



## **CIEE Barcelona, Spain**

<b>Course name:</b>	Intercultural Communication and Leadership
<b>Course number:</b>	COMM 3301 BASP
<b>Programs offering course:</b>	Barcelona Architecture and Design, Barcelona Business and Culture, Barcelona Economics and Culture, Barcelona Global Architecture and Design, Barcelona Language and Culture
<b>Language of instruction:</b>	English
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	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 Barcelona 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, other than 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% |
| 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)**

All students must take the IDI pre- and post-assessment to pass the course. However, the results of the assessment are not calculated into the final grade.

### **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 now *if 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 Barcelona Attendance Policy**

Students are expected to attend all scheduled class sessions on time and be prepared for the day's class activities. CIEE does not distinguish between justified or unjustified absences, whether due to sickness, personal emergency, inevitable transportation delay and/or other impediments. You are considered responsible of managing your own absences. Please keep in mind that exams, paper submission dates, presentations and any other course work deadlines cannot be changed.

No academic penalty will be applied if students miss up to 3 class sessions. If students miss up to 5 class sessions, students' final course grade will drop 5 points out of 100 on the CIEE grade scale for each additional absence beyond 3 (for example a 95 will become a 90 if they reach the 4th absence, and an 85 if they reach the 5th absence). **Students will automatically fail the course if they miss more than 20% of total class hours (i.e. if they exceed 5 absences).**

For students who miss up to 20% of the total course hours due to extenuating circumstances, the Academic Director may allow for exceptions to the local attendance policy based on documentation such as proof of bereavement, religious observances, hospitalization etc.



Students arriving more than 10 minutes late to the class will be considered absent for a day.

## **Weekly Schedule**

### **Week 1**

- 1.1 Introduction  
What is this class about?
- 1.2 Perception and Suspending Judgment  
*Bennet, 'Intercultural communication: A current perspective' (pp. 1-34)*

### **Week 2**

- 2.1 Who am I in the context of this experience?  
How do I learn?  
*Complete Intercultural Development Inventory (IDI)*  
*Name Game with Cultural Partner*
- 2.2 Identify in Context  
*Yep*  
*Hammad*  
*Paig*

### **Week 3**

- 3.1 Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project  
Ting-Toomey & Chung, '*What is intercultural communication flexibility?*' and '*What are the essential cultural value patterns?*' (pp. 22-37 & 38-63) Porte
- 3.2 Host Culture Value Patterns  
'I am...' activity with CP  
Hofstede et al., 'The rules of the social game' (pp. 3-26)  
Hofstede et al., one additional chapter on a specific value pattern, preferably:  
- Individualism/collectivism or  
- Achievement/nurturance

### **Week 4**

- 4.1 Introduction to Intercultural Communication: How do we interact?  
Culture & Communication  
Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129) *Deutscher Topic for Cultural Comparison Project*  
Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project
- 4.2 How do we interact non-verbally?



Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153), *Journal entries 1 & 2* Host Culture Value Patterns

**Week 5**

- 5.1 Stereotypes  
Plous
  
- 5.2 Perceptions of Us  
Ogden  
One other reading to be selected by instructor

**Week 6**

- 6.1 Engagement in the Host Culture  
Cultural Engagement Activity
  
- 6.2 Culture Shock and Intercultural Adjustment  
Ting-Toomey & Chung, 'What is culture shock?' (pp. 91-109)

**Week 7**

- 7.1 Culture Shock and Intercultural Adjustment  
Ting-Toomey & Chung, 'What is culture shock?' (pp. 91-109)
  
- 7.2 Cultural Comparison Project Presentations  
*Cultural Comparison Projects!*

**Week 8**

- 8.1 Intercultural Competence  
Trompenaars & Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 & 200-217), Hammer
  
- 8.2 Cultural Detective  
Journal entries 3 & 4  
Personal Values activity with CP

**Week 9**

- 9.1 Introduction to Personal Leadership  
Schaetti et al., Parts I & II (pp. xxi-118)
  
- 9.2 Aligning with Vision  
Recognizing Something's Up activity

**Week 10**

- 10.1 Digital Storytelling: Story Circles  
*Draft of script for final project*



10.2 Cultural Engagement

**Week 11**

11.1 Practicing with the Critical Moment Dialogue  
Schaetti, et al., Part III (pp. 119-151), *Come to class having identified a Something's Up you wish to discuss*

11.2 Practicing with the Critical Moment Dialogue (continued)  
*Solo Challenge activity*

**Week 12**

12.1 Personal Leadership + Cultural Detective = EPIC  
*Long-form personal CMD*

12.2 *Partner Work outside of class (no official class meeting)*

**Week 13**

13.1 Debrief EPIC application  
***EPIC Flow***

13.2 How can we articulate and use what we've learned?  
*Journal entries 5 & 6 British Council et al. Matherly*

**Week 14**

14.1 Re-Entry  
Storti

14.2 Digital Storytelling  
Viewing Party  
*Digital Stories!*

**Course Materials**

***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 :**

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.

Hammad, H.B. (2007). Identity's Shifting Sands (NAFSA 2007 student diplomat essay competition winner). Available online at [https://www.nafsa.org/Explore International Education/Advocacy And Public Policy/Study A broad/Student Diplomat/2007 Student Diplomat Competition Winner/](https://www.nafsa.org/Explore_International_Education/Advocacy_And_Public_Policy/Study_A_broad/Student_Diplomat/2007_Student_Diplomat_Competition_Winner/).

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 21<sup>st</sup>-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](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*, 3<sup>rd</sup> ed. (pp. 3-26). New York: McGraw-Hill.

One of the following:

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*, 3<sup>rd</sup> 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*, 3<sup>rd</sup> 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*, 3<sup>rd</sup> ed. (pp. 187-234). New York: McGraw-Hill. (Uncertainty Avoidance)

**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/>.

Ogden, A. (2007-2008). The view from the veranda: Understanding today's colonial student. *Frontiers: The Interdisciplinary Journal of Study Abroad*, XV, pp. 35-55. Available online at [www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALXVWinter2007-08-3.pdf](http://www.frontiersjournal.com/documents/OgdenFRONTIERSJOURNALXVWinter2007-08-3.pdf).

**One other reading to be selected by instructor**

**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*, 2<sup>nd</sup> 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](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.