**CIEE Global Institute - Madrid**

**Course name:** Intercultural Communication and Leadership  
**Course number:** (GI) COMM 3301 MASP  
**Programs offering course:** Open Campus  
**Open Campus Track:** Language, Literature and Culture Track  
**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 Berlin 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 Spain.
- 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, 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, short lectures, and out-of-class activities that help you engage in the local culture on a deeper level.

Assessment and Final Grade

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Reflection papers</td>
<td>20%</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Quizzes on readings</td>
<td>10%</td>
</tr>
<tr>
<td>Final Digital Storytelling Project</td>
<td>20%</td>
</tr>
<tr>
<td>(including draft of script)</td>
<td></td>
</tr>
<tr>
<td>TOTAL:</td>
<td>100%</td>
</tr>
</tbody>
</table>
Course Requirements

Class 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.

Notify the instructor as soon as possible before class if you will be absent for any reason.

Reflection Papers
You are expected to complete two reflection papers based on your own experience and observations. These papers should not consist on a comparison of cultures but a reflection on your personal intercultural development. Due dates for each are listed in the schedule. The papers should be typed, double-spaced, and between 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.

Oral presentation
You are expected to present on an aspect of local culture and compare it with your own or use a current newspaper article to discuss from a cultural point of view, the differences shown with your own culture.
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.

Quizzes on Readings
Every reading will be followed by a quiz to determine the right understanding of the content and its application to homework and final project.

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.

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; <strong>written warning</strong></td>
</tr>
<tr>
<td>More than 20%</td>
<td>3 content classes, or 5 language classes</td>
<td>Automatic course failure, and possible expulsion</td>
</tr>
</tbody>
</table>

**Weekly Schedule**

**Week 1**
Class 1:1

What is this class about?
Introduction to the course content and course requirements. What is intercultural communication? The name game as an indicator of culture. Students will take the Learning Style Inventory by Kolb to understand the learning process and their own learning style as an intercultural tool.

What is Personal Leadership

Readings:

Schaetti, “What is personal leadership?” (pp. 3 – 16)
Class 1:2  Perception and Suspending Judgment
How do we perceive reality? This session will help students to understand how perception is built on culture, how we frame and can re-frame reality. The Describe, Interpret and Evaluate model for a better understanding of what we see and experience.

Mindfulness and Creativity as the two principles of Personal Leadership
Digital Stories. Explanation of the final assignment showing some examples of digital storytelling.

Readings: Bennett, 'Intercultural communication: A current perspective’ (pp. 1-34)
Porter Reading
Schaetti, "The two principles" (pp 17 – 33)

Week 2
Class 2:1  Identity in Context.
This session will help students to think about their own identities and how certain aspects of their identity may influence and be influenced by their experience when they are exposed to difference.

Attending to Judgement as Personal Leadership practice

Readings: Yep Reading
Hammad Reading
Paige Reading

Schaetti “Practice: Attending to Judgement” (pp. 39 – 47)
Assignment: Complete (online) Intercultural Development Inventory (IDI)
Class 2:2  
What do I value?
This class will discuss the cultural programming and the students' prevalent cultural values to help them avoid minimization of difference and focusing on working with it. We will use the Cultural Detective materials to work on student self-awareness of the values they are led by.
Attending to Emotion as personal Leadership practice
Reading: Hofstede et al., ‘The rules of the social game’ (pp. 3-26)
Schaetti “Practice: Attending to Emotion” (pp- 49-59)

Week 3
Class 3:1  
Cultural Value Patterns
Learn about the most relevant cultural value patterns or culture-general dimensions which can help us better understand the differences and similarities between cultures. We will use these frameworks as a tool to compare cultures and reflect on the impact in our daily routines. Cultivating Stillness as Personal Leadership practice
Readings: Ting-Toomey & Chung, ‘What is intercultural communication flexibility?’ and “What are the essential cultural value patterns?’ (pp. 22-37 & 3863)
The Hofstede Centre U.S. profile
Wattley-Ames ‘Society and the individual’ (pp.23-45)
Schaetti “Practice: Cultivating Stillness” (pp. 75-85)

Class 3:2  
Understanding Spain
Through a series of activities and exercises, students will have the opportunity to approach to the local culture identifying patterns of conduct, common behaviors and social norms that may differ from theirs.
Readings: Tremlett, ‘The edge of a barber’s razor’ (pp. vii-xxiv)
Wattley- Ames, ‘Spain is different’ (pp. 1-21 & 47-63)
The Hofstede Centre Spain profile
Assignment: Reflection paper #1 due

Class 3:3 Culture & Communication
How do we communicate? This class will explore the different way cultures communicate verbal and nonverbally, the different patterns of communication and the relationship between language and culture.

Engaging Ambiguity as Personal Leadership practice

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)

Wattley- Ames, ‘Language and communication’ (pp. 65-82)
Schaetti “Practice: Engaging Ambiguity“ (pp.87-99)

Week 4
Class 4:1  Developing Intercultural Competence
Defining Intercultural competence. How can we develop our intercultural competence? The class will study the IDC (Intercultural Development Continuum) and relate their own orientation to their own experiences.
Aligning with vision as Personal Leadership practice
Site visit: Cementerio de la Almudena
Readings: Trompenaars & Hampden-Turner, 'Relationships and rules' and 'Reconciling cultural dilemmas' (pp. 29-50 & 200-217)
Hammer Reading
Assignment: Reflection on Cementerio visit

Class 4:2  Practicing Intercultural Competence
The class will apply their previous exploration, knowledge and reflections on case studies using different tools to practice their intercultural competence as the Cultural Detective model to bridge the cultural gap or the Critical Moment Dialogue analysis.
Readings:
Schaetti, “The critical moment dialogue” (pp. 119-128)
Assignments: Harvard Business Review Case Study
Wattley-Ames 'Work' (pp. 83-107)
CMD Activity

Class 4:3  Stereotypes
This class will offer some perspectives on the topic of stereotypes. How do we use stereotypes? What is the danger of using stereotypes? What are the most common stereotypes – positive and negative – about cultures?
Site visit: Lavapies neighborhood
Week 5

Class 5:1 Perceptions of Us
Based on the previous class on stereotypes, students will explore how they are perceived by locals. A critical analysis of study abroad will complete the session.
Readings: Ogden Reading

Class 5:2 Digital Storytelling: Story Circles
The class will help students to refine their stories for the final project. Students will receive feedback after sharing their projects to help them shape the projects and get suggestions on approaches to the chosen subject.
Site visit: Bullring of Madrid, an approach to controversial traditions
Assignment: Draft of script for final project

Class 5:3 Culture Shock and Intercultural Adjustment
This class will discuss some concepts and frameworks to help them better understand their experience abroad. How was it like when the experience began? How was the process of adjusting to a different culture? What were the challenges?
Guest lecture
Reading: Ting-Toomey & Chung, ‘What is culture shock?’ (pp. 91-109)

Week 6
Class 6:1  
Re-Entry  
This class will help students to prepare for their return home including a reflection on how they want to approach their last days of their experience abroad. The activities during the class will help students become familiar with the Re Entry stages providing ways to be prepared for them and have a better transition back to their own culture. Reading: Storti Reading

Class 6:2  
How can we articulate and use what we’ve learned?  
This class is to help students effectively articulate their experience abroad and their exposure to difference. How they can benefit from this experience in the future.  
Guest lecture  
Reading: British Council et al. Reading  
Matherly Reading

Class 6:3  
Digital Storytelling Viewing Party  
During this session students will present their final project, the process to make it and the main challenges to complete it. After each project, the rest of the class will provide feedback and share their own ideas about the topic covered in the video.  
Assignment: Final project Digital story  
Complete (online) Intercultural Development Inventory (IDI)
Readings

Week 1:

Week 2:
Week 3:

Week 4:


Week 5:


Week 6:

