

**IDIS 49100: Study Abroad
Re-entry Seminar**

CO-INSTRUCTORS

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COURSE INFORMATION

Fall 2015
Monday 3:30-4:20 PM
PSYCH 3102

1 credit

COURSE RATIONALE & OBJECTIVES

“A person can be a witness to a tremendous parade of episodes and yet, if he [sic] fails to keep making something out of them . . . he [sic] gains little in the way of experience from having been around when they happened.” *A Theory of Personality: The Psychology of Personal Constructs* by psychologist George Kelly (1963), as cited by Paige et al, 2012.

An international learning experience can have a substantial impact on your life, but also risks being compartmentalized and undeveloped. The aim of this course is to help students process and understand their study abroad experiences in light of current literature on models of culture, ideas about global citizenship, intercultural communication and development. With a deeper understanding of their experience, they will be able to better utilize and market their experiences in light of their personal, academic, and career goals.

1. Familiarize students with models of culture, past and present, as well as the current literature on and thought on intercultural development.
2. Reflect on the cultural experience (and your own personal experience) of study abroad and the process of reverse culture shock in light of the current literature.
3. Articulate personal and professional development attained abroad.
4. Enhance your academic and professional profile using your study abroad experience.

LEARNING OUTCOMES

1. Describe models of culture, intercultural stage development, and theories of intercultural communication as they relate to the student’s own experience abroad.
2. Show the development of editing and writing skills through a progressively more polished resume and final paper.
3. Apply and articulate intercultural experiences toward professional and academic pursuits.
4. Market your study abroad experience to potential employers.

ASSIGNMENTS

- Elevator Speech: a 1.5 – 2 minute summary of your experience abroad that you are able to customize in tone and content depending on the appropriate social register (a job interview, a question from a parent or friend).
- A polished resume or CV enhanced by your study abroad experience.
- Essay articulating individual cultural identity post-study abroad. The topic is flexible, but students should incorporate at least two of the assigned readings as well as specific examples from their study abroad experience. The essay should be 4-5 pages (no more than 6), typed in 12-point Times New Roman, double-spaced with 1” margins, and include a properly formatted MLA bibliography.
- Three Reflection Papers based on class readings and discussions (topics to be distributed in class).
- PowerPoint presentation on how your study abroad program benefitted you. This should be a five-minute presentation that incorporates materials discussed in class (intercultural skills, other employable skills, personal development, academic achievement, personal development and discovery). This will be presented to the class during the last class session. Students will have the opportunity (for extra credit) to present at a study abroad recruitment event during the semester for extra credit.

POLICIES

Grading

The course will be graded on a 100-point scale, based on the following components:

Participation / Attendance	25 points
Class assignments	25 points
○ Reflection Papers (3)	
○ Elevator Speech	
○ Cover Letter Blurb	
Resume	15 points
PowerPoint Presentation	10 points
Final Paper	25 points

Academic Dishonesty

The course will follow the policy on academic dishonesty laid out by the University.

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]

More information academic integrity at Purdue can be found here:

<http://www.purdue.edu/odos/aboutodos/academicintegrity.php>.

Attendance

The course will follow the University attendance policy. Students are expected to attend classes in full and notify the instructor if an emergency occurs, then provide the instructor with a medical or Dean's note.

College of Liberal Arts

One unexcused absence will be permitted. More than one unexcused absence will result in full loss of participation points and more than two will result in the student failing the class.

Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible...For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student's control, and in cases of bereavement, the student or the student's representative should contact the Office of the Dean of Students,

Missed or Late Work

Because of the nature and structure of the course, missing assignments will result in a No Pass for the course. No late work will be accepted without a doctor's note or a letter from the Office of the Dean of Students in extreme circumstances.

Participation

Full engagement is expected of all students in the class. Participation will be self-graded and verified by the instructor. Insufficient participation will result in a No Pass.

