

TITLE: FUNDAMENTALS OF CULTURAL DIVERSITY - CULTURAL COMPETENCE SEMINAR

Credits: 1 US Credit

Language: English

Course Hours: 15 Contact Hours

SIS Course Code: IS 330

JU Course Code (this will appear on a JU transcript as): IS 305 Special Topics: Fundamentals of Cultural Diversity

DESCRIPTION

This course provides an introduction to how diverse backgrounds and experiences impact individual understanding, values, our world view, communication, and how we relate to others. Using theoretical concepts of intercultural communication and cultural studies, the course explores the dynamics of culture as manifested in hidden and visible aspects, physical and verbal communication, global politics, and in the workplace. Readings and workshops will examine cultural manifestation as related to identity, race, ethnicity, nationality, religion, gender, sexuality, and ability. The course will rely on individual reflection of students' study abroad and/or internships experiences to develop deeper skills for navigating life in a diverse and global world.

COURSE OBJECTIVES

This course provides an academic framework for the analysis of cultural encounters that students are experiencing in a global environment. By the end of the course, students will:

- Understand the diversity of cultural values, attitudes and behaviors of societies worldwide, with a specific emphasis on better understanding the student's home country and Spain
- Be able to apply theories of cultural studies to understanding and unpacking their own global experience
- Effectively integrate foreign experience into a professional portfolio and in future interviews
- Demonstrate development of personal and professional skills such as:
 - Improved interpersonal communication
 - Culturally sensitive business management
 - Flexibility and adaptability

Evaluation:

30%	Class Participation/Preparation
30%	Journal Reflection Assignments
25%	Final Paper: Cultural Analysis
15%	Final Presentation: Cultural Analysis

*Students with any documented mental or learning differences must inform the instructor at the beginning of the course in order to provide the support necessary to facilitate student success.

Class participation

Participating in, and out of, class is an integral part of the learning experience. Students will be graded on the quality and quantity of their contributions, preparedness for class, and abilities to collaborate in

group work. Students are expected to be ready to answer questions from the professor, generate questions and to engage in group activities. Attendance at each class session will contribute to the final grade for the course. Any sessions missed will impact the student's grade proportionally.

Reflection Papers

Throughout the course, participants are required to complete reflection papers about their individual experiences drawing on themes discussed in class. Reflection assignments should be about 500-1000 words in length (1-2 pages) and will be assessed based on clarity, depth of thought, insight and timeliness.

Final Paper & Presentation

Each participant will complete a final paper approximately 1,500 words in length. The findings will be presented to the class in a final presentation. The paper will be assessed based on clarity, depth of thought, insight and timeliness. Participants will also be graded on their ability to present their topic and their outcome assessment to the class. Participants may choose one of two topics for their final project:

1. Analyze a cultural encounter you have experienced personally. Analysis will be graded on ability to effectively outline the experience and to use academic theories presented in class to interpret and analyze the values, cultural norms, communication styles and prejudices that may have been at play behind the scenes.
2. Reflection on cultural studies and theories. Address questions such as: How do diversity and cultural differences shape systems that affect individuals, families, communities, businesses and society? How can the academic theories covered in this course be applied to help navigate cultural differences you face in the world?

Methodology:

Lectures, class debates, analysis of case studies, written reflections.

Course Content:

Assignments are due at the beginning of each session unless otherwise noted:

Session	Content	Assignment	Contact Hours
1	GOAL SETTING <ul style="list-style-type: none"> - Course and syllabus presentation - Growth Mindset - Setting and sharing goals and outcomes - Discussion - expectations vs reality of experience - Introduction to the cultural iceberg & cultural lens 	<i>SMART goals worksheet (due at the end of class session)</i> <i>Watch TedTalk Carol Dweck - Growth Mindset</i>	1.5
2	CULTURAL CONTEXT <ul style="list-style-type: none"> - Beginning to understand local culture (of Barcelona, Spain and Catalonia) through history, 	<i>Reflection paper 1: What influences in my life have most impacted the way I see and interpret the world? How might my culture influence what I see as "normal" or "weird" while studying</i>	1.5

	<p>geography, language, gastronomy and traditions.</p> <ul style="list-style-type: none"> - Cultural blueprint activity 	<p><i>and working abroad? Reflect on things that have influenced your worldview - such as family culture, religion, friends, history, nationality, etc.</i></p>	
3	<p>CULTURAL DIMENSIONS</p> <ul style="list-style-type: none"> - Hofstede's Cultural Dimensions - Detangling cultural stereotypes - Class discussion of readings ("The Ugly American") in business and as a traveller - Cultural encounters case studies - Culture Shock 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> - "How to avoid being the ugly American when doing business abroad" by Andrew Rosenbaum. - "Ugly American sentiment Abroad" by Rick Steeves - "The Nasty (and noble) truth about culture shock" by Diane Hofer Sapphire 	1.5
4	<p>LEADING ACROSS CULTURES</p> <ul style="list-style-type: none"> - Intercultural issues in international business - Discussion: Global Dexterity - Discussion: Racism, sexism and privilege stemming from historical inequality and ways we can acknowledge and address inequality and equity as global leaders 	<p><i>Readings:</i></p> <ul style="list-style-type: none"> - "Managing Across Cultures" by Susan Schneider and Jean Louis Barsoux pp. 207-236 - "Understanding Cultural Differences - The values in a Cross Cultural Context" - Watch webinar: Global Dexterity 	1.5
5	<p>CROSS CULTURAL COMMUNICATION</p> <ul style="list-style-type: none"> - Verbal vs non-verbal communication - Direct vs indirect Communication - Speech patterns as a cultural construct - Communication techniques in intercultural business - Perceptions activity: D.I.E. and two iconic embraces 	<p><i>Reading:</i></p> <ul style="list-style-type: none"> - Gudykunst and Ting-Toomey's <i>Communication Styles and "How Scholars Study Intercultural Communication"</i> 	1.5
6	<p>FOOD & CULTURE</p> <ul style="list-style-type: none"> - Lecture: Food as a lens to local culture - Cultural themes of variety, quantity vs quality, value, good vs bad service - Discussion: cultural context - analyzing diet and eating habits based on data collected. 	<p><i>Local Survey: Participants will interview locals and people from their home culture about their food habits and will submit results to common data form to analyze as a group.</i></p> <p><i>Reflection Paper 2: What can our habits surrounding food tell us about our cultural values and norms? How could this activity be applied to other expressions of cultural norms? (Due at beginning of following session)</i></p>	1.5
7	<p>BUSINESS ABROAD - EXPAT PROFESSIONALS</p> <ul style="list-style-type: none"> - Guest speaker panel: expat professionals from US and other 	<p><i>Reading:</i></p> <ul style="list-style-type: none"> - "Cultural Intelligence" by Christopher Early & Elaine Mosakowski, Harvard Business Review 	1.5

	<p>countries talk about their experience working in Spain and adapting to local culture.</p> <ul style="list-style-type: none"> - Discussion of different communication styles, hiring and onboarding, social norms in the workplace. 	<p>-“Culture Matters” Chapter 1: <i>Understanding Culture, 1-8</i> -“In Search of Global Leaders” Harvard Business Review.</p>	
8	<p>FIELD STUDY: OBSERVATION</p> <ul style="list-style-type: none"> - Silent walking tour of a Barcelona neighborhood practicing observational techniques - Discussion of gentrification, racial diversity, language, wealth & poverty, tourism, perceptions of safety and comfort 	<p><i>Reflection paper 3: How can tourism and gentrification help or hurt a place’s local culture? How does it impact the dynamics of power, privilege and oppression? What could be done to better mitigate the possible negative impact of tourism and gentrification on an area?</i></p>	1.5
9	<p>PRESENTATIONS</p> <ul style="list-style-type: none"> - Sharing final presentations - 20/20 vision exercise 	<p><i>Final paper & presentation due</i></p>	1.5
10	<p>PROFESSIONAL DEVELOPMENT & REENTRY WORKSHOP</p> <ul style="list-style-type: none"> - Resume review, mock interviews - Discussion of learning outcomes and skills developed - Tools for re-entry to home culture - Adaptation and readaptation - Cross cultural fluency - Review goals worksheets 	<p><i>Bring an updated resume & goals sheets to the final class</i></p>	1.5

Academic Integrity:

SIS programs foster critical thinking and intellectual development of its students. In doing so, SIS requires that students introduce their original thoughts, opinions, and ideas in all of their assignments with the support of cited sources. Any violations of academic integrity- such as cheating, plagiarism, self-plagiarism, academic misconduct, fabrication, misuse or misrepresentation of research, and noncompliance- may result in an automatic or immediate dismissal from the program if the student falls below the minimum number of credits required for the term.

Cheating: Any action that violates the rules and guidelines given by the instructor for submitting assignments or exams.

Plagiarism: Any action that presents the ideas, opinions, research, etc. of another as your own.

- Directly copying another’s work without citing sources
- Submitting another person’s work into your own without properly citing the source(s) used.
- Paraphrasing another person’s work without providing appropriate citations

Self-plagiarism: Submitting a piece of one's own work to receive credit for multiple assignments in one or more classes.

Academic Misconduct: Any act that impedes or threatens the open exchange, expression, or flow of information or fair evaluation of students. This includes intimidation and complicity in any acts or attempts to interfere with the ethical and fair submission and evaluation of student work.

Fabrication: Providing inaccurate or false information, including research findings, quotes, and cited sources, etc.

Non-compliance: Failure to comply with the values, objectives, and procedures contained in this policy.

As SIS is accredited by Jacksonville University, students are held accountable to JU's [Academic Integrity and Code of Conduct](#) . You are expected to read and understand the JU terms and regulations of Academic Misconduct.

(<https://drive.google.com/file/d/1PyZmN0EAH1o4bKVZdxVyKw-wdiwXewx/view>)

Bibliography

Readings and videos required for the course will be made available to students online or in print

- Dweck, Carol. "The power of believing that you can improve." *Ted Talks*, Nov 2014. https://www.ted.com/talks/carol_dweck_the_power_of_believing_that_you_can_improve?language=en Accessed 5 Oct 2020
- Earley, P., & Mosakowski, E. "Cultural Intelligence." *Harvard Business Review*, 30 Sep 2004, 82(10): 139-46, 158. <https://hbr.org/2004/10/cultural-intelligence>
- Giles, Howard & Noels, K. "Communication Accommodation in Intercultural Encounters." *Readings in Intercultural Communication*. Eds. Judith N. and Thomas K. Nakayama and Lisa A. Flores Martin. 2nd ed. Boston: McGraw Hill, 2002. www.researchgate.net/publication/285632911_Communication_accommodation_theory Accessed 4 Aug 2020
- Green, S., Hassan, F., Immelt, J., Marks, M., & Meiland, D. (2003). "In Search of Global Leaders." *Harvard Business Review*, 2003, 81(8): 38-45. <https://hbr.org/2003/08/in-search-of-global-leaders> Accessed 5 Oct 2020
- "Hofstede's Cultural Dimensions: Understanding Different Countries" *Mindtools.com* http://www.mindtools.com/pages/article/newLDR_66.htm, 2018. Accessed 4 August 2020.
- Hofstede, Geert. "10 Minutes With..." *Youtube*, uploaded by Vintage Movie Archive, www.youtube.com/channel/UCC5EEtqfF3IbJ7KzrtXGtfg 15 March 2015. Accessed 5 Oct 2020
- Molinsky, Andy. (2012) *Global Dexterity: How to Adapt Your Behavior Across Cultures without Losing Yourself in the Process*. Harvard Business Review Press
- Schneider, Susan C., Barsoux, Jean- Louis, Stahl, Gunter K (2014). *Managing Across Cultures*. Trans-Atlantic Publications; 3rd edition
- Rosenbaum, Andrew. "How to Avoid Being The Ugly American When Doing Business Abroad." *Harvard Management Communication Letter*, Vol. 5, No. 12, December 2002
- <https://hbswk.hbs.edu/archive/globalization-feature-how-to-avoid-being-the-ugly-american-when-doing-business-abroad> Accessed 4 Aug, 2020
- Routamaa, V. & Hautala, T.M. (2008). "Understanding Cultural Differences - The Values in a Cross-Cultural Context." *The International Review of Business Research Papers*. 4:5. Retrieved

from:

https://www.researchgate.net/profile/Vesa_Routamaa/publication/237136760_Understanding_Cultural_Differences_The_Values_in_a_Cross-Cultural_Context/links/0c96052cc523463a6500000_0.pdf Accessed 4 August 2020

- Schneider, Susan C. & Barsoux, Jean- Louis (2002). The Meaning of Culture & Culture and organization. In *Managing Across Cultures*: 61-67, 77-91. Harlow: Prentice Hall Europe
- Steves, Rick. "Ugly American Sentiment Abroad" *Rick Steves Website* <https://www.ricksteves.com/press-room/ugly-american-sentiment-abroad> Accessed 4 August 2020
- Storti, Greg. "Culture Matters: The Peace Corps Cross Cultural Handbook" U.S. Government Printing Office, 1997. https://files.peacecorps.gov/multimedia/pdf/library/T0087_culturematters.pdf Accessed 4 August 2020.

Supplemental Materials

Readings listed below are supplemental materials that may help students in developing final projects:

- Auzenne, M., & Horstman, M. (2006). Accomplishments – Connecting Resumes & Interviews. Available: www.manager-tools.com/2006/09/accomplishments-connecting-resumes-and-interviews Accessed: 5 Oct 2020
- Green, B. P., Graybeal, P., & Madison, R.L. (2011). "An Exploratory Study of the Effect of Professional Internships on Students' Perception of the Importance of Employment Traits." *Journal of Education for Business*, 86(2): 100-110.
- Jaumotte, F. (2011). "The Spanish Labor Market in a Cross-Country Perspective." *International Monetary Fund Working Paper*, pp. 4-6, No 11/11, IMF. Washington. Available: www.imf.org/external/pubs/ft/wp/2011/wp1111.pdf Accessed: 26 October, 2012.
- Novas, H., Szerlip, B., & Watson, T. (2001). *Passport Spain: Your Pocket Guide to Spanish Business, Customs & Etiquette*. 22-25, 33-42, 48-55. Novato, CA: World Trade Press
- Rupal, J. (2008), *Importance of Ethics in Business*, Atharva Institute of Management Studies. Mumbai. Available: ezinearticles.com/?Importance-of-Ethics-in-Business&id=1212419 Accessed: 5 Oct 2020
- Storti, C. (1994). *Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference*. Yarmouth, Maine: Intercultural Press.