

Course Syllabus

EdPA/OLPD 3103: Global Identity: Connecting Your International Experience to Your Future

Term:

Faculty: Prof. Gerry Fry

Teaching Assistant (*primary contact*):

1 Credit, S/N

1. Course Rationale, Objectives, and Learning Outcomes

Studying abroad is a transformative experience that has the power to challenge our thinking and our perspective on the world. Whether you are going abroad for the first time or fifth time, each overseas experience living within a new culture, or a somewhat familiar culture, has the potential to not only be a source of cultural information or language learning, but to prepare you to communicate your growth in intercultural competence to future employers or during the application/interview process for graduate/professional school.

Course Objectives

- To support the learning of intercultural knowledge
- To provide individual feedback to you as a learner to help promote deeper understanding of your experiences in the host culture
- To help you understand the value of the intercultural skill-set you acquire overseas
- To assist in finding ways your new intercultural skill-set can be marketed for future jobs or graduate & professional school
- To promote reflection on how you can integrate your new perspective(s) and skill-sets into life back home

Learning Outcomes

- You will be familiar with intercultural literature, models, frameworks, and concepts used in intercultural development and training
- You will be able to recognize and explain the multiple layers of an overseas experience
- You will be able to articulate important intercultural skills and perspectives you have acquired/developed
- You will have the beginning of a study abroad component for a professional portfolio

This course is a building process and is highly dependent on your willingness to reflect on your experience and the intercultural skills you are developing in order to market this experience once you return. You will have a total of five assignments. Pedagogically, each assignment builds on the previous assignment in some way. The titles of the five written pieces you will be working on are listed below. Descriptions of each are further explained in detail later on in the syllabus.

- A. Establishing Expectations
- B. See & Respond
- C. Lens Shifting & Comparative Thinking
- D. Job Skills + Overseas Experience = A Step Ahead of the Rest
- E. Beyond “It Was Awesome”

2. Instructional Strategies

As this course is designed to be flexible to accommodate study abroad students, it will be offered on-line during the course of your study abroad experience. You will be asked to interact with and submit assignments to your instructor (TA), whose name and contact information are listed above, via e-mail.

3. Things to Keep in Mind as You Begin & Course Logistics

There is a dual learning agenda for this course: (1) developing your language/intercultural communication skills and understanding of culture general constructs that can be used internationally, nationally, and locally and (2) beginning work on key essays/documents that demonstrate your intercultural development and can be used for a professional portfolio in a job search or graduate/professional school application process.

Intercultural studies and intercultural communications are both interdisciplinary fields that draw from anthropology, sociology, psychology, communications and linguistics. As you begin doing the readings, you may find some aspects of the texts to seem like common sense. That's what's fascinating about intercultural learning; there are always these layers, like layers of an onion, which you have to peel back before you can truly see what's inside. It is your job to take what you are learning and apply it to what you are experiencing, and apply it to the course content for use in the future.

Class Ground Rules:

This course is a collective effort that requires the participation and contribution of our shared thoughts and ideas. As your instruction team, we will commit to provide you with targeted feedback on your projects, we will promote new ways of thinking about something you have presented, and/or challenge you to see things from a different perspective. In turn we expect you to do the class readings, take time to reflect on what you are reading and how it relates to your study abroad experience, submit assignments that are well-edited, and submit assignments in a timely manner.

How much work is involved in a 1-credit course?

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. Since this is an on-line course, a lot of that learning time is in your hands.

Resources & Assistance:

We all come into the classroom with varying learning styles. Our brains work in different ways in terms of processing information, storing it, and integrating it through written assignments. Below are a few of the many resources that the University of Minnesota offers in assisting you in your studies and personal academic growth. You can contact these offices even from afar. Do not hesitate to contact your TA if you need academic support of any kind.

Center for Writing (on-line services available)

227 Lind Hall; 612-626-7579

<http://writing.umn.edu/sws/>

Offers all University of Minnesota students free, individualized writing instruction.

Learning and Academic Skills Center

109 Eddy Hall, East Bank; 612-624-3323

<http://www.uccs.umn.edu/index.html>

Multicultural Center for Academic Excellence

Minneapolis: Klæber Court, East Bank; 624-6386. St.

Paul: 195 McNeal Hall; 612-626-3787.

<http://www.mcae.umn.edu/acadsupport>

Disability Services

McNamara Alumni Center, East Bank; 612-626-1333

<http://ds.umn.edu/Students/index.html>

Offers assistance, information and support to students with identified disabilities.

4. Overview of course assignments:

Below is an overview of the course assignments. Due dates will be set by your TA according to when you arrive in-country. All assignments should be double-spaced using 12-point font, some are 2-3 pages and others 3-4 pages in length, and draw upon your experiences and reflections.

Pre-Departure Assignment

#1 *Establishing Expectations* ** due before you leave**

- Send your TA an email detailing any expectations that you have, and why/how they might be significant as you begin your semester overseas (we will be coming back to this at the end of the course).

In-country assignments

#2 *See and Respond: choose and write about ONE of the following*

- Send your TA a digital picture that best describes your experience. Then describe/narrate why you chose the picture and how it portrays your overarching thoughts/feelings about the experience thus far. **OR**
- This second assignment option asks you to think about music. What song embodies your study abroad experience for you thus far, and why?

#3 *Lens shifting and comparative thinking*

- For this week's assignment you are asked to make a comparison between something in your host culture and your home culture (you can identify home culture as ethnic culture, geographical culture, gendered culture, etc.).

#4 *Portfolio emphasizing your study abroad experience*

- Brainstorm ways you can market the skills you gain during your study abroad experience to fit into your future career resume or graduate school application.
- Take some time and write a couple of paragraphs on the skills, experiences, and knowledge areas that you are cultivating overseas. This writing sample is something that you will be able to incorporate into:
 - Resume
 - Application essays or cover letters
 - Develop into talking points for interviews

#5 *Preparing for re-entry: reflect on how you have changed over the course of the semester*

- Answer some questions about how you think you and others have changed over the course of the semester. Take some time and write out answers to the questions in *MAXSA* (pp. 145-146) that you find significant and relevant to what you are thinking about right now and how you are feeling.

OPTIONAL Revision and final draft of your portfolio pieces

Create a portfolio that helps emphasize your study abroad experience: Final Draft

- Rethink assignment #4 and re-submit a clean copy to your TA for feedback.

** With the exception of assignment #6, each of the above assignments must be submitted to your TA in a timely manner in order to receive credit for the course, **these are the only REQUIRED assignments**. Note: in the course syllabus there are other readings listed for each of the 14 weeks you are in-country as time allows. If your TA has elected to have a course forum, you are encouraged but not required to post your thoughts/questions/experiences to your section's forum and respond to those of others. But remember, this is NOT REQUIRED!

Course Assignments

Before you look at the course assignments below, **keep in mind the readings aren't very long and can be done when you have time. Readings are not meant to be a source of stress. Rather they are included as part of the course to help you process your experience and introduce you to language that will help you talk about and explain your own intercultural development.** The readings are assigned to mediate the growth process we presented at the beginning of the syllabus. There are only five written assignments you will be turning in over the course of the semester which, if done well, can serve as writing samples for your academic portfolio (either as a hard copy or to be uploaded in an on-line portfolio).

E-reserve site: <http://eres.lib.umn.edu/eres/coursepass.aspx?cid=1316>

Password:

Please remember that due to copyright laws the readings posted in the e-reserve system are strictly for those enrolled in EdPA 3103. Since some of the readings are book chapters, you may want to ensure the quality of the PDF prior to attempting to read it on-line (you may want to print it out).

Pre-departure (before you leave) – Establishing Expectations Assignment 1 due

Assignment: Send your TA an e-mail detailing any expectations that you have, and why/how they might be significant as you begin your semester overseas (we will be coming back to this at the end of the course).

Address the following in this first assignment:

- The expectations you have of your host culture
- The expectations you have for how your host culture community will view you and some things they might expect or assume about you
- The expectations you have for your personal growth during your time overseas

Week 1 in-country

Readings:

- Paige, et. al. *Becoming familiar with culture: The iceberg analogy; Understanding the ways cultures can differ in values; and Strategies for keeping a journal* (optional) pp. 46-54, 63-75, & 119-123.

Week 2 in-country

Readings:

- Adler, P. *Culture Shock and the Cross Cultural Learning Experience.*
- Paige, R.M. *On the nature of intercultural experiences & intercultural education.*
- Paige, et. al. *Adjusting.* pp. 91-106.

Week 3 – See and Respond

Assignment 2 due

This assignment is designed for you to begin to see what you are observing, the cultural differences that stand out for you and what value those cultural differences may hold.

Answer the following question through photo or song:

What cultural lens are you viewing your experience through? What holds importance for you? How can you portray this experience to others, and discuss the differences you are encountering?

Assignment: Choose and write about ONE of the following (2-3 pages double-spaced)

1) *A Picture is Worth a Thousand Words*

Send us a postcard!!! Not literally of course, but send us a digital picture that best describes your experience. Send along text to describe/narrate why you chose the picture and how you feel it depicts your answer to the questions above.

Or you could choose to write about #2

2) *“I ain’t changed, but I know I ain’t the same.” ~ The Wallflowers, One Headlight*

Send us song title/artist and write a little bit about the questions listed above.

What song embodies your study abroad experience for you thus far, and why? Is it a song in English or a foreign language? Why might that question be of importance? What does your song choice say about the overarching mood or tone to this experience? Is the song somber and mellow or rhythmic and dynamic?

Things to think about:

Remember to consider the readings you’ve done on cultural adjustment, ethnocentrism versus ethnorelativism, and the phases of culture awareness (*Adjusting*, Paige, et. al., pp. 91-106). As you do this, think about your voice that is coming through. Are you making broad generalizations, are you being ethnocentric or ethnorelative (*Strategies for Developing Intercultural Competence*, Paige, et. al., pp. 107-111), what is the message you want your reader to take away with them about this experience? How do you think your choice of photo and rationale will come across to others?

The Describe-Interpret-Evaluate model (found in Paige, et al., *Strategies for Making Cultural Inferences to Enhance Your Culture Learning*, pp. 113-117) is used in intercultural training as a systematic way to debrief an intercultural experience. Check out Moodle for more information on this tool!

Week 4 in-country**Readings:**

- Kincaid, J. (1998). A small place. In J. Rivkin and M. Ryan (eds.) *Literary theory: An anthology*. Oxford, UK: Blackwell Publishing.
- Merali, Z. *Westerners & Easterners see the world differently. (Overview of Chua, Boland, Nisbett article – not required.)*
- Paige, R.M., et al. *Strategies for Developing Intercultural Competence & Strategies for Making Cultural Inferences* (107-111 & 113-117).

Week 5 in-country**Readings:**

- Yershova, DeJaeghere, & Mestenhauser. *Thinking not as usual*. (At minimum, read pp. 53-63 although the whole article provides a more broad picture of intercultural competence and comparative thinking).

**Week 6 – Lens Shifting and Comparative Thinking
Assignment 3 due****Assignment (3-4 pages double-spaced):**

For this week's assignment make a comparison between something in your host culture and your home culture (you can identify home culture as ethnic culture, geographical culture, gendered culture, etc.).

This “something” could be politics, child-rearing, dating, environmental concerns, education, business, religion, poverty, and/or countless other things. In making this comparison, keep in mind that you should know something about the topic you choose to write about both in your host culture and home culture.

The paper should be well-edited and demonstrate your ability to make ethnorelative cross-country and/or cross-cultural comparisons on significant issues that are of importance to you.

Things to think about:

This assignment continues to build on your reflective practices, writing skills, and description of what you are learning. This assignment could be used in an interview (either for a job or graduate school) in response to a question such as, “Tell me a little bit about what is different between Argentina and the U.S.” Taking time to write this now will give you a solid piece to return to in prepping for interviews.

Week 7 in-country**Readings:**

- Bennett, M.J. *Intercultural communication: A current perspective*.
- Gupta, S.R. (2009). Beyond borders: Leading in today's multicultural world. In M.A. Moodian (ed.) *Contemporary leadership and intercultural competence* (pp. 145-158). Los Angeles, CA: Sage.

Week 8 in-country**Reading:**

- Trooboff, S., Vande Berg, M., Rayman, J. (2008). *Employer attitudes toward study abroad*.

Week 9 in-country

Video and Reading:

- Watch one of the UMN Career Services on-line presentations you think will be valuable for your career/grad/professional school pursuits:
 - <http://www.career.umn.edu/breeze.html>
 - *We recommend portfolios or interviewing.*
- **PLUS**, read & critique the sample student interview posted on Moodle. What did the student highlight well about her SA experience and job interests, what could she have explained better and how?

Week 10 – Job Skills + Overseas Experience

Assignment 4 due

Starting Your Portfolio Pieces:

For this assignment we are asking that you begin to think about skills and experiences that are highly regarded for whatever field you are looking to go into. We are going to link these to the way(s) you have demonstrated these skills during your time overseas.

- **Part 1: List skills that are important to your field of interest and then list some experiences you've had overseas that relate to those skills.**
- **Part 2: Respond to the following prompt below (write 2 paragraphs about your study abroad experience that could be used in a cover letter, application essay or as talking prompts for an interview).**
 - *"I see from your resume you studied abroad in _____. Tell me, how that experience made you a better candidate for this job/graduate program?"*
- **Part 3: Write 2-3 bullet points that highlight what you have done/learned/gotten out of this experience to include in a resume. Think of bullet points that use the intercultural concepts we have been reading about throughout the course.**

Compiling thoughts and ideas of your experience and what those things add to your professional and/or academic toolkit while in the moment will enable you to return to the U.S. with key components of a professional portfolio.

What do we mean by a professional portfolio? A professional portfolio is a collection of your best work samples that you can use to market your skills and experiences. Your study abroad experience is an integral part of your college experience that you will want to do the most to market all that you are learning and experiencing as you move into a professional career and/or continue on within academia. Check out Professional Portfolios: <https://umconnect.umn.edu/portfolios/>.

Week 11 in-country

Reading:

- Bennet, J.M. (2008). On becoming a global soul: A path to engagement during study abroad. In V. Savicki (ed.) *Developing intercultural competence and transformation*. Sterling, VA: Stylus.

Week 12 – Beyond it was *awesome* Assignment 5 due (final assignment)

Readings:

- ** Re-read your expectations assignment you sent at the beginning of the semester**
- Paige, et. al. *Preparing to return home*. pp. 143-156.
- Zemach-Bersin, T. American students abroad can't be 'global citizens'. *Chronicle of Higher Education*.

For those of you returning home:

As Dr. Paige writes on page 147, "Culture shock is the expected confrontation with the unfamiliar; re-entry shock is the unexpected confrontation with the familiar." When heading home, there is a tendency to fall into a pattern that when asked how your study abroad experience was, you might initially want to simply respond, "It was awesome." There are many reasons for this short, quick, response that at times satisfies your audience. What you have experienced is complex, it is very personal, and it is something that the questioner may not have ever experienced before.

Take some time and write out answers to the questions in Paige, et al. chapter *Preparing to Return Home* (pp. 145-146) that you find significant and relevant to what you are thinking about right now and how you are feeling. This will hopefully also give you something to share with others about how much of an impact studying overseas has had in your life.

For those of you remaining overseas (in your current host country or another country):

Discuss your thoughts after three to four months in-country in relation to your pre-departure goals for this year. What were your fears and expectations prior to studying abroad? What has materialized and what has not? If there are objectives you have yet to accomplish, how will you realize them? Describe, interpret, and evaluate what you are experiencing, observing, and/or feeling. Consider the DIE model (Paige, et al., *Maximizing Study Abroad*, p. 115-117) and the iceberg analogy (*Maximizing Study Abroad*, p. 117) when completing this assignment.

OR

Send your TA thoughts on whether or not you agreed with and/or liked the Tayla Zemach-Bersin article. Zemach-Bersin claims that spending a semester abroad does not make you (as a study abroad student) a "global citizen" due to the social/political/ historical power inequities that exist internationally. Do you agree with Ms. Zemach-Bersin? Why or why not? Your submission for this assignment should be **3-4 pages double-spaced in length**.

Zemach-Bersin, T. American students abroad can't be 'global citizens'. *Chronicle of Higher Education*.

Week 13 in-country

- If you are sending in the job skills + overseas experience assignment for additional edits, take time this week to work on it.
- Make sure that you have sent your TA all five assignments

Week 14 in-country

Congratulations, you have spent a semester abroad! Take with you the learning you've gleaned from your experience overseas, and in the reflection you've done for this course.

5. Evaluation of Student Performance

Course Grading Policies, 1-Credit Course Load, & Scholastic Dishonesty

EDPA 3103 is a course designed to assist students in reflecting on their culture and language learning, and how their overseas experience will be incorporated into their future lives, careers, and studies. Most of the intercultural learning for this course will occur in your everyday lives. These assignments are designed to complement that learning by means of reflective writing. Each of you will be responsible for the quality of the work you produce. Grading for the course is on an S/N basis, and will conform to established University of Minnesota procedures: (http://www.onestop.umn.edu/onestop/Grades_Transcripts/GradesFAQ.html)

- All students will receive either an S or N on each of their completed assignments.
- **All assignments must be turned in to receive a final grade for the course.**
- All assignments must be handed in on-time unless prior arrangements have been made with the course instructor.
- If a student receives an “N” on an assignment, the student has the option of redoing the assignment in order to improve his/her grade. A student can redo an assignment once per module.

How much work is involved in a 1-credit course?

For undergraduate courses, one credit is defined as equivalent to an average of three hours of learning effort per week (over a full semester) necessary for an average student to achieve an average grade in the course. Since this is an on-line course, a lot of that learning time is in your hands.

Scholastic Dishonesty: “Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows: *“Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging , or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.”*

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "N" for the course. See: <http://www1.umn.edu/oscai/integrity/faculty/syllabus.html>

Student Code of Conduct: http://www1.umn.edu/regents/policies/academic/Student_Conduct_Code.html

6. Deadline for Dropping the Course

The course follows the regular add/drop policy of the University of Minnesota. You will have two weeks from your official program start date to request that the Global Identity course be dropped. We strongly recommend that you use these two weeks to assess the level of your internet access on-site and to begin the assignments.

If you submit your request after the two-week drop/add period, the course will appear as a "W" on your University of Minnesota transcript.

If you submit your request after the final eight-week drop/add period, you will not be allowed to withdraw, and you will receive the grade that you've earned for the course (S or N).

Review the Learning Abroad Center's Academic Policies website: (www.umabroad.umn.edu/policies/academic/registration.html) for more details.

7. Course fee

In accordance with the Learning Abroad Center's Cancellation and Refund Policy, if you drop the course on or after the official program start date, there will be no refunds for this course. Prior to the program start date, you will receive a full refund upon receipt of your cancellation email request.

8. Course Readings

Adler, P. (1975). Culture shock and the cross cultural learning experience.

Bennet, J.M. (2008). On becoming a global soul: A path to engagement during study abroad. In V. Savicki (ed.) *Developing intercultural competence and transformation*. Sterling, VA: Stylus.

Bennet, M.J. (1998). Intercultural communication: A current perspective. From Bennett, J.J. *Basic Concepts of Intercultural Communication: Selected Readings* (pp. 1-34). Yarmouth, Maine: Intercultural Press.

Chua, H.F, Boland, J.E., & Nisbett, R.E. (2005). Cultural variation in eye movements during scene perception. *Proceedings of the National Academy of Sciences of the United States of America*, 102(35), pp. 12629-12633.

Gupta, S.R. (2009). Beyond borders: Leading in today's multicultural world. In M.A. Moodian (ed.) *Contemporary leadership and intercultural competence* (pp. 145-158). Los Angeles, CA: Sage.

Kincaid, J. (1998). A small place. In J. Rivkin and M. Ryan (eds.) *Literary theory: An anthology*. Oxford, UK: Blackwell Publishing.

Merali, Z. (2005). Westerners and Easterners see the world differently. *NewScientist.com*. Retrieved on March 6, 2008 from <http://www.newscientist.com/article.ns?id=dn7882>.

Paige, R. M., Cohen A.D., Kappler B., Chi, J., & Lassegard, J. P (2006). *Maximizing study abroad: A students' guide to strategies for language and culture learning and use (Second Edition)*. Minneapolis, MN: Center for Advanced Research on Language Acquisition. pp. 63-75 & 119-123

Paige, R..M. (1993). On the nature of intercultural experiences and intercultural education. In *Education for the Intercultural Experience* (pp. 1-19) edited by R. M. Paige. Intercultural Press (second edition).

Trooboff, S., Vande Berg, M., Rayman, J. (2008). Employer attitudes toward study abroad. *FRONTIERS: The Interdisciplinary Journal of Study Abroad*. XV(Winter 2007-2008), pp. 17-33.

Yershova, DeJaeghere, & Mestenhauser. (2000). Thinking not as usual. *Journal of Studies in International Education*. Spring.

Zemach-Bersin, T. American students abroad can't be 'global citizens'. *Chronicle of Higher Education*.