



BUILDING CULTURAL COMPETENCE AND PREPARING FOR COLLEGE SUCCESS

LANGUAGE: English

TOTAL HOURS: 45 hours

CREDITS: 3 credit

Jacksonville University Course Code: JU 111 / *This course will appear on a Jacksonville University transcript as JU 111: First Year Experience*

University of Miami Course Code: MLL 295 (UM modern languages & literature)

DESCRIPTION

This introductory course on building cultural competence provides students with a comprehensive understanding of the fundamental principles, skills, and knowledge necessary for navigating and engaging with diverse cultural contexts. As globalization and interconnectedness continue to shape our world, the ability to communicate effectively and act appropriately across cultural boundaries is becoming increasingly crucial in various personal and professional settings. Studying abroad provides students the perfect opportunity to employ experiential education in order to gain a first-hand understanding of these concepts.

Based on *Like a Fish in Water: How to Grow Abroad When You Go Abroad*, the course explores key concepts related to cultural competence, including cultural awareness, sensitivity, humility, adaptability and communication. The curriculum is designed to foster self-reflection, critical thinking, resilience and practical skills development, the “Cultural Superpowers” to be employed during a successful study abroad experience, college career and beyond.

COURSE OBJECTIVES

This course provides an introduction to academic frameworks for the analysis of cultural encounters that students experience in a global environment. By the end of the course, students will:

- Be able to apply basic theories of Cultural Studies and Psychology to examine and unpack their own global experience and increase self-awareness, and awareness and appreciation of others
- Compare and contrast cultural elements of life in Spain to life in the U.S. with the goal of developing skills for a successful study abroad experience and transition to a college campus
- Understand the influence of culture on personal identity and behavior
- Employ perspective taking techniques to identify multiple perspectives based on differences in cultural norms, values and beliefs.
- Describe differences in both verbal and nonverbal intercultural communication to improve interpersonal communication even across cultural borders



- Effectively integrate practical tools and techniques towards overcoming the challenges of living overseas which will give a foundation for overcoming future challenges of integration into college, into the workforce and beyond
- Expresses openness to most interactions with those of diverse cultural backgrounds
- Gain techniques for physical and mental well-being
- Be capable of identifying the challenges when working across cultures and the dimensions that make or break success such as differences in time management, personal space, individualism vs. collectivism.
- Understand how to apply all of these tools to the cultural transition from high school to university

METHODOLOGY

This course will combine lectures and vibrant discussions and debate with videos, in-class workshops, analysis of case studies, podcasts and field studies to provide a variety of learning and teaching styles to reach our objectives. Homework assignments must be completed before the following class in order to get the group and individual participation necessary for maximum engagement

REQUIREMENTS

Students will need a notebook or electronic device that they can use in class and field studies to take notes, complete exercises, and complete journal entries. A physical notebook is encouraged and highly recommended.

EVALUATION

20%	Class Participation/Preparation
30%	Journal Reflection Assignments
10%	Midterm Exam
15%	Final Paper
15%	Final Presentation
10%	Final Exam

*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. Any sessions missed will impact the student's grade.



ATTENDANCE POLICY

Barcelona SAE's School for International Studies (SIS) views participation and engagement in class as a crucial part of learning while on a Study Abroad program. For this reason, attending class, arriving on time, coming prepared, and participating make up an important part of final grading while missing classes, arriving late, unprepared, or not engaging will directly and significantly lower a student's overall grade.

ATTENDANCE

In addition to impacting a student's participation grade with their inability to partake in coursework and discussion, the impact of absences is the following:

- If the student does not attend more than **20% of the sessions during the term**, this will automatically result in a **participation grade of 0**, which will significantly impact the final grade. For instance*:
 - Semester Term: **missing 4 sessions out of 22 would be the equivalent of 20%**
 - Summer Term: **missing 5 sessions out of 25 would be the equivalent of 20%** **however**, the student should bear in mind that in summer programs, it is usual to have two sessions per day, which means that if they miss two full days of class, they would miss 4 sessions.
- If the student does not attend more than **25% of the sessions during the term**, this will result in an automatic fail. For instance*:
 - Semester Term: **missing 6 sessions out of 22 would be the equivalent of 25%**
 - Summer Term: **missing 7 sessions out of 25 would be the equivalent of 25%**, **however**, the student should bear in mind that in summer programs, it is usual to have two sessions per day, which means that if they miss three full days of class, they would miss 6 sessions.

*Please note, this is only a guide, but the exact number of sessions may vary from session to session.

PUNCTUALITY

Instructors will record attendance at the start of each class session. Arriving to class **fifteen (15) minutes or more past** the official class start time **will be recorded as an absence and may not have access to the classroom**. Arriving to class within fifteen (15) minutes of the class start time will be noted as late and might have an impact on the student's participation grade, but this is up to each professor's discretion.

ASSESSMENT AND ABSENCES



There are no excused absences. Missing class because of illness, personal travel, visit from family or friends, etc. all count equally as an absence. Students are responsible for monitoring their total absences and for the impact that they have on the final grade.

In cases of extenuating circumstances such as hospitalization, or significant family/personal emergencies, exceptions may be considered.

The Academics Team will evaluate these circumstances on a case-by-case basis, particularly during grade appeals. Submission of adequate documentation, such as a medical certificate is essential, although it does not guarantee an exception.

Exams, quizzes, and presentations **will not be rescheduled or retaken** due to absences and an absence on these days will result in a 0 on said assessment. Students are obligated to attend all scheduled or unscheduled assessment activities and the responsibility for tracking these dates lies solely upon the student.

ACCESS TO STUDENTS' ABSENCES

Students may access their attendance records via the MOODLE platform for self-monitoring purposes.

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 250-300 words in length (1-2 pages) and will be assessed based on clarity, depth of thought, insight and improvement over past assignments.

Final Paper & Presentation

Each participant will complete a final paper approximately 750 words in length (3-5 pages). 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 structure. Participants will also be graded on their ability to present their topic and their outcome assessment to the class. Participants **may choose one of three 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, cultural lenses, 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?
3. How can your Cultural Superpowers be put in practice after the study abroad experience? When you get to campus, how will you harness your growth and apply it to the rest of your college career? How can you, your campus, and the world benefit from what you've learned abroad?

COURSE CONTENT

Fully completing assignments will help you prepare and engage in the class. Any assignments to be turned in are due at the beginning of class unless otherwise noted.

Every session has 110 minutes of contact hours which is a 2 hour class with a 10 minute break.

Session	Content	Assignment for next session
1	<p>Get to know the class. Goal setting.</p> <p>Cultural icebreaker: get to know your classmates and professor</p> <p>Course and syllabus presentation</p> <p>The value of turning goals into SMART Goals</p> <p>ACT: What is your purpose?</p> <p>Workshop: Goal Setting. Students will start their first draft of goals for the semester</p> <p>ACT: Write "The Future Me" Letter</p>	<p>Read Chapter 1 of "Fish:" What to know before you Go</p> <p>Read Chapter 2 of "Fish:" Living on Cultural Autopilot</p> <p>Turn in First draft of Goals worksheet</p> <p>Turn in "The Future Me" letter</p> <p>Optional Dive Deeper. Watch The ills and dangers of social media: Jeff Orlowski, dir. The Social Dilemma. Exposure Labs/Netflix, 2020, https://www.netflix.com/search?q=the%20social&jbv=81254224.</p>
2	<p>Building habits that last. What the hell is water? Defining Culture.</p> <p>ACT: Peer review: How SMART are your classmates' goals?</p> <p>Building habits that last - what does the research say?</p> <p>ACT: What's new to you? The power of observation</p> <p>Definitions of Culture</p> <p>Introduction to the Cultural Iceberg</p> <p>The Culture Shock Curve or the Culture Shock Coil?</p>	<p>Read Atomic Habits pp. 42-55, How to Build Better Habits in 4 Easy Steps</p> <p>Update Goals Worksheet with the Vivid Action Plan</p> <p>Read Chapter 3 in "Fish:" You have to adapt to the culture because it won't adapt to you</p> <p>Read pp 3-11; 32-39 in Mindset: The New Psychology of Success</p> <p>Read the definition of culture in Beyond Culture, Hall</p>

3	<p>The Mindsets that matter: Developing a growth mindset, reframing failure, and more</p> <p>Developing a Growth Mindset</p> <p>Watch Ted Talk by Dr. Carol Dweck</p> <p>Reframing Failure. What “Problemtunities” have you discovered?</p> <p>ACT: Finding your growth mindset</p>	<p>Comfort Zone challenge #1 and reflection paper</p> <p>Read chapter 4 of “Fish”: Discovering yourself along the way</p>
4	<p>Discovering yourself along the way: developing an understanding of identities and values</p> <p>Check in on goals -Professor review. Learn how to check in on goals.</p> <p>What are cultural incidents and what do they teach us?</p> <p>ACT: Your Sixth Sense x 3</p> <p>ACT: Tell me about yourself. Examining our own identities and cultures</p> <p>Understanding our Cultural Lens and what it means for observations and judgements (evaluations)</p>	<p>Read Chapter 5 of “Fish”: The Price of Magic</p> <p>Listen to this episode of The Happiness Lab with Dr. Lauri Santos and Dr. Arthur Brooks, Yale University: <i>Build the Life You Want... Advice from Arthur Brooks and Oprah</i></p> <p>Read pp. ## of Dan Buettner, <i>The Blue Zones of Happiness: Lessons From the World’s Happiest People</i> (Washington, DC: National Geographic, 2017).</p> <p>Optional Dive Deeper: → Diversity abroad: “Articles: Helpful Resources to Help You Prepare Abroad,” Diversity Abroad, accessed January 15, 2022, https://www.diversityabroad.com/articles.</p>
5	<p>Field Study: Observation. Silent tour of a Barcelona neighborhood</p> <p>Silent walking tour of a Barcelona neighborhood practicing observational techniques</p>	<p>Reflection journal entry due</p>

	Discussion of gentrification, racial diversity, language, wealth & poverty, tourism, perceptions of safety and comfort	
6	<p>Success and Happiness defined across cultures</p> <p>ACT: What does success mean to you?</p> <p>The world's happiest people: Blue Zones research. What is the key to happiness across cultures? Is it universal?</p> <p>What does Dr. Lauri Santos teach her students at Yale about happiness? What does Arthur Brooks say about happiness? Do you agree or disagree?</p> <p>What you could get out of this experience when done right: The Cultural Superpowers</p>	<p>Spend time alone! #CultureZoneChallenge Silent tour around your neighborhood and reflection essay</p> <p>Optional Dive Deeper: Read Chapter 6 of "Fish": Your New Home</p>
7	<p>Success and Happiness Part II: Mental and Physical Well-being</p> <p>Building Resilience</p> <p>Based on your lived experiences, we revisit: Growth mindset Reframing Failure</p> <p>The importance of good habits</p> <p>The power of positive psychology - learning from the father of modern Psychology, Martin Seligman</p>	<p>Read Chapter 7 of "Fish": Iceberging National Culture pp. 109-112</p> <p>Write your "Good Habits Plan" for spring semester of college</p>
8	<p>Field Study II - History and Heroes: national culture in action.</p> <p>Visit to the Museum of the History of Catalonia</p>	<p>Read Chapter 7: Iceberging National Culture pp. 113-127</p>

	<p>How is the history of Catalonia represented?</p> <p>Who are the heroes and why?</p> <p>What does a US history museum show off?</p> <p>Who are the heroes of the US and why?</p> <p>What does this teach us about the values of these cultures and how do they manifest into observable behaviors?</p>	
9	<p>Understanding National Cultures and US Values</p> <p>Cultural Dimensions: Individualism and Collectivism, the work of Geert Hofstede and others</p> <p>Cultural Dimensions: Work to Live or live to work?</p> <p>ACT: Is the US a work to live or live to work culture? Why do you say that? What do you observe in your interactions with family, friends etc..?</p>	<p>ACT The One-Hour Ambassador and reflection</p> <p>Read Chapter 9 of “Fish”: Speaking is not necessarily communicating</p>
10	<p>Intercultural Communication Part I: Verbal communication</p> <p>Is speaking a language the same as effectively communicating? Why or why not?</p> <p>What is the difference between high-context and low-context communication?</p> <p>What are the keys to communicating across cultures?</p>	<p>ACT: Photojournalism assignment</p> <p>Read Chapter 10 of “Fish”: The most important game of Charades that you’ll ever play</p>

11	<p>Intercultural Communication Part II: Nonverbal Communication and Language Acquisition</p> <p>In the U.S. what are we communicating with our gestures, smiling, silence, eye contact, tone of voice, body language, dress?</p> <p>How might this differ across cultures and what does that mean for people living and working across cultures?</p>	Study for the Midterm Exam
12	<p>Midterm Exam + National Culture in Film</p> <p>Midterm Exam</p> <p>Review of Goals</p> <p>Watch part of <i>Un Albergue Español</i> and <i>Emily in Paris</i></p>	<p>Read Chapter 11 of “Fish”: You are how you eat</p> <p>Read pps ## of <i>A Late Dinner: Discovering the Food of Spain</i></p> <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>
13	<p>Food and Culture: You Are How You Eat</p> <p>Lecture: Food as a lens to local culture. How do your food habits compare to the local food habits as based on your surveys.</p> <p>ACT: Iceberg school lunches</p> <p>Cultural themes of variety, quantity vs quality, value, good vs bad service, convenience</p> <p>Discussion: cultural context - analyzing diet and eating habits based on data collected.</p>	<p>Read Chapter 11 of “Fish”: Raise a Glass</p> <p><i>Reflection Paper: What can our habits surrounding food tell us about our cultural values and norms?</i></p>
14	<p>Drinks and Culture around the world</p> <p>Check in on goals (peer review)</p> <p>Coffee and tea drinking around the world</p>	Read Chapter 14 of “Fish”: Don’t stand so close to me

	<p>ACT: Iceberging college alcohol culture comparing</p>	<p>DIVE DEEPER (Optional) : Kate Julian, "America Has a Drinking Problem," <i>The Atlantic</i>, July/August, 2021</p>
15	<p>Don't stand so close to me - Personal Space as a lens into cultural values</p> <p>Discussion of ACT: Greetings across cultures</p> <p>How do issues of personal space manifest in everyday life across cultures?</p>	<p>Read Chapter 11 of "Fish": It's about Time</p> <p>Complete ACT: Reflection on punctuality</p> <p>Complete ACT: Pace yourself</p>
16	<p>Session It's about time. Time is Money...or is it?</p> <p>ACT: Time management abroad. How are you using your time abroad? Do you feel like you are maximizing your time? Why or Why not?</p> <p>Lecture on different cultural concepts of time: Monochronic vs. Polychronic, fluid vs. linear.</p>	<p>Watch Ted Talk on public speaking</p> <p>Read chapter of Atomic Habits</p>
17	<p>How to present in public and other life-changing skills</p> <p>Practice giving presentations with peer and professor feedback.</p> <p>Your Cultural Superpowers Born and Boosted giving you skills for college and beyond</p>	<p>Work on presentations</p>

	<p>Mastering good habits: studying, health, staying social, time for yourself</p> <p>How to nail a presentation</p> <p>Becoming independent yet knowing how to collaborate</p> <p>Being present</p> <p>Staying engaged</p> <p>Learning from the Masters: MasterClass lessons</p>	
18	Final Presentations part I	Study for the final
19	Final Presentations part II	Study for the final
20	<p>Part I: Final Exam</p> <p>Part II: The world news and global politics. The importance of civic engagement</p>	Read Chapter 16 in “Fish”: Set Yourself Apart and Land Your Dream Job
21	<p>Guest speaker(s) - study abroad alumni who have used their experiences abroad to succeed in college, launch careers, get into grad school and more</p>	<p>Read Chapter 17 in “Fish”: There’s No Place Like “Home” and “It Doesn’t End Here”</p> <p>Write final reflection paper: Gratitude letter</p>
22	<p>Putting it all together- using your Cultural Superpowers for success in college and beyond</p> <p>Navigating the challenges of returning “home”</p>	



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/1PyZmN0EAH1o4bKVZdZxVvKw-wdiwXewx/view>)

Bibliography

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

- Clear, James. "Atomic Habits: An Easy & Proven Way to Build Good Habits & Break Bad Ones." (2018)
- 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

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- 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
- Hall, Edward T. (1976). *Beyond culture*. New York: Anchor Press/Double day
- "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/UCC5EEtqfF3lBJ7KzrtXGtfg 15 March 2015. Accessed 5 Oct 2020
- Jandt, Fred E. *An Introduction to Intercultural Communication: Identities in a Global Community*, 10th edition, Sage Publications 2021.
- Kurtzman, Rich. (2022) *Like a Fish in Water: How to Grow Abroad When You Go Abroad*. Lioncrest Publishing.
- Richardson, Paul (2009) *A Late Dinner: Discovering the food of Spain*. Scribner Publishing
- 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/0c96052cc523463a65000000.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
- Sorells, Kathryn. Intercultural Communication: Globalization and Social Justice (3rd ed). Sage Publications, 2022.
- 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
- Storti, C. (1994). Cross-Cultural Dialogues: 74 Brief Encounters with Cultural Difference. Yarmouth, Maine: Intercultural Press.