Course name: Intercultural Communication and Leadership
Course number: COMM 3301 BASP
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 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

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, if 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:**

**Week 2:**


**Week 3:**


One of the following:


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)


**Week 4**:


**Week 5**:


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

**Week 6**:

**Week 8**:

Week 9:

Week 11:

Week 13:


Week 14: