



CIEE Brussels, Belgium

Course name:	Intercultural Communication and Leadership
Course number:	COMM 3301 BRUX
Programs offering course:	Business + International Relations (BIR)
Language of instruction:	English
U.S. Semester Credits:	3
Contact Hours:	45
Term:	Spring 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 Brussels 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. | Pre- & Post- Assessment IDI: | 10% |
| 2. | Homework & Cultural Partner activities: | 20% |
| 3. | Journal (6 entries): | 20% |
| 4. | Mid-semester cultural comparison project: | 20% |



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| 5. | Final Digital Storytelling project: | 20% |
| 6. | Participation: | 10% |

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.

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.

Journal (6 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.

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.

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.

Regular class **attendance** is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. will

Weekly Schedule

Week 1 INTRODUCTION



Topics:

- What is this class about?
- Introduction to methodology, participants and concepts

To read:

- Bennett, "Intercultural communication: A current perspective" (pp 1-34)

Week 2 WHO AM I IN THE CONTEXT OF THIS EXPERIENCE?

Topics:

- Perception and Suspending Judgment
- Identity in Context

To do:

- Complete Intercultural Development Inventory (IDI)
- Name Game with Cultural Partner

To read:

- Hall, Stuart. Ed. Chapter I. Representation, meaning and language. Pp. 15-30. In Representation: Cultural Representations and Signifying Practices.
- + One of the following:
 - Yep
 - Paige
 - Hall, Stuart. "The Question of Identity". Pp 596-601. In: Modernity: An Introduction to Modern Societies.
 - Maalouf, Amine, "In the Name of Identity".

Week 3 CULTURAL VALUE PATTERNS

Topics:

- Introduction to Cultural Value Patterns
- Discussion of Digital Storytelling Project

To read:

- Ting-Toomey & Chung, "What is intercultural communication flexibility?" and What are the essential cultural value patterns?' (pp. 22-37 & 38-63)
- Porter
- Hofstede et al.; "The rules of the social game" (pp. 3-26) and one additional chapter to be assigned by instructor

To do:



- 'I am' activity with CP

Week 4 INTRODUCTION TO INTERCULTURAL COMMUNICATION

Topics:

- Culture & Communication
- How do we interact non-verbally?

To read:

- Ting-Toomey & Chung, "What is the connection between verbal communication and culture (pp.110-129)
- Deutscher

To do:

- Topic for Cultural Comparison Project
- Journal entries 1&2

Week 5 STEREOTYPES

Topics:

- Stereotypes
- Perceptions of Us

To read:

- Plous first 10 pages
- Ogden
- Said, Edward. "Orientalism" Introduction

Week 6 ENGAGEMENT IN THE HOST CULTURE I

Week 7 EXAMINING OUR PERSONAL VALUES

Topics:

- Culture Shock and Intercultural Adjustment
- What do I value?

To read:

- Ting-Toomey & Chung, "What is culture shock?" (pp.91-109)
- Hammer

Week 8 PRACTICING INTERCULTURAL COMPETENCE

Topic:



- Cultural Detective

To do:

- Cultural Comparison Projects!

To read:

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

Week 9 PRACTICING PERSONAL LEADERSHIP

Topics:

- Introduction to Personal Leadership

To do:

- Journal entries 3&4
- Personal Values activity with CP

To Read:

- Schaetti et al. Article. Knowledge 2 Competence

Week 10 ALIGNING WITH VISION

Topics:

- Aligning with vision
- Digital Storytelling : Story Circles

To do:

- Recognizing Something's Up activity
- Draft of script for final project

Week 11 ENGAGEMENT IN THE HOST CULTURE II

Week 12 PRACTICING WITH THE CRITICAL MOMENT DIALOGUE

Topic:

- Personal Leadership + Cultural Detective = EPIC

To do:

- Come to class having identified a Something's Up you wish to discuss
- Solo Challenge Activity



Week 13 PERSONAL LEADERSHIP AND CULTURAL DETECTIVE TOGETHER

Topic:

- How can we articulate the use what we've learned?

To do:

- Journal entries 5&6

To read:

- British Council et al.
- Matherly

Week 14 RE-ENTRY

Topics:

- Re-entry
- Digital Storytelling Viewing Party

To do:

- Digital Stories!

To read:

- Storti

Course Materials

Readings

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.

Hall, Stuart. Ed. (1997) Chapter I. Representation, meaning and language. In *Representation: Cultural Representations and Signifying Practices*. (Pp. 15-30). London, UK : Sage Publications

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.

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Hall, Stuart. (1996) "The Question of Identity". In: *Modernity: An Introduction to Modern Societies*. (Pp 596-601). Hoboken, NJ : Wiley-Blackwell

Maalouf, Amine. (2003) *In the Name of Identity, Violence and the Need to Belong*. New York, NY: Peinguin Book

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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.

Nic Craith, Mairead. (2012) "Word and World". In: *Narratives of Place, Belonging and Language. An Intercultural Perspective*. (Ch. 3. Pp. 49-61). Hampshire, UK: Palgrave Macmillan



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.](#)

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](#)

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.](#)

Said, Edward (1977) *Orientalism*. London: Penguin

Zemach-Bersin, T. (2008). American students abroad can't be 'global citizens.' *Chronicle of Higher Education*, 54(26), A34. [Available online.](#)

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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.

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