SYLLABUS

Week	Date	Topics	Due Today
1	8/24	Course Objectives "So how was it?" – Quick-write & share. Culture & Cultural Adjustment <i>Homework for 8/31:</i> <ul style="list-style-type: none"> Take IDI and schedule follow-up appointment 	Nothing.
2	8/31	Intercultural Competence Testing & The Corporate/NGO World Guest Speaker: Katherine Yngve, Intercultural Learning Specialist <i>Homework for 9/14:</i> <ul style="list-style-type: none"> Complete Evaluation, pp. 5-8, from "Back in the USA" 	Take the IDI and schedule follow-up.
3	9/7	LABOR DAY – NO CLASS	
4	9/14	Intercultural Development Inventory Guest Speaker: Chuck Calahan, Assistant Director of the Center for Instructional Excellence <i>Homework for 9/21:</i> <ul style="list-style-type: none"> Read Slimbach, "The Journey Home," from <i>Becoming World Wise</i>, pp. 203-229, Yershova et al article (up to p. 48 required), and write response paper, due 9/21 	"Back in the USA" (pp. 5-8)

5	9/21	<p>Core Cultural Values & D-A-E Model</p> <ul style="list-style-type: none"> Investigate & identify your core cultural values. Apply the D-A-E model to your experiences. <p><i>Homework for 9/14:</i></p> <ul style="list-style-type: none"> Read Barna, “Stumbling Blocks in Intercultural Communication,” from <i>Basic Concepts</i>, Bennett. Compose “Learning Moments” to reflect core cultural values & D-A-E Model. 	<p>Slimbach & Yershova, et al readings</p> <p>Guided Reflection (1 page)</p>
6	9/28	<p>Challenges of Intercultural Communication (Barna) Culture Shock / Reverse Culture Shock</p> <p>Activity/Reading TBD based on general class IDI assessment (possibly split into groups)</p> <p><i>Homework for 10/5:</i></p> <ul style="list-style-type: none"> Zemach-Bersin, “American students abroad can’t be ‘global citizens’”. Liu, “Why there’s no such thing as global citizenship”. Oxfam, “Education for Global Citizenship” Reflection (1 page): <i>Global Citizenship</i> 	<p>Barna reading</p> <p>Guided Reflection (1 page) on Barna,</p>
7	10/5	<p>Problems of Integration</p> <ul style="list-style-type: none"> What is a “global citizen”? Your identity at home and abroad Continued international involvement <p>Cultural Identity Paper Introduction</p> <p>Cultural Learning Moments</p>	<p>Readings on global citizenship</p> <p>Guided Reflection (1 page) on global citizenship</p>
8	10/12	OCTOBER BREAK	
9	10/19	<p>Study Abroad & Your Academic Future</p> <ul style="list-style-type: none"> Graduate school with an international focus Research opportunities <p>Purdue’s Global Studies Minor</p> <ul style="list-style-type: none"> Student guest speaker 	None
10	10/26	<p>Another Perspective: International Student Panel Discussion</p> <p><i>Homework:</i></p> <ul style="list-style-type: none"> Read CERl Research Brief, “Unpacking Your Study Abroad Experience: Critical Reflection for Workplace Competencies” Read “Culture at Work: The Value of Intercultural Skills in the Workplace” (British Council) 	Prep questions for panel

11	11/2	<p>Crafting Your Story: Study Abroad & Your Career Top 10 Skills / Qualities Employers Want (NACE)</p> <p><i>Homework:</i></p> <ul style="list-style-type: none"> • Read “The Perfect Elevator Pitch,” from Forbes contributor Nancy Collamer. • Watch mock interviews & elevator pitch from Iowa State students at http://www.studyabroad.iastate.edu/market-your-study-abroad-experience/. 	CERI & British Council readings
12	11/9	<p>Crafting Your Story: The Elevator Pitch “Five Skills” Blurbs</p>	<p>Optional: Turn in draft of final paper for feedback</p> <p>Reading on culture in the workplace.</p>
13	11/16	<p>Guest Speaker from the CCO Resume Workshop</p> <p><i>Homework:</i> Revise resume incorporating study abroad “Five Skills” blurbs for interview and/or cover letter</p>	Bring draft of resume
14	11/23	<p>Elevator Speech Quick-write: How was it? Compare to your previous quick-write.</p> <p>Wrap-up discussion: what changed?</p>	Revised resume
15	11/30	Student Presentations	
16	12/7	Student Presentations	Cultural Identity Paper

Bibliography

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