



CIEE Alicante, Spain

Course name:	Intercultural Communication and Leadership
Course number:	COMM 3301 ALSP (ENG)
Programs offering course:	Alicante Language and Culture
Language of instruction:	English
U.S. 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 Alicante 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:



- | | |
|--|-----|
| 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 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.

CIEE ACADEMIC POLICIES

Papers and assignments submission

According to CIEE Alicante academic norms all assignments, paper, readings, etc. must be turned in on the due date. Late submissions of coursework/assignments during the course of the term of study are not accepted.



If an exception is granted by the Academic Director, the new deadline for the assignment will be set for the next earliest possible date for the student for reasonably submit the assignment.

Course Attendance

Regular class attendance is required throughout the program. Students must notify (via e-mail with for any reason. Students are responsible for any materials covered in class during their absence. Students who miss class for medical reasons must inform the professor and the RD or PC and provide appropriate documentation.

For CIEE courses, excessively tardy (over 15 minutes late) students will be marked absent (student will be reminded of the policy). Attendance policies also apply to any required co-curricular class excursion or events, etc. Students who miss class for personal travel will be marked as absent and unexcused.

An absence in a CIEE course will be only considered excused if:

1. A doctor's note is provided. The UA medical center does not generally provide class absence notes. In the case a doctor's absence note is extremely necessary, students will need to go to the Vithas International Hospital to be examined.
2. A CIEE staff member verifies that the student was too ill to attend class
3. Evidence is provided of a family emergency

Persistent absenteeism (students exceeding 10% of the total course hours missed, or violations of the attendance policy in more than one class) will lead to a written warning from the RD, notification to the home school, and/or dismissal from the program in addition to reductions in class grade(s).

1. Since each CIEE Alicante course is 45 hours, 10% of the total course hours are 4.5 hours.
2. Students who miss more than 4.5 hours of class without justification will see their final grade reduced by -5%. For instance, students achieving a grade of 89.00 out of 100 points and missing more than 4.5 hours of class will see their grade reduced from 89.00 (B+) to 84.00 (B).

Students with unexcused absences exceeding 20% of the total course hours will fail the course. Written warnings and home school notifications will happen well before the absenteeism causes the student to fail the course so that the student has an opportunity for corrective actions.

Likewise, if any CIEE group organized activity/informational session (e.g. Intercultural development sessions) is scheduled during class hours, attendance to this activity or session is also mandatory for all students enrolled in courses that meet during that block of time. Not attending these CIEE group organized activities/sessions during regular class hours will result in an absence.

Plagiarism

Cheating and plagiarism in any course assignment may result in failing the course or being expelled from the program. Students are expected to adhere to the US American and norms.

Important principles:



1. Final examinations, quizzes and other tests must be done without assistance from other person, without looking at or otherwise consulting the work of another person, and without access to notes, books, or other pertinent information (unless the professor has explicitly announced that a particular test is to be taken on an “open book” basis).
2. The same written paper may not be submitted in more than one course.
3. Any use of the work of another person must be documented in any written papers, oral presentations, or other assignments carried out in connection with the course

Add/Drop

The add/drop period last for 1 week after the start of the courses. After the end of the add/drop period, the student’s registration is considered final, and no course(s) may be changed or deleted from the student’s CIEE Academic Record.

Withdrawal from a course

Students are required to register in 5 courses during their studies at CIEE Alicante. Each CIEE course is worth 3 credits (45 contact hours) and each Universidad de Alicante course is worth 4 credits (60h - unless the course has more than 60h of instruction). If exceptional circumstances warrant, the student may request permission from the Center Director to withdraw from a course. However, a student participating in a semester program is not allowed to drop below 12 US semester credits.

Weekly Schedule

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

Class	Topic	Assignment/Reading Due
Week 1:		
Class 1	What is this class about?	
Class 2	Syllabus as a Cultural Artifact Name Game	Spanish syllabus analysis
Week 2:		
Class 3	Perception	<ul style="list-style-type: none"> • Bennett, ‘Intercultural communication: A current perspective’ (pp. 1-34)
Class 4	Suspending Judgment (DIE)	
Week 3:		
Class 5	Observation Activity Collaborative Map	Goldstein, D.L. ‘The Cooperative Map Exercise’
Class 6	How do I learn? (KOLB)	<ul style="list-style-type: none"> • Complete Intercultural Development Inventory (IDI) • Name Game with Cultural Partner
Week 4:		



Class 7	Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project	<ul style="list-style-type: none"> Ting-Toomey & Chung, 'What is intercultural communication flexibility?' and 'What are the essential cultural value patterns?' (pp. 22-37 & 38-63)
Class 8	No Class – Community Service Day	
Week 5:		
Class 9	Identity in Context	<ul style="list-style-type: none"> Hammad
Class 10	International Perceptions on US	
	US Cultural Values	<ul style="list-style-type: none"> Cultural Detective
Week 6:		
Class 11	Spanish Cultural Values	<ul style="list-style-type: none"> Cultural Detective
Class 12	Critical incident Analysis	<ul style="list-style-type: none"> The new Therapist
Week 7:		
Class 13	Mid-Term Week: No Class	
Class 14	Mid-Term Week: Cultural Comparison Project Presentations	
Week 8:		
Class 15	No Class - National Holiday	
Class 16	Cultural Engagement Activity	
Week 9:		
Class 17	Culture & Communication	<ul style="list-style-type: none"> Ting-Toomey & Chung, 'What is the connection between verbal communication and culture?' (pp. 110-129)
Class 18	How do we interact non-verbally?	<ul style="list-style-type: none"> Ting-Toomey & Chung, 'What are the different ways to communicate nonverbally across cultures?' (pp. 130-153)
Week 10:		
Class 19	Stereotypes	<ul style="list-style-type: none"> Plous
Class 20	Perceptions of Us	<ul style="list-style-type: none"> American Students Can't Be Global Citizens
Week 11:		
Class 21	No Class	



Class 22	Culture Shock and Intercultural Adjustment	<ul style="list-style-type: none">• Ting-Toomey & Chung, 'What is culture shock?' (pp. 91-109)
Week 12:		
Class 23	Intercultural Competence	<ul style="list-style-type: none">• Trompenaars & Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 & 200-217)• Hammer
Class 24	Introduction to Personal Leadership	<ul style="list-style-type: none">• Schaetti et al., Parts I & II (pp. xxi-118)
Week 13:		
Class 25	No Class – Local Holiday	
Class 26	Personal Leadership: Aligning with Vision	<ul style="list-style-type: none">• Recognizing Something's Up activity• Solo Challenge Activity
Week 14:		
Class 27	Re-entry. How can we articulate and use what we've learned?	<ul style="list-style-type: none">• British Council et al.• Storti
Class 28	No Class - National Holiday	
Week 15:		
Class 27	Digital Storytelling Viewing Party	<ul style="list-style-type: none">• Digital Stories!
Class 28	Digital Storytelling Viewing Party	<ul style="list-style-type: none">• Digital Stories!

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.

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>.

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&#.

Goldstein, D.L. (1995). The Cooperative Map Exercise, in Seelye, H. N. *Experiential activities for intercultural learning*. Nicholas Brealey.

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.

Matherly, C. (n.d.) Effective marketing of international experiences to employers. Available online at http://www.aifsbroad.com/advisors/pdf/Impact_of_Education_Aboardl.pdf (pages 9-10).

Nam, K. A., & Condon, J. (2010). The DIE is cast: The continuing evolution of intercultural communication's favorite classroom exercise. *International Journal of Intercultural Relations*, 34(1), 81-87.

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. 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.

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).

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.

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.

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.

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.