more than 4.5 hours of class will see their grade reduced from 89.00 (B+) to 84.00 (B).

Students with unexcused absences exceeding 20% of the total course hours will fail the course. Written warnings and home school notifications will happen well before the absenteeism causes the student to fail the course so that the student has an opportunity for corrective actions.

Likewise, if any CIEE group organized activity/informational session (e.g. Intercultural development sessions) is scheduled during class hours, attendance to this activity or session is also mandatory for all students enrolled in courses that meet during that block of time. Not attending these CIEE group organized activities/sessions during regular class hours will result in an absence.

Plagiarism

Cheating and plagiarism in any course assignment may result in failing the course or being expelled from the program. Students are expected to adhere to the US American and norms.



Important principles:

- 1) Final examinations, quizzes and other tests must be done without assistance from other person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).
- 2) The same written paper may not be submitted in more than one course.
- 3) Any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with the course

Add/Drop

The add/drop period last for 1 week after the start of the courses. After the end of the add/drop period, the student’s registration is considered final, and no course(s) may be changed or deleted from the student’s CIEE Academic Record.

Withdrawal from a course

Students are required to register in 5 courses during their studies at CIEE Alicante. Each CIEE course is worth 3 credits (45 contact hours) and each Universidad de Alicante course is worth 4 credits (60h - unless the course has more than 60h of instruction). If exceptional circumstances warrant, the student may request permission from the Center Director to withdraw from a course. However, a student participating in a semester program is not allowed to drop below 12 US semester credits.

Weekly Schedule

Following is the course schedule for the semester, subject to change.

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• 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 to be assigned by instructor

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
Class 10	Perceptions of Us	<ul style="list-style-type: none">• Zemach-Bersin OR Ogden (TBD by instructor)• Reading that offers local perspective on U.S. Americans and/or foreigners more generally (TBD by instructor)

Week 6: Engagement in the Host Culture

Class 11	Cultural Engagement Activity	
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

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| 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

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| 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

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| Class 19 | Digital Storytelling: Story Circles | <ul style="list-style-type: none">• Draft of script for final project |
| Class 20 | Cultural Engagement Activity | |

Week 11: Practicing Personal Leadership: The Critical Moment Dialogue

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| 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

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| 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

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| 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

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| Class 27 | Re-Entry | <ul style="list-style-type: none">• Storti |
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Readings

Copyright and Fair Use Statement:

Copyright laws and fair use policies protect the rights of authors. Copyrighted materials may be used in this class, including articles, music, art work, etc. These materials are provided for private study, scholarship, or research and adhere to the copyright law of the U.S. (Title 17, U.S. Code). You may copy or download from the course website one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you do not modify it and use it only for the duration of this course. Beyond this use, no material from the course or website may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. Neither the instructor nor CIEE assumes any responsibility for individuals who improperly use copyrighted material.

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:

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 for the intercultural experience* (pp. 1-13 only). Yarmouth, ME: Intercultural Press.

Week 3:

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.



Porter, B. (n.d.) The art of Digital Storytelling: Becoming 21st-century storykeepers. In *The Creative Educator* (pp. 2-4). Available online at http://www.digitales.us/wp-content/uploads/2015/07/Digital_Storytelling_in_the_Classroom.pdf.

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). The rules of the social game. 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. 3-26). New York: McGraw-Hill.

Dependent upon site, one of the following (local instructor to choose most relevant; alternatively, you could let students choose to read the chapter about the value pattern most of interest to each of them):

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). More equal than others. 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. 53-88). New York: McGraw-Hill. (Power Distance)

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). I, we, and they. 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. 89-134). New York: McGraw-Hill. (Individualism/Collectivism)

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). He, she, and (s)he. 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. 135-185). New York: McGraw-Hill. (Masculinity/Femininity or Achievement/Nurturance)

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. (Uncertainty Avoidance)

Hofstede, G., Hofstede, G.J. & Minkov, M. (2010). Yesterday, now, or later? 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. 235-276). New York: McGraw-Hill. (Long-Term Orientation)

Week 4:

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&#.

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.

Week 5:

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/>.

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 6:

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 8:

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 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. xxi-118).



Week 11:

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. Part III (pp. 119-151).

Week 13:

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 14:

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.