



CIEE Seville, Spain

Course name:	Intercultural Communication and Leadership (in Spanish)
Course number:	COMM 3301 CSCS (SPAN)
Programs offering course:	Liberal Arts, Advanced Liberal Arts, Business and Society, and Communications, New Media and Journalism – Spanish Programs
Language of instruction:	Spanish
U.S. semester credits:	3 credits
Contact hours:	45 hours
Term:	Spring 2020

Course Description

In this class, you will develop the 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 an intercultural learning processes that you can apply when working across differences 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.
4 semesters of college-level Spanish (or equivalent). Students need to have a GPA of at least 2.5.

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

CIEE classes are not graded on a curve nor is there extra credit work. The final grade will be based upon the following criteria:

Critical Analysis Papers (3):	20%
Mid-semester cultural comparison project:	20%



Homework & Cultural Partner activities:	20%
Final Digital Storytelling project:	20%
Attendance and class participation:	20%

Attendance policy

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 twice 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.

Academic Honesty

Students are expected to act in accordance with their university and CIEE's standards of conduct concerning plagiarism and academic dishonesty. Use of online translators for work in Spanish will result in an automatic failure.

Linguistic Resource Center

It is recommended that students utilize the writing center to receive assistance with the writing activities and the final project.

Course Requirements

Critical Analysis Papers

You will be asked to complete three Critical Analysis Papers. These short analytical writings provide you with the opportunity to reflect upon the class content and to critically analyze and apply materials from class and the readings to your experiences in the host culture.

Critical Analysis Papers should be 2-3 pages in length, double spaced, 11pt. Arial font. Specific details for each assignment will be discussed in class and posted in Canvas.

Critical Analysis Papers:

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

Critical Analysis Papers will be graded according to a rubric.



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 your topic to the class supported by a Power Point presentation. However, if you prefer to create a video or a different type of device, you are welcomed to discuss it with your instructor. 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.

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	<input type="checkbox"/> Bennett, 'Intercultural communication: A current perspective' (pp. 1-34)
Week 2: Who am I in the context of this experience?		
Class 3	Cultural Engagement activity	<input type="checkbox"/> Complete Intercultural Development Inventory (IDI) <input type="checkbox"/> Description of Cultural Partner
Class 4	Identity in Context	<input type="checkbox"/> Yep <input type="checkbox"/> Paige
Week 3: Cultural Value Patterns		
Class 5	Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project	<input type="checkbox"/> Ting-Toomey & Chung, 'What is intercultural communication flexibility?' and 'What are the essential cultural value patterns?' (pp. 22-37 & 38-63) <input type="checkbox"/> Porter <input type="checkbox"/> Name game activity with CP



Class 6 Host Culture Value Patterns

- Hofstede et al., 'The rules of the social game' (pp. 3-26)
- Hofstede et al., additional chapter to be assigned by instructor

Week 4: Introduction to Intercultural Communication: How do we interact?

Class 7 Culture & Communication

- Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129)
- Deutscher
- Topic for Cultural Comparison Project
- 'I am...' activity with CP

Class 8 How do we interact non-verbally?

- Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153)
- Comparative Analysis Paper 1: Culture in Context

Week 5: Stereotypes

Class 9 Stereotypes

- Plous

Class 10 Perceptions of Us

- 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

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

Week 7: Practicing Intercultural Competence

Class 13 Cultural Comparison Project Presentations

Class 14 Intercultural Competence

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

Week 8: Practicing Intercultural Competence and Personal Leadership

Class 15 Cultural Detective

Comparative Analysis Paper 2: Self-Awareness
 Personal Values activity with CP

Class 16 Introduction to Personal Leadership Aligning with Vision

Schaetti et al., Parts I & II (pp. xxi-118)
 Recognizing Something's Up activity

Week 9: Digital Storytelling and Cultural Engagement

Class 17 Digital Storytelling: Story Circles

Draft of script for final project

Class 18 Cultural Engagement Activity

Week 10: Practicing Personal Leadership: The Critical Moment Dialogue/Practicing Cultural Detective



- Class 19 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
 - Challenge activity
- Class 20 Personal Leadership + Cultural Detective = EPIC
- Long-form personal CMD

Week 11: Debriefing this Experience

- Class 21 Debrief EPIC application
- EPIC Flow
- Class 22 How can we articulate and use what we've learned?
- Comparative Analysis Paper 3: Intercultural Growth
 - Booz Allen Hamilton
 - Matherly

Week 12: Re-Entry and Wrap-Up

- Class 23 Re-Entry
- Storti
- Class 24 Digital Storytelling Viewing Party
- Digital Stories!

Course Materials

Readings

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. *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).

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:

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.

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. (

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.



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.

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.

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.

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.

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 7:

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. xxi-118).

Week 10:

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 11:

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 12:

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.