



CIEE Global Institute – Santiago

Course name:	Intercultural Communication and Leadership
Course number:	(GI) COMM 3301 STCH
Programs offering course:	Santiago de Chile Global Internship/ Open Campus (Communications, Journalism, and New Media Track)
Language of instruction:	English
U.S. semester credits:	3
Contact hours:	45
Term:	Spring 2020

Course Description

In this class, students develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively in their study abroad location 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 completing this course, students will:

- Increase their self-awareness, particularly cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts / theories and their relevance to students' own experience during study abroad.
- Increase their ability to recognize and bridge cultural gaps.
 - Develop an intercultural leadership practice that helps them translate their culture-specific and culture-general knowledge into moment-to-moment competence.

Course Prerequisites

Students should have completed a course in communication, arts, humanities, or social sciences.



Methods of Instruction

Learning will involve in-class exercises, active reflection, discussion, readings, short lectures, and out-of-class activities that help you engage in the local culture on a deeper level.

Assessment and Final Grade

1. Two reflection papers:	20%
2. Homework (i.e. IDI, readings, Something's Up, etc.):	20%
3. Comparative mid term project:	20%
4. Final Digital Storytelling Project (including draft of script):	20%
5. Participation:	20%
TOTAL:	100%

Course Requirements

Reflection Papers

You are expected to complete two reflection papers. Due dates for each are listed in the schedule. You will be given a topic / prompt, as well as more detailed instructions, for each paper approximately one week prior to the due date.

The papers should be typed, double-spaced, and between 500-750 words (2-3 pages) each. These papers should be reflective, yet include critical analysis of your personal experience. They may be written in the first person.

Homework

Homework includes assigned readings and activities to complete outside of class. Due dates are listed in the syllabus but subject to change at the instructor's discretion. You are responsible for completing the homework outlined in the syllabus and asking for clarification when needed. It is important to bring copies of any readings due that day to class with you, as they may be needed in class.

Comparative mid term Project

Students will have to prepare a mid term individual presentation about a topic related to culture, which has to be discussed with course instructor. The main objective is to apply cultural dimensions in order to compare aspects of host and home culture.

Final Digital Storytelling Project



As a final project for this course, you will be creating a Digital Story. Digital Storytelling involves short (3- to 5-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. You will need access to iMovie (for Macs) or Windows Movie Maker (for PCs), both available to download for free. More information will be provided.

Participation

As part of your work in this course, students should demonstrate learning beyond the submission of written assignments or presentations. As such, all students receive grades based upon 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.

Attendance Policy

Regular class attendance is required throughout the program, and all unexcused absences will result in a lower participation grade for any affected CIEE course. Due to the intensive schedules for Open Campus and Short Term programs, unexcused absences that constitute more than 10% of the total course will result in a written warning.

Students who transfer from one CIEE class to another during the add/drop period will not be considered absent from the first session(s) of their new class, provided they were marked present for the first session(s) of their original class. Otherwise, the absence(s) from the original class carry over to the new class and count against the grade in that class.

For CIEE classes, excessively tardy (over 15 minutes late) students must be marked absent. Attendance policies also apply to any required co-curricular class excursion or event, as well as to Internship, Service Learning, or required field placement. Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent and unexcused. No make-up or re-sit opportunity will be provided.



Attendance policies also apply to any required class excursion, with the exception that some class excursions cannot accommodate any tardiness, and students risk being marked as absent if they fail to be present at the appointed time.

Unexcused absences will lead to the following penalties:

<i>Percentage of Total Course Hours Missed</i>	<i>Equivalent Number of Open Campus Semester classes</i>	<i>Minimum Penalty</i>
Up to 10%	1 content classes, or up to 2 language classes	Participation graded as per class requirements
10 – 20%	2 content classes, or 3-4 language classes	Participation graded as per class requirements; written warning
More than 20%	3 content classes, or 5 language classes	Automatic course failure , and possible expulsion

Weekly Schedule

NOTE: This schedule is subject to change at the discretion of the instructor to take advantage of current experiential learning opportunities.

Week 1 Introduction

Class 1:1 What is this class about?

Readings:

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



Week 2

Who am I?

Class 2:1

Perception and Suspending Judgment

Readings:

- Bennett, 'Intercultural communication : A current perspective' (pp. 1-34)
- Porter Reading

Class 2:2

Identity in Context

Completed (online) Intercultural Development Inventory (**IDI**)

Readings:

- Yep Reading
- Hammad Reading
- Paige Reading

- Due date: Reflection Paper 1

Class 2:3

What do I value?

Readings:

- Hofstede et al., 'The rules of the social game' (pp. 3-26)

Week 3

Understanding Culture

Class 3:1

Cultural Value Patterns

Readings:

- Ting-Toomey & Chung, 'What is intercultural communication flexibility?'
'What are the essential cultural value patterns?' (pp. 22-37 & 38-63)
- the hofstede centre U.S. profile

and

Class 3:2

Understanding Chile

Reflection Paper #1 Due

Readings:

- Gomez Díaz and Rodriguez Ortiz (2006)
- Cavieres (2011)



Class 3:3 Culture & Communication

Readings:

- Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129)
- Deutscher Reading
- Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153)

Week 4 Going Deeper

Class 4:1 Developing Intercultural Competence

Readings:

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

Class 4:2 Practicing Intercultural Competence
Recognizing Something's Up' Activity

Readings:

- Harvard Business Review Case Study
- Due date: Reflection Paper 2

Class 4:3 Stereotypes
Reflection Paper #2 Due

Readings:

- Plous Reading

Week 5 Putting It All Together

Class 5:1 Perceptions of Us
Chilean perspectives on U.S. Americans and / or foreigners more generally (TBD)

Readings:



- González, Sirlopú and Kessler (2010)
- Cabieses (2011)

Class 5:2 Digital Storytelling: Story Circles
Draft of script for final project

Class 5:3 Culture Shock and Intercultural Adjustment

Readings:

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

Week 6 Wrap-Up

Class 6:1 Re-Entry

Readings:

- Storti Reading

Class 6:2 How can we articulate and use what we've learned?

Readings:

- British Council et al. Reading
- Matherly Reading

Class 6:3 Digital Storytelling Viewing Party
Completed (online) Intercultural Development Inventory (IDI)

- Due date: Final Digital Stories!

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.

Cabieses, Baltica (2011) *The living conditions and health status of international immigrants in Chile: comparisons among international immigrants, and between them and the Chilean-born*. PhD Thesis. The University of York

- Cavieres, Eduardo (2011) "The class and culture-based exclusion of the Chilean Neoliberal Education Reform". In *Educational Studies: A journal of the American Educational Studies Association*. Vol 47. pp. 111-132
- Gomez Diaz, Carlos F. and Rodriguez Ortiz, Jenny K. (2006) "Four keys to Chilean culture: authoritarianism, legalism, fatalism and compadrazgo". *Asian Journal of Latin American Studies*, 19 (3). pp. 43-65. ISSN 0022-216X
- Gonzalez, Roberto; Sirlopú, David and Kessler, Thomas (2010) Prejudice among Peruvians and Chileans as a Function of Identify, Intergroup Contact, Acculturation Preferences and Intergroup Emotions. *Journal of Social Issues*. Vol 66, Issue 4. PP. 803-824
- 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.
- 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.
- 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 culture shock?" In S. Ting-Toomey & L.C. Chung, *Understanding Intercultural Communication* (pp.91-109). 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 Nonverbally Across Cultures?" In S. Ting-Toomey & L.C. Chung, *Understanding Intercultural Communication* (pp. 130-153). New York: Oxford University Press.

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.

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

Bevelander, D., Nolan, J. & Page, M. (2015). "Case Study: Is It Teasing or Harassment?" *Harvard Business Review*. Available online at <https://hbr.org/2015/03/case-study-is-it-teasing-or-harassment>

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.pdf>

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&#

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/



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)

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 <https://frontiersjournal.org/wp-content/uploads/2015/09/OGDEN-FrontiersXV-TheViewfromtheVeranda.pdf>

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