**Course Description**

In this class, you will develop skills, knowledge, and understanding that will help you communicate and engage more appropriately and effectively in Buenos Aires 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 the course, students will:

- Develop critical awareness of one’s own cultural frame and how it relates to patterns of perceiving, thinking and behaving. (cultural self-awareness)
- Identify and appreciate the perspectives, values and practices of diverse cultural groups within Argentine society. (cultural literacy)
- Recognize cultural differences and similarities between home and host cultures and develop effective strategies to bridge differences. (bridging)
- Acquire understanding of key intercultural and leadership frameworks and apply them to lived experiences. (leadership practice)

**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. Reflection Papers (2) 20%
2. Homework (i.e. Solo Challenge, Vision Statement, etc) 25%
3. Final Digital Storytelling Script 10%
4. Final Digital Storytelling Project 20%
5. Class Participation 20%
6. Pre-post IDI 5%
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 receive 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 1000 words each. These papers should be reflective, yet include critical analysis of your personal experience. You may write them in the first person.

Intercultural Development Inventory (IDI) Pre and Post-Assessment
The IDI is an online assessment tool that measures intercultural development. It contains 50 questions and takes about 20 minutes to complete. All students are required to take the IDI at the beginning and the end of the course. Your instructor will provide you with the login information.

Homework
Homework includes assigned 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.

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 how you have grown interculturally during the course. You will be graded on the script and the final product, which will be presented in class. 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
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:

<table>
<thead>
<tr>
<th>Percentage of Total Course Hours Missed</th>
<th>Equivalent Number of Open Campus Semester classes</th>
<th>Minimum Penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Up to 10%</td>
<td>1 content classes, or up to 2 language classes</td>
<td>Participation graded as per class requirements</td>
</tr>
<tr>
<td>10 – 20%</td>
<td>2 content classes, or 3-4 language classes</td>
<td>Participation graded as per class requirements; 3% grade final grade reduction; <strong>written warning</strong></td>
</tr>
<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic <strong>course failure</strong>, and possible expulsion</td>
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**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 to the Course**

**Class 1:1**  
What is this Class About?  
Introduction to the ICL course. This class is meant to set the stage for the rest of the program. Students will be introduced to some of the types of activities and discussions in which they will be asked to engage, review the syllabus while also reflecting on the local educational culture, and come up with a set of class expectations and rules that will help create the type of atmosphere needed to facilitate their learning.

**Class 1.2**  
Perception and Suspending Judgement  
This class is about perception and suspending judgment. The class will start with an interactive lecturette that draws on the Bennett reading, further explains the focus and goals of the course, and discusses the topic of perception. Following this, we will introduce a method for suspending judgment so students become more aware of how they are perceiving the host culture and how they might do so in a more interculturally competent way.


**Week 2**

**Who Am I?**

**2.1**  
How do I learn? (and Discussion of Digital Stories)  
In this class, you will learn about the experiential learning cycle and how this can help you to make the most out of your time abroad. You will do an activity in which you will explore your preferred learning style and discuss how to stretch into other styles in order to maximize your ability to make sense out of your time abroad. Last, students will explore the concepts of Digital Storytelling, and will also explore the impact of storytelling on their experiences and explore the digital tools in preparation for the final project.


Complete pre-IDI Survey

Class 2.2 Identity in Context
This class is meant to get students thinking about their own identities and how certain aspects of their identity configuration may influence and/or be influenced by their experience abroad. The class will start by facilitating an identity activity, then discuss the “intensity factors” identified in the Paige reading and which of these are having the biggest effect on the students’ experiences.


Class 2.3 Cultural Values and Dimensions
The primary goal of this session is to get students to begin to reflect on what culture is and how it may impact their experience abroad. An important part of this lesson involves increasing students’ cultural self-awareness. Whether they were born and raised in the United States or have only been a resident there for a short time, students can benefit from reflecting on prominent values in the U.S. and considering how residents of the host culture might view the U.S. and/or U.S. Americans.
Secondly, students will be introduced to the cultural dimensions, which help us better understand the differences and similarities between cultures. These are frameworks that can be used to compare how people in various cultures tend to approach particular concepts (such as time and power distance). It's important to emphasize that these patterns are not meant to put individuals or even whole cultures in boxes (or to label or stereotype them), but rather to begin to understand cultural patterns/tendencies and relative relations. We will emphasize that cultural patterns can help students identify some areas to investigate when learning about an unfamiliar place, never to serve as the basis of assumptions about individual people.


instructor will provide specific details about this activity, which will be prefaced with a pre-brief and concluded with a reflection session.

Homework due - Reflection Paper #1

Class 3.3 Culture & Communication
Today’s class is all about communication and culture. Specifically, this class examines various communication patterns used in different cultures and the relationship between language and culture. The class consists of two interactive exercises, with a lecturette/discussion of the reading. The activities are meant to help students try on and practice different communication styles.


Week 4 Going Deeper

Class 4.1 Developing Intercultural Competence
We’ve focused on developing frameworks to better understand cultural difference and similarity. The rest of the course will focus much more on developing an intercultural leadership practice. That is, we will help students practice using what they’ve learned to actually behave in interculturally competent ways. This session meant to help students understand that the course will now transition from focusing heavily on Self-Awareness and Cultural Literacy and from here forward focus more on Cultural Bridging and Developing an Intercultural Leadership Practice.


Class 4.2 Practicing Personal Leadership
This class is about introducing students to how to practice their intercultural competence. The lecturette/discussion are meant to help students gain a deeper understanding of the principles and practices outlined in the course, and begin to see how they relate to the students’ own experiences. This class involves debriefing the ‘Recognizing Something’s Up’ activity that students completed outside of class.

Homework due - ‘Recognizing Something’s Up’ Activity
Schaetti et al., Knowledge to Competence

Class 4.3 Stereotypes
This class is spent viewing the Ted Talk video “The Danger of a Single Story”, discussing the video and reading, and doing a short worksheet on stereotypes and cultural generalizations.


Homework due - Reflection Paper #2

Week 5 Putting It All Together

Class 5.1 Perceptions of Us
The focus of today’s class is on how the students are perceived locally and what the local stereotypes are of the United States and U.S. Americans. The class begins with a discussion of the Ogden reading and is continued by small group debates on Argentine perspectives on U.S. Americans and / or foreigners more generally. The rest of the class is spent doing a role play activity in which students consider culturally appropriate and effective ways to respond to stereotypes they might face and then practice and discuss these responses.


Class 5.2 Digital Storytelling: Story Circles
Today is all about helping students refine their stories for the final Digital Storytelling project. The class will start with a brief check-in to get a sense of their progress on the project, and then show a few more examples of good digital stories. Students will share their stories and give and receive feedback on each other’s stories in small groups through Story Circles.

Homework due - Draft of script for final project

Class 5.3 Culture Shock and Intercultural Adjustment
This class is about culture shock and intercultural adjustment. During class we will discuss some concepts and frameworks. Then we will do an activity in which students draw on their intercultural adjustment experience, followed by a presentation of two different intercultural adjustment models and in-depth discussions about the application of these frameworks to the students’ personal experiences.


Week 6 Wrap-Up

Class 6.1 Re-Entry
This class is meant to help students prepare for the re-entry, which includes reflecting on how they want to approach the last few weeks of their experience abroad. We will start the class with a lecturette/discussion about the Storti
reading and the re-entry process. This is followed by a short drawing activity, then an exercise in which students individually complete a guided written reflection on their time abroad and the impending re-entry.


Class 6.2 How Can We Articulate and Use What We’ve Learned?
This class signals a departure from the last several classes in which the focus was on bringing together all of the goal areas and practicing intercultural competence. In today’s class, students reflect on their experience abroad, what they have learned, and how they can effectively articulate that to others, whether it be friends and family, a future employer, or a potential graduate school program. This class begins with a brief check-in and stillness practice, followed by a discussion of the two readings, which focus on intercultural skills needed for the workplace and the importance of students being able to articulate how the study abroad experience helped them gain such skills. In the next activity, students reflect back on their time abroad.


Class 6.3 Digital Storytelling Viewing Party
Today’s class serves as the final culmination of the course and you get to enjoy reflecting on some of the most important lessons the students have learned during the program.

Digital Stories Presentations
Complete online the Intercultural Development Inventory (IDI) (Required)

Course Materials

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Readings


Plous, S. (2003). The psychology of prejudice, stereotyping, and discrimination: An overview. In S. Plous (Ed.), Understanding prejudice and discrimination (pp. 3-


Online Resources

<Danger of Single Story>