



## **CIEE Toulouse, France**

<b>Course Number:</b>	Intercultural Communication and Leadership
<b>Course number:</b>	COMM 3301 TOFR
<b>Language of instruction:</b>	English
<b>Programs offering Course:</b>	Business and Culture/Language and Culture
<b>U.S. Semester Credits:</b>	3
<b>Contact Hours:</b>	45
<b>Term:</b>	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 Toulouse and in France 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. Journal (6 entries):                      | 20% |
| 2. Mid-semester cultural comparison project: | 20% |
| 3. Homework & Cultural Partner activities:   | 20% |
| 4. Final Digital Storytelling project:       | 20% |
| 5. Class participation:                      | 20% |



## **Course Requirements**

### **Intercultural Development Inventory (IDI) Pre and Post-Assessment**

The IDI is an online assessment tool that measures our intercultural learning and 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.

### **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 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.

### **Class participation**

Regular class attendance is required throughout the program. Students must notify Center Director and instructor beforehand if they will miss class for any reason. Students are responsible for any materials covered in class in their absence. Students who miss class for medical reasons must inform the instructor and the Center Director and provide appropriate documentation. An absence in a CIEE course will only be considered excused if:

- a doctor's note is provided
- a CIEE staff member verifies that the student was too ill to attend class
- evidence is provided of a family emergency

Attendance policies also apply to any required co-curricular class excursion or event. Students who miss class for personal travel will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.



Persistent absenteeism (students exceeding 10% of total course hours missed, or violations of the attendance policies in more than one class) will lead to a written warning from the Center Director, notification to the student’s home school, and/or dismissal from the program in addition to reduction in class grade(s). Students with unexcused absences exceeding 20% of the total course hours will fail the course.

- Late papers will be marked down 5% after the first day and 1% every day afterwards
- Being late is disruptive to the entire class and will negatively affect a student’s participation grade. Being 10 minutes late just once is still disruptive but can happen to all. Being late more than once, however, will have consequences for the student’s participation grade. Students arriving more than ten minutes late to the class will be considered absent for the session.

### **Weekly Schedule**

Following is the course schedule for the semester, subject to change.

<b>Week 1: Introduction</b>		
Class 1	What is this class about?	
Class 2	Perception and Suspending Judgment	<ul style="list-style-type: none"><li>• Bennett, ‘Intercultural communication: A current perspective’ (pp. 1-34)</li></ul>
<b>Week 2: Who am I in the context of this experience?</b>		
Class 3	How do I learn?	<ul style="list-style-type: none"><li>• Complete Intercultural Development Inventory (IDI)</li><li>• Name Game with Cultural Partner</li></ul>
Class 4	Identity in Context	<ul style="list-style-type: none"><li>• Yep</li><li>• Hammad</li><li>• Paige</li></ul>
<b>Week 3: Cultural Value Patterns</b>		
Class 5	Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project	<ul style="list-style-type: none"><li>• Ting-Toomey &amp; Chung, ‘What is intercultural communication flexibility?’ and ‘What are the essential cultural value patterns?’ (pp. 22-37 &amp; 38-63)</li><li>• Porter</li></ul>



Class 6	Host Culture Value Patterns	<ul style="list-style-type: none"><li>• ‘I am...’ activity with CP</li><li>• Hofstede et al., ‘The rules of the social game’ (pp. 3-26)</li><li>• Hofstede et al., one additional chapter TBD by instructor</li></ul>
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**Week 4: Introduction to Intercultural Communication: How do we interact?**

Class 7	Culture & Communication	<ul style="list-style-type: none"><li>• Ting-Toomey &amp; Chung, ‘What is the connection between verbal communication and culture?’ (pp. 110-129)</li><li>• Deutscher</li><li>• Topic for Cultural Comparison Project</li></ul>
Class 8	How do we interact non-verbally?	<ul style="list-style-type: none"><li>• Ting-Toomey &amp; Chung, ‘What are the different ways to communicate nonverbally across cultures?’ (pp. 130-153)</li><li>• Journal entries 1 &amp; 2</li></ul>

**Week 5: Stereotypes**

Class 9	Stereotypes	<ul style="list-style-type: none"><li>• Plous</li></ul>
Class 10	Perceptions of Us	<ul style="list-style-type: none"><li>• Zemach-Bersin OR Ogden (TBD by instructor)</li><li>• Reading that offers local perspective on U.S. Americans and/or foreigners more generally (TBD by instructor)</li></ul>

**Week 6: Engagement in the Host Culture**

Class 11	Cultural Engagement Activity	TBD by instructor
Class 12	Culture Shock and Intercultural Adjustment	<ul style="list-style-type: none"><li>• Ting-Toomey &amp; Chung, ‘What is culture shock?’ (pp. 91-109)</li></ul>

**Week 7: Examining Our Personal Values**

Class 13	What do I value?	
Class 14	Cultural Comparison Project Presentations	<ul style="list-style-type: none"><li>• Cultural Comparison Projects!</li></ul>

**Week 8: Practicing Intercultural Competence**

Class 15	Intercultural Competence	<ul style="list-style-type: none"><li>• Trompenaars &amp; Hampden-Turner, ‘Relationships and rules’ and ‘Reconciling cultural dilemmas’ (pp. 29-50 &amp; 200-217)</li><li>• Hammer</li></ul>
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- Class 16 Cultural Detective
- Journal entries 3 & 4
  - Personal Values activity with CP

**Week 9: Practicing Personal Leadership**

- Class 17 Introduction to Personal Leadership
- Schaetti et al., Parts I & II (pp. xxi-118)
- Class 18 Aligning with Vision
- Recognizing Something's Up activity

**Week 10: Digital Storytelling and Cultural Engagement**

- Class 19 Digital Storytelling: Story Circles
- Draft of script for final project
- Class 20 Cultural Engagement Activity
- TBD by instructor

**Week 11: Practicing Personal Leadership: The Critical Moment Dialogue**

- Class 21 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
- Class 22 Practicing with the Critical Moment Dialogue (continued)
- Solo Challenge activity

**Week 12: Practicing Cultural Detective and Personal Leadership Together**

- Class 23 Personal Leadership + Cultural Detective = EPIC
- Long-form personal CMD
- Class 24 Partner Work outside of class (no official class meeting)

**Week 13: Debriefing this Experience**

- Class 25 Debrief EPIC application
- EPIC Flow
- Class 26 How can we articulate and use what we've learned?
- Journal entries 5 & 6
  - British Council et al.
  - Matherly

**Week 14: Re-Entry and Wrap-Up**

- Class 27 Re-Entry
- Storti
- Class 28 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, provided that 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:**

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 Abroad/Student Diplomat/2007 Student Diplomat Competition Winner/](https://www.nafsa.org/Explore%20International%20Education/Advocacy%20And%20Public%20Policy/Study%20Abroad/Student%20Diplomat/2007%20Student%20Diplomat%20Competition%20Winner/).

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.

In addition: one of the following chapters TBD by instructor

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*, 3<sup>rd</sup> ed. (pp. 53-88). New York: McGraw-Hill. (Power Distance)

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)

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*, 3<sup>rd</sup> ed. (pp. 235-276). New York: McGraw-Hill. (Long-Term Orientation)

#### **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/>.

Reading of instructor's choosing that offers local perspective on the United States and/or U.S. Americans

TBD by instructor

One of the following (TBD by instructor):

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](http://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](http://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 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.