CIEE Buenos Aires, Argentina

Course title: Intercultural Communication and Leadership
Course code: COMM 3301 AFLA (SPAN)
Programs offering course: Liberal Arts
Language of instruction: Spanish
U.S. semester credits: 3
Contact hours: 45
Term: Spring 2020

Course Description
In this class, students will develop skills, knowledge, and understanding that will help them communicate and engage more appropriately and effectively in Buenos Aires, Spain as well as in other intercultural contexts. Students will explore various topics in intercultural communication in the context of the study abroad experience and will practice intercultural learning processes to apply when working across difference in a wide variety of contexts. Students will increase their own cultural self-awareness, relate culture-specific knowledge to intercultural communication theories and research methods, strengthen their ability to recognize and bridge cultural gaps, and develop intercultural leadership skills to help them become more effective in an interdependent world. Students will be assessed via assignments and activities that include: reflective writing, collaborative discussions, individual or group presentations, analysis of readings, and in-person participation.

Learning Objectives
By completing this course, students will:

- Increase their own self-awareness, particularly their cultural self-awareness.
- Develop a deeper understanding of the field of intercultural communication and intercultural concepts/theories and their relevance to their own experience in the host culture(s).
- 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

None, apart from an open mind and a sincere interest in developing intercultural competence 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

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. Participation 20%
   TOTAL 100%

Course Requirements

Journal (6 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 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.

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

Regular class attendance is required throughout the program, and all 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, 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 any required field placement. Students may not miss placement/work hours at an internship or service learning site unless approved in advance by the Academic Director and placement supervisor. All students must complete all of the requisite 100 minimum work hours on site at the internship or service learning placement to be eligible for academic credit.

Students who miss class for personal travel, including unforeseen delays that arise as a result of personal travel, will be marked as absent. 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.

Absences for classes will lead to the following penalties:
N.B. Course schedule is subject to change due to study tours, excursions, and local holidays. Final schedules will be included in the final syllabus provided to students on site.

Weekly Schedule

Week 1

Class: 1.1 Introduction

What is this class about?

Class: 1.2 .

Perception and Suspending Judgment

Assignment/Reading Due:
Week 2

Class: 2.1 Who am I in the context of this experience?

How do I learn?

Assignment/Reading Due:

- Complete Intercultural Development Inventory (IDI)
- Name Game with Cultural Partner

Class: 2.2  

Identity in Context

Assignment/Reading Due:

- Yep
- Hammad
- Paige

Week 3

Class: 3.1 Cultural Value Patterns

Introduction to Cultural Value Patterns and Discussion of Digital Storytelling Project

Assignment/Reading Due:

- Ting-Toomey & Chung, ‘What is intercultural communication flexibility?’ and ‘What are the essential cultural value patterns?’ (pp. 22-37 & 38-63)
- Porter

Class: 3.2  

7 of 16
Host Culture Value Patterns

Assignment/Reading Due:

- 'I am…' activity with CP
- Hofstede et al., ‘The rules of the social game’ (pp. 3-26)
- Hofstede et al., one additional chapter of your choice

Week 4
Class:  4.1  Introduction to Intercultural Communication: How Do We Interact?

Culture & Communication

Assignment/Reading Due:

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

Class:  4.2  

How do we interact non-verbally?

Assignment/Reading Due:

- Ting-Toomey & Chung, ‘What are the different ways to communicate non-verbally across cultures?’ (pp. 130-153)
- Journal entries 1 & 2

Week 5
Class:  5.1  Stereotypes

Assignment/Reading Due:

- Plous
- Humor& Stereotypes: the world according to…
Class: 5.2

Perceptions of Us

Assignment/Reading Due:

- Zemach-Bersin
- Pallaró (Reading that offers local perspective on U.S. Americans)

Week 6
Class: 6.1 Engagement in the Host Culture

Cultural Engagement Activity

Assignment/Reading Due: TBD

Class: 6.2

Culture Shock and Intercultural Adjustment

Assignment/Reading Due:

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

Week 7
Class: 7.1 Examining Our Personal Values

What do I value?

Class: 7.2

Cultural Comparison Project Presentations

Assignment/Reading Due:

- Cultural Comparison Projects

Week 8
Class:  8.1  Practicing Intercultural Competence

Assignment/Reading Due:

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

Class:  8.2  

Cultural Detective

Assignment/Reading Due:

- Journal entries 3 & 4
- Personal Values activity with CP

Week 9

Class:  9.1  Practicing Personal Leadership

Introduction to Personal Leadership

Assignment/Reading Due:

- Schaetti et al., Parts I & II (pp. xxi-118)

Class:  9.2  

Aligning with Vision

Assignment/Reading Due:

- Recognizing Something's Up activity

Week 10

Class:  10.1 Digital Storytelling & Cultural Engagement

Digital Storytelling: Story Circles
Assignment/Reading Due:

- Draft of script for final project

Class: 10.2

Cultural Engagement Activity

Assignment/Reading Due: TBD

Week 11

Class: 11.1 Practicing Personal Leadership: The Critical Moment Dialogue

Practicing with the Critical Moment Dialogue

Assignment/Reading Due:

- Schaetti, et al., Part III (pp. 119-151)
- Come to class having identified a Something’s Up you wish to discuss

Class: 11.2

Practicing with the Critical Moment Dialogue (continued)

Assignment/Reading Due:

- Solo Challenge activity

Week 12

Class: 12.1 Practicing Cultural Detective & Personal Leadership Together

Personal Leadership + Cultural Detective = EPIC

Assignment/Reading Due:

- Long-form personal CMD
Class: 12.2.

Partner Work outside of class (no official class meeting)

Week 13
Class: 13.1 Debriefing this Experience

Debrief EPIC application

Assignment/Reading Due:
- EPIC Flow

Class: 13.2.

How can we articulate and use what we’ve learned?

Assignment/Reading Due:
- Journal entries 5 & 6
- British Council et al.
- Matherly

Week 14
Class: 14.1 Re-entry & Wrap-Up

Re-Entry

Assignment/Reading Due:
- Storti

Class: 14.2.

Digital Storytelling Viewing Party

Assignment/Reading Due:
Digital Stories!

Course Materials

Readings

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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. (Masculinity/Femininity or Achievement/Nurturance)


Online Resources

All required readings, slides, supplemental digital resources and additional information will be available online in Canvas.