



CIEE Amsterdam, The Netherlands

Course name:	Intercultural Communication and Leadership
Course number:	COMM 3301 NETH
Programs offering course:	Social Sciences + Humanities Business + Culture
Language of instruction:	English
Semester Credits:	3
Contact Hours:	45
Term:	Spring 2020

Course Description

In this class, you will develop skills, knowledge, and understanding that will help you communicate and engage more appropriately and effectively in Amsterdam 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:

Journal (6 entries):	20%
Mid-semester cultural comparison project:	20%
Homework & Cultural Partner activities:	20%



Final Digital Storytelling project:	20%
Class participation:	20%

Course Requirements

Handing in assignments

Students are expected to do their homework and to hand in their assignments before the given deadline (either in print or by email, unless communicated differently). A specific course schedule will be distributed during the first class, outlining a weekly schedule of the lessons, homework and assignments.

All assigned homework is mandatory, including homework that does not have to be handed in. The instructor will check whether students have done their homework on a regular basis. Plagiarism is strictly forbidden. If a student is found guilty of plagiarism, he or she will fail the course. Late assignments will be marked down with 1 point off. Assignments more than 3 days (72 hours) late will not be accepted.

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. 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.

One of the homework assignments: completing the IDI online questionnaire, will be required before the start of 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.

Attendance & Class Participation

Each student is expected to attend all sessions of the course and to participate actively in class discussion and during field trips. Attendance will be taken every week by the course instructor. Participation will be assessed according to the CIEE Amsterdam attendance policy:

1x absence = allowed

2x absence = extra assignment (1 page in consultation with the professor)

3x absence = 10 point off final grade



4x absence = you will fail the course

- If a student comes in 15-30 minutes late to class, this counts as a ½ absence.
- At all times the student needs to inform the professor before the start of class in case of an absence. Failure to notify the teacher regarding an absence in advance will result in an extra assignment.

Students who make active connections to the concepts from the reading materials in class discussions, students who actively ask questions, and students who actively reflect on out-of-class experiences in class will receive extra points for participation. Participation points will be deducted when students do not participate in class or who have not read the materials before coming to class.

Important: please note that in case you cannot attend a graded examination or assignment (e.g. midterm exam, final exam, presentation, graded fieldtrip) because of illness, it is required to hand in a written doctor's note with your teacher.

Weekly Schedule

Week 1

- Class 1.1 What is class about?
Introduction to the topic, the class and the instruction methods.
Due today: Online IDI Assignment
- Class 1.2 Intercultural Communication
Basic theories of Intercultural Communication, in what context do we use intercultural communication, and why is it a useful skill?
Readings:
Bennett, Intercultural Communication
Riccardi, Cross Cultural Communication, TED Talk

Week 2

- Class 2.1 Personal Goals
Connecting your personal goals to intercultural communication, how can you experiment with the class content during your study abroad, and how might you use intercultural communication in the future?
Bring to class: one-three goals you want to achieve, connected to intercultural communication
- Class 2.2 Personal Learning Styles
How can we learn about Intercultural communication through prototyping? What is your personal learning style?
Due today: Finding a cultural partner & Name game with cultural partner



Week 3

- Class 3.1 Personal Identity
Connecting personal values to cultural values and your cultural identity. Intensity factors during study abroad.
Readings:
Paige, On the Nature of Intercultural Experiences and Intercultural Education
Yep, My Three Cultures
Hammad, Identity's Shifting Sands
Akker, Neither Wooden Legs, nor Wooden Shoes.
- Class 3.2 Cultural Value Patterns
Introduction to cultural value patterns, differences and similarities found all over the world.
Readings:
Ting-Toomey, What is intercultural communication flexibility
Ting-Toomey, What are the essential cultural value patterns?
Porter, The art of Digital Storytelling, pages 2-4
Due today: topic for Cultural Comparison Project

Week 4

- Class 4.1 Diving deeper into Cultural Value Patterns
Exploring the cultural value patterns in an experiential activity, connected to Hofstede's theories around cultural value patterns.
Readings:
Hofstede, The rules of the social game (pp. 3-26)
Hofstede, He, she, and (s)he (pp. 135-185)
- Class 4.2 Non-verbal communication
Intercultural communication is not only verbal, non-verbal communication as an important part of intercultural communication.
Readings:
NPR Podcast: Invisibilia: Frame of Reference
**Due today: Complete online discussion on the Invisibilia Podcast
I Am Cultural Partner Paper**

Week 5

- Class 5.1 International Business
Through biographies of the founders of Nike and Tesla, we will look into the importance of intercultural communication in international business.



Readings:

Vance, Elon Musk: Tesla, SpaceX, and the Quest for a Fantastic Future.
Knight, Shoe Dog: A Memoir by the Creator of Nike.

Class 5.2

Intercultural Development Inventory

The model of this class is based on the Intercultural Development Inventory (IDI), group debrief about IDI results & IDI theory.

Readings:

Hammer, The Intercultural Development Inventory

Due today: Journal 1 & 2

Week 6

Class 6.1

Guest Speaker

Guest speaker from the field of intercultural communication.

Class 6.2

Stereotypes

Stereotypes often prevent you from suspending judgement and complicate intercultural communication.

Readings:

Plous, Understanding Prejudice

Week 7

Class 7.1

Cultural Comparison Project

Students present their findings of cultural values, similarities & differences, through the cultural comparison project.

Due today: Cultural Comparison Project

Class 7.2

Cultural Comparison Project

Students present their findings of cultural values, similarities & differences, through the cultural comparison project.

Week 8

Class 8.1

View from the veranda

The article we read for today is about colonial students. Are you a colonial student? Do you want to be a colonial student? What can we do to become the kind of student we want to be?

Readings:

Ogden, The View from the Veranda: Understanding Today's Colonial Student

Select two quotes or paragraphs from the article that you would like to discuss in class



Class 8.2

Cultural Detective

The Cultural Detective is a method used by professionals, HR departments and expat organizations to train people in intercultural communication. Today we will explore Cultural Detective: The Netherlands.

Due today: Journal 3 & 4

Week 9

Class 9.1

Personal Leadership

Introduction to Personal Leadership, it's methods and benefits.

Readings:

Schaetti, Personal Leadership: Making a world of difference: A methodology of two principles and six practices. Parts I & II

Class 9.2

Aligning with Vision

In order to practice with Personal Leadership we need to formulate our own vision. In this class, we will work together on our own vision for Personal Leadership.

Readings:

NPR Podcast: Brazil in Black and White

Due today: Complete the online discussion on the Rough Translation Podcast.

Week 10

Class 10.1

Digital Story Telling Circles

This class will prepare you for your final assignment for this class: the Digital Storytelling Project.

Due today: Recognizing Something's up

Class 10.2

Tradition

This class is about traditions and how they fit into what we've learned about culture.

Due today: Solo Challenge Field Report

Week 11

Class 11.1

Practicing Personal Leadership

Today we will discuss our own Something's up moment through a Critical Moment Dialogue (CMD).

Readings:

Schaetti, Personal Leadership: Making a world of difference: A methodology of two principles and six practices. Part III

Choose one of your Something's Up Moments to discuss in class.

Class 11.2

Guest Speaker



Guest Speaker from the field will share with us how they use Intercultural Communication.

Due today: Long Form personal CMD

Week 12

Class 12.1 Essential Practice in Intercultural Communication
We will combine two methods from previous classes; the Critical Moment Dialogue and the Cultural Detective.

Class 12.2 No in-class session
There will not be an in-class session today. Instead, I am giving you the freedom to complete the partner work on the EPIC assignment on a day and time that suit you, together with your assigned partner. If you have any questions, please do not hesitate to reach out to me.

Week 13

Class 13.1 Articulating what we have learned
How can we articulate what we have learned in a professional context? Which professional skills did you improve on during your study abroad?

Due Today: Written Reflection EPIC Flow Journal 5 & 6

Class 13.2 Re-entry
As a preparation for your return to the US, we will discuss different strategies for going back to the US.
Readings:
Storti, Introduction; The stages of reentry

Week 14

Sunday, May 12th:

Due today: Digital Storytelling Project

Class 14.1 Digital Storytelling Viewing Party
Last class: presentation of the final projects.

Course Materials

Readings

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Akker, Wil-jan van der (2010). Neither Wooden Legs, nor Wooden Shoes, Elusive Encounters with Dutch Identity. In Emmeline Besamusca, J. Verheul, (Eds.), *Discovering the Dutch: On Culture and Society of the Netherlands* (pp. 14-16), Amsterdam University Press.

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.

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>.

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_Abroad/Student_Diplomat/2007_Student_Diplomat_Competition_Winner/.

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.

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.

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.

Knight, Phil (2016). *Shoe Dog: A Memoir by the Creator of Nike*. London, Simon & Schuster UK Ltd. (pp. 24-31, 58-64, 96-101)

Matherly, C. (n.d.) *Effective marketing of international experiences to employers*. Available online at http://www.aifsabroad.com/advisors/pdf/Impact_of_Education_Abroad1.pdf (pages



9-10).

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 <http://www.yale.edu/yalecollege/international/predeparture/pdf/veranda.pdf>

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.

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/>.

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).

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).

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).

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.

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.

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.

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.

Vance, Ashlee (2016). *Elon Musk: Tesla, SpaceX, and the Quest for a Fantastic Future*. New York, Harper-Collins Publishers (pp. 115-119)



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.

Online Resources

Podcasts:

NPR, Invisibilia, Frame of Reference:

<https://www.npr.org/programs/invisibilia/484359511/frame-of-reference?showDate=2016-07-08>

NPR, Rough Translation, Brazil in Black and White:

<https://www.npr.org/2017/10/17/542840797/brazil-in-black-and-white>

TED Talk:

Cross cultural communication | Pellegrino Riccardi | TEDxBergen

<https://www.youtube.com/watch?v=YMyofREc5Jk&index=6&list=PLIRP96gibsBLQJFhyp9vX45bo28grgFnH